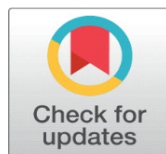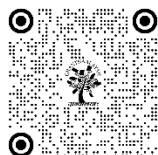# SCHOOL ENVIRONMENT PLAY A VERY CRUCIAL ROLE IN HAPPINESS OF THE SCHOOL CHILDREN

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ABSTRACT

Purpose: Happiness is the inner feeling, joy and satisfaction state of the all living beings. The young and growing children percept and feel their surroundings with curiosity. The research aims to illustrate that the components of school environment play an important role in happiness of school children.

Design/methodology/approach: For this study, 300 students from various junior high schools were selected randomly from class 6th, 7th and 8th of basic Shiksha parishad district Ghazipur, Uttar Pradesh, India. The tool for the study was self-made attitude scale consisting of 50 items in which five dimensions of the school environment were taken, each dimension having 10 items related to that dimension. Quantitative research technique has been used for the data analysis, t-test was done to test the null hypotheses whether they are significant or not.

Findings: The data analysis revealed that most of the (90.09%) students feel happy with various dimensions of the school environment. Various dimensions of school environment are School Infrastructure, Behaviour of Teaching and Non-teaching staffs, Students related variables, Curricular and Co-curricular activities, among which Students related variables contribute most in the happiness of the students.

Educational Implications: Happiness is an important construct which is related with the well-being of the school children, so the present study will be significant for the school administrators, teachers and policy makers to enrich the school environment with curricular and co-curricular activities to increase the happiness level of the students.

Originality/Value of the work: The study contributes to the existing knowledge about the school environment and student's happiness. The students of Basic Siksha Parishad of class 6th, 7th and 8th were from weaker section and deprived of the basic resources. Reflection obtained from the real data provides a vast view about the components of the school environment and their role in the happiness of school students.

Keywords: School Environment, Happiness, School Infrastructure, Behaviour of Teaching and Non-Teaching Staffs, Students Related Variables, Curricular Activities, Co-Curricular Activities

1. INTRODUCTION

Every individual born with some innate power and live in his own social environment. Three basic needs like food, clothing and shelter are very prime priority of every individual of the society. The availability of these fundamental things determines the living standard of the life. Along with these basic requirements, education is the most important thing for the individuals to become an educated, civilized nobles of the society and country. According to Hinduism, the ultimate

purpose of life is happiness. Anand (Sanskrit) literally means bliss or happiness. In the Hindu Vedas, Upanishads and Bhagavad Gita, Anand signifies eternal bliss which accompanies the ending of the birth cycle. The Indian values of "Vasudhaiva Kutumbakam" spreading the essence of love and belongingness all over the world. The Indian values spread the fragrance of "Sarvey Bhawantu Sukhinah" i.e., all the living beings either the men or other creatures of the universe remains happy with all others in a harmony. No one get from others or give to others the feelings of pain or unhappiness. Aristotle (384-322 BCE), ancient Greek scholar described **eudaimonia** as the goal of human thought and action. Eudaimonia is often translated to mean happiness. Aristotle`s use of the term in **Nicomachean Ethics** extends beyond the general sense of happiness. Aristotle regarded virtue as necessary for a person to be happy and held that without virtue the most that may be attained is contentment.

In our education system happiness is the most underestimated factor. Our country performs very poor position in the happiness index in spite of our rich traditional and cultural, financial and socio-economical resources. Education system and institutions should try to enhance happiness, emotional stability and well-being through child`s holistic development. This can be done by nurturing their intellectual, physical, psychological, social and moral abilities by giving them a sense of belongingness and meaningful life. According to World Happiness Report 2021, India is among the world`s least happy nations and ranked 139th out of 149 countries, 136th out of 146 in 2022, 126th out of 146 in 2023, 126th position in 2024 and 118th position in 2025 in the global ranking. This poses a significant challenge for society and families on how children should be nurtured and prepared. SCERT, Delhi, (2019) scientifically designed a course popularly known as Happiness Curriculum based on strong humanitarian and social model, "The Triad of Happiness" given by a philosopher Agrahar Nagraj (1999). According to this model, human beings get happiness through their senses, harmony in feelings and relationships, learning and awareness. Each of these in turn addresses the four dimensions of human life: the material, the behavioural, the intellectual and the experiential. The implementation of the Happiness Curriculum (HC) in Delhi Government schools has garnered attention as a unique approach to addressing student`s well-being and holistic development, prompting interest in in evaluating its impact on student`s outcomes. The curriculum promotes student`s happiness and well-being with a strong emphasis on social and emotional skills like mindfulness, self-awareness, critical thinking, reflection, interpersonal relations and others.

2. STATEMENT OF THE PROBLEM

School Environment plays a very crucial role in Happiness of the School Children.

3. OBJECTIVES OF THE STUDY

1) To study the happiness among junior high school students with reference to the school infrastructure.
2) To study the happiness among junior high school students with reference to the behaviours of-
   A) Teaching staff   B) Non-teaching staff
3) To study the happiness among junior high school student`s related variables-
   A) Students interest   B) Family background
   C) Socio-economic status   D) Peer group relations
4) To study the happiness among junior high school students with reference to Curricular activities-
   A) Classroom activities   B) Activity based learning
   C) TLM Fair   D) Learning corner
5) To study the happiness among junior high school students with reference to Co-curricular activities-
   A) School sports   B) Cultural programs
   C) Writing, art & craft   D) School celebrations

4. HYPOTHESES OF THE STUDY

- **H01 –** There will be no significant difference among the happiness of the students with reference to the infrastructure.

- **H02 _** There will be no significant difference among the happiness of the students with reference to the behaviour of teaching and non-teaching staffs.
- **H03 _** There will be no significant difference among the happiness of the students with reference to the students related variables.
- **H04_** There will be no significant difference among the happiness of the students with reference to the curricular activities.
- **H05_** There will be no significant difference among the happiness of the students with reference to the co-curricular activities.

5. POPULATION, SAMPLE AND SAMPLING

For the study entitled "School Environment play a very crucial role in Happiness of the School Children", 300 students of both Hindi and English medium junior high schools (class 6-8) related to the Basic Shiksha Parishad, Ghazipur (UP) were taken randomly as the population of the study.

6. DATA ANALYSIS

The sample size of this study is 300 and there are five dimensions, each having 10 items. So, the data analysis is done dimension-wise on the basis of 3000 responses.

1) **School Infrastructure:** In this dimension of school environment, there are 300 student response on every 10 items of the school infrastructure.

Agree	Strongly Agree	Undecided	Disagree	Strongly Disagree
1424	1322	95	114	45
47.67%	44.07%	3.17%	3.80%	1.50%

The obtained data shows that 47.67% students were strongly agree, 44.07% students were agreed, 3.17% students were undecided, 3.80% students were disagreed and 1.50% students were strongly disagreed about the fact that school infrastructure like well furnish and attractive buildings, painted walls with coloured figures, equipped and attractive rooms, decorated school ground with ornamental plants, playground, clean and potable water facility, neat and clean toilet facility, light and fan facility, well arranged seating arrangement and proper blackboard facility inculcates happiness among the junior high school students.

H01 – There will be no significant difference among the happiness of the students with reference to the infrastructure.

Gender wise Mean, SD, N and t-value of students about Infrastructure

Stakeholder	N	$\sum x$	Mean	$\sum d^2$	SD	SE_M	SE_{DM}	't' value
Girls	150	6627	44.18	2614.14	4.17	0.34	0.5	2.06
Boys	150	6472	43.15	3066.78	4.52	0.37		

Interpretation- $t_{Cal\ (2.06)} > t_{Table\ (1.96)}$

Significant at 0.05 level of significance

The calculated t-value (2.06) for the above table is **significant** at 0.05 level (1.96), so the null hypothesis was not accepted because there occurred significant difference among the students about happiness with reference to the infrastructure of the school. The calculated value of 't' is 2.06 which is greater than the table value of 't' (1.96) at 0.05 level of significance. Thus, the result shows that there was significant difference among the happiness of the students with reference to the infrastructure of the school.

2) **Behaviour of Teaching and non-teaching staff:** In this dimension of behaviour of Teaching and non-teaching staff, there are 300 student response on every 10 items of the behaviour of Teaching and non-teaching staff.

Agree	Strongly Agree	Undecided	Disagree	Strongly Disagree
1252	1369	198	108	73
41.73%	45.63%	6.60%	3.60%	2.43%

The obtained data shows that 41.73% students were strongly agree, 45.63% students were agreed, 6.60% students were undecided, 3.60% students were disagreed and 2.43% students were strongly disagreed about the fact that behaviour of teaching and non-teaching staff like parental nature, affectionate behaviour, unbiased and pleasant behaviour, humorous and motivational nature, not giving punishment, careful and kinship behaviour, supportive and proper behaviour initiates the happiness among junior high school students.

H02 _ There will be no significant difference among the happiness of the students with reference to the behaviour of teaching and non-teaching staffs.

Gender wise Mean, SD, N and t-value of students about the behaviour of teaching and non-teaching staffs

Stakeholder	N	$\sum x$	Mean	$\sum d^2$	SD	SE_M	SE_{DM}	't' value
Girls	150	6336	42.24	2677.36	4.22	0.34	o.47	2.74
Boys	150	6143	40.95	2486.675	4.07	0.33		

Interpretation- t $_{Cal\ (2.74)}$> t $_{Table\ (1.96)}$

Significant at 0.05 level of significance

The calculated t-value (2.74) for the above table is significant at 0.05 level (1.96), so the null hypothesis was rejected because there occurred significant difference among the students about happiness with reference to the behaviour of teaching and non-teaching staffs of the school. The calculated value of 't' is 2.74 which is greater than the table value of 't' (1.96) at 0.05 level of significance. Thus, the result shows that there was significant difference among the happiness of the students with reference to the behaviour of teaching and non-teaching staffs of the school.

3) **Student`s Related Variables:** In this dimension of students related variables, there are 300 student response on every 10 items of the student related variables. So, the data analysis comprised of 3000 responses.

Agree	Strongly Agree	Undecided	Disagree	Strongly Disagree
1477	1300	114	59	50
49.23%	43.33%	3.80%	1.97%	1.67%

The obtained data shows that 49.23% students were strongly agreed, 43.33% students were agreed, 3.80% students were undecided, 1.97% students were disagreed and 1.67% students were strongly disagreed about the fact that students related variables like daily attending school, regular attendance, homely environment of schools, socio-economic status of the family, free books and uniform from schools, parents educational status and support, cooperative nature of the peer groups, teacher`s educational support, emotional attachment with the school, school as a unit of social environment are more responsible for the happiness of the junior high school children.

Gender wise Mean, SD, N and t-value of students about student's related variables

Stakeholder	N	$\sum x$	Mean	$\sum d^2$	SD	SE_M	SE_{DM}	t' value
Girls	150	6671	44.47	2793.395	4.32	0.35	0.49	2.33
Boys	150	6500	43.33	2669.335	4.22	0.34		

Interpretation- t $_{Cal\ (2.33)}$> t $_{Table\ (1.96)}$

Significant at 0.05 level of significance

The calculated t-value (2.33) for the above table is significant at 0.05 level (1.96), so the null hypothesis was rejected because there occurred significant difference among the students about happiness with reference to the student`s related

variables. The calculated value of 't' is 2.33 which is greater than the table value of 't' (1.96) at 0.05 level of significance. Thus, the result shows that there was significant difference among the happiness of the students with reference to the student`s related variables.

4) **Curricular Activities:** In this dimension of curricular activities, there are 300 student response on every 10 items of the curricular activities. So, the data analysis comprised of 3000 responses.

Agree	Strongly Agree	Undecided	Disagree	Strongly Disagree
1342	1317	223	68	50
44.73%	43.90%	7.43%	2.27%	1.67%

The obtained data shows that 44.73% students were strongly agreed, 43.90% students were agreed, 7.43% students were undecided, 2.27% students were disagreed and 1.67% students were strongly disagreed about the fact that curricular activities like regular classes, discipline manner, activity-based teaching-learning process, learning by play-way method, regular assessment and evaluation process, active participation of teachers and students in teaching-learning process, TLM fair, self-made TLM, learning corner and library facility in the school inculcates the happiness among junior high school students.

H04_ There will be no significant difference among the happiness of the students with reference to the curricular activities.

Gender wise Mean, SD, N and t-value of students about curricular activities:

Stakeholder	N	$\sum x$	Mean	$\sum d^2$	SD	SE_M	SE_{DM}	t' value
Girls	150	6543	43.62	2633.34	4.19	0.34	0.50	3.16
Boys	150	6306	42.04	3017.76	4.49	0.37		

Interpretation- $t_{Cal (3.16)} > t_{Table (1.96)}$

Significant at 0.05 level of significance

The calculated t-value (3.16) for the above table is significant at 0.05 level (1.96), so the null hypothesis was rejected because there occurred significant difference among the students about happiness with reference to the curricular activities. The calculated value of 't' is 3.16 which is greater than the table value of 't' (1.96) at 0.05 level of significance. Thus, the result shows that there was significant difference among the happiness of the students with reference to the curricular activities of the school.

5) **Co-curricular Activities:** In this dimension of co-curricular activities, there are 300 student response on every 10 items of the co-curricular activities. So, the data analysis comprised of 3000 responses.

Agree	Strongly Agree	Undecided	Disagree	Strongly Disagree
1492	1218	185	52	53
49.73%	40.60%	6.17%	1.73%	1.77%

The obtained data shows that 49.73% students were strongly agreed, 40.60% students were agreed, 6.17% students were undecided, 1.73% students were disagreed and 1.77% students were strongly disagreed about the fact that co-curricular activities like sports activities organized during annual functions, various cultural programs on various occasions, various regional and religious festivals celebrations, educational trips and exhibitions, reading and writing competitions, art and craft activities, national festivals celebrations in schools, birthday celebrations of the students, ethical behaviours of students, morning assembly, prayers and moral values enhance the happiness among junior high school students.

H05_ There will be no significant difference among the happiness of the students with reference to the co-curricular activities.

Gender wise Mean, SD, N and t-value of students about co-curricular activities

Stakeholder	N	∑x	Mean	∑d²	SD	SE$_M$	SE$_{DM}$	t' value
Girls	150	6633	44.22	3303.74	4.69	0.38	0.51	2.73
Boys	150	6425	42.83	2804.84	4.32	0.35		

Interpretation- t $_{Cal (2.73)}$ > t $_{Table (1.96)}$

Significant at 0.05 level of significance

The calculated t-value (2.73) for the above table is significant at 0.05 level (1.96), so the null hypothesis was rejected because there occurred significant difference among the students about happiness with reference to the co-curricular activities. The value of 't' is 2.73 which is greater than the table value of 't' (1.96) at 0.05 level of significance. Thus, the result shows that there was significant difference among the happiness of the students with reference to the co-curricular activities of the school.

7. CONCLUSION

In present study, the main focus was to study the happiness of school children with reference to the school environment. According to objective first, there was significant difference (2.06) among the happiness of the students with reference to the infrastructure of the school. According to objective second, there was significant difference (2.74) among the happiness of the students with reference to the behaviour of teaching and non-teaching staffs of the school. According to objective third, there was significant difference (2.33) among the happiness of the students with reference to the student`s related variables. According to objective fourth, there was significant difference (3.16) among the happiness of the students with reference to the curricular activities of the school. According to objective fifth, there was significant difference (2.73) among the happiness of the students with reference to the co-curricular activities of the school.
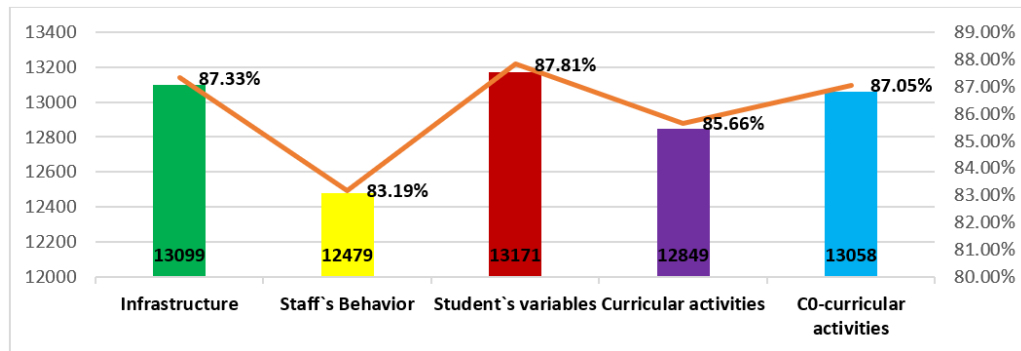

Figure Dimension wise obtained scores

The obtained data scores revealed that most of the students (87.81%) favoured about the students related variables responsible for the happiness of school children, while 87.33% for infrastructure, 87.05% for co-curricular activities, 85.66% for curricular activities and 83.19% for the staff`s behaviour. Students related variables like student`s interest, family background, socio-economic status, peer group relations strongly affect the happiness level of the students. Basic school students are from diverse socio-economic background, specially from weaker section of the society, so, they should nurture with all basic necessities of the learning life. Their interest, motivation level, family`s educational, social and economic status are the factors which are affecting the student`s mental satisfaction and happiness. School infrastructure is another factor which attracting much to the students. School campus, playground, attractive buildings, light, fan, drinking water, clean toilets, seating facility and other fundamental necessaries should be in the school to inculcates the happiness among school children. Then after, co-curricular activities like classroom activities, activity-based learning TLM Fair, learning corner, curricular activities like school`s cultural programs, writing, art & craft, school celebrations and staff`s behaviour gradually affect the student`s happiness level.

8. EDUCATIONAL IMPLICATIONS OF THE STUDY

- Happiness is an important factor for joyful and happy life, which is related with the well-being of the school children, so the present study will be significant for the school administrators, teachers and policy makers to enrich the school environment with basic infrastructure and teaching-learning facilities to increase the happiness level of the students.

- Every student as well as adults want love and affection, parental care, homely environment in school, unbiased and pleasant behavior, kinship, careful, humorous and motivational behavior, proper and supportive behavior from the teaching and non-teaching staff, so these attributes should be kept in mind to the teachers, non-teaching staffs, administrators and policy makers while interacting with students to enhance their happiness level.

- Learners are of the basic concern in teaching-learning process. School students coming from diversified family and socio-economic background. Their parent`s education, socio-economic status, student`s interest and motivation level and relation with peer groups play a very vital role in the development of confidence level and happiness in the students, so the present study will help in considering these variables to enhance the happiness level while making the policy or administer on the students.

- Curricular activities like regular classroom, activities, activity-based learning, play-way method, discipline manner, regular assessment and evaluation, TLM fair, self-made TLM, learning corner, library, active participation of teachers and students give satisfaction and happiness to the school children. So, the present study will suggest a way to the teachers and administrators for making a conducive environment for learning with happiness.

- Co-curricular activities like sports activities in school annual function, cultural programs on various occasions, regional and religious festivals celebrated in schools, educational trips and exhibitions, reading and writing, art and craft activities, national festivals celebrations, birthday celebration of students in school, ethical behavior of students, morning assembly, prayer and moral values are factors of happiness, satisfaction and well-being for the students. So, the present study will help in enlighten the path of happiness of the school children.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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