

ABSTRACT

The objective of the study was to find the influence of perception of school environment and feeling of happiness on academic achievement of school children. The descriptive research study used a survey as a technique for data collection. The investigator carried out the research among high and higher secondary school students in Tamil Nadu. The study sample size was 1627 students studying in X (786) and XII (841) standards from 32 schools in Tamil Nadu. Determination of the sample was conducted by employing a proportionate stratified random sampling method. The School Environment Scale and Feeling of Happiness Scale were used for the collection of data. The academic achievement scores were acquired from school records. The collected data was analysed using Statistical Package for Social Sciences (SPSS, version 20.0). The Analysis Moment of Structures Software (AMOS, version 20.0) was used for confirmatory factor analysis. The result of the study revealed that the school environment and feeling of happiness significantly influenced the academic achievement of school children in Tamil Nadu. From the regression analysis, students' academic achievement is determined to be 18.4 percentage based on school environment and feeling of happiness. Schools were recommended to recognise the significance of feeling happiness and to create a positive environment most suitable for the children's cognitive, affective and psychomotor development.

Key Terms: School Environment, Feeling of Happiness, Academic Achievement

Introduction

The physical setting in which teaching and learning occur, the educational approach, cultural context, and emotional and social contact together are understood as the School Environment. The school environment very much influences the effectiveness of learning of a learner. The school environment refers to all the activities, physical and educational philosophy or knowledge experienced by the student. It combines physical, social, and learning environments (Scott Lee, 2024). It includes all the facilities for effective learning. Spacious classrooms, teaching-learning materials, laboratories, libraries, multipurpose halls, playgrounds, health care, good drinking water facilities, toilets and other amenities, and moral, social and emotional values all construct school facilities. When a school has all the necessary facilities, it is called a positive environment. The school environment can be studied in various aspects, such as physical, psychological, emotional, social, and academic environments. Happiness is a feeling everyone draws from their actions, deeds, achievements, social relationships, love from their parents, and so on. It depends upon the mental makeup and previous experiences of the

happening in their lives, and it also depends upon the individual's way of thinking and expressing feelings. Further, the research says the feeling of happiness is under personal control.

Happiness is the pursuit of all humans for well-being and meaningful living. Studies found a correlation between happiness and academic achievement. Studies also bring to the limelight those students who have positive relationships with teachers and peers expressed their feelings of happiness at school. Happy children achieve better, participate in all the extra and co-curricular activities, and achieve personal goals and awards.

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Background of the Study

Various research studies have been carried out to study the relationship among school environment, happiness and academic achievement of students. Ntegyereize Innocent, et.al. (2024) study acknowledges that good infrastructure provides a safe school environment that will ensure effective teaching and learning processes; school infrastructure makes it possible for learners to study comfortably and improve academic performance. The school environment affects teenagers' anxiety levels significantly (Bhavna Pande & Poonam Pandey, 2023). Furahini Godson & Ngussa B. M. (2020) found a significant relationship between school environment and students' commitment toward learning. Faiza Masood, Iram Rubab, and Ishtiaq Ahmad (2019) revealed that private schools' learning environments influenced students' performance compared to public schools. Harinarayanan S. & Pazhanivelu G. (2018) found that the school environment positively correlated with academic achievement. Ramaswamy (2023) opined that increasing student happiness in the school will reflect positively on the overall school effectiveness and academic achievements. Dongliang Yang et al. (2022) state that education significantly affects happiness. Nahla M. Moussa and Wael F Ali (2022) acknowledge that students' happiness levels were found to be correlated to their academic success in the United Arab Emirates. As suggested by the UNESCO Report (2016), happy schools can enhance students' well-being, health, and achievement as well as success in learning, life and work. In this background, the study was carried out to find the intricate relationship among the variables selected for the study.

Significance of the Study

Secondary and senior secondary levels are landmarks in any student's school life, requiring a superior academic record to gain success. Academic success is judged by total scores in all the subjects learnt. Examination at the high and higher secondary levels is considered to be the most powerful tool for making important decisions about the academic career and, ultimately, life. Learning is interaction with one's environment. Only in a favourable environment does the learner get maximum concentration in his learning and produce better learning in students, and learning takes place in improving the learner's cognitive, affective and psychomotor abilities. There are two factors affecting learning: one is institutional, and the other is personal.

Institutional factors determining academic performance are the learning experiences provided, the climate of the institution and the availability of all the facilities and amenities, including the educational environment, curriculum, the extent of physical amenities and teachers-pupil relationship, and supportive and friendly atmosphere. Despite all the facilities at school, if the child is not happy with himself/herself, nothing will work. Success is not the key to happiness; happiness is the key to success, says Albert Schweitzer. So, of all other factors, the child's happiness is fundamental for success in any venture. It is essential to investigate how far children are happy with themselves and in the school environment where learning takes place, and previous research shows that happy students are more likely to be motivated and perform well academically. A happy school climate enhances and enriches the learning experience and blossoms the students' talents. The results of the study will help school administrators with valid empirical evidence to resolve low academic performance and the school personnel to recognise the importance of students' happiness in the learning environment

Objectives

- i. To find out the relationship between School Environment and Academic Achievement of School Children
- ii. To find out the correlation between feeling of Happiness and Academic Achievement of School Children
- iii. To find out the significant influence of Perception of School and Feeling of Happiness on Academic Achievement of X and XII standard students

Hypotheses

1. There is no significant correlation between perception of school environment and academic achievement of X and XII standard students
2. There is no significant relationship between feeling of happiness and academic achievement of X and XII standard students.
3. There is no significant influence of Perception of School and Feeling of Happiness on Academic Achievement of X and XII standard students

Methodology

The research method adopted was descriptive, using the survey to collect the respondents' primary data. The

research was carried out in high and higher secondary schools in Tamil Nadu. The study sample size was 1627 students studying in X (786) and XII (841) standards from 32 schools in Tamil Nadu. The determination of the sample was conducted using a proportionate stratified random sampling method. The investigators used validated School Environment and Feeling of Happiness Scale research instruments to collect data. The average scores of the yearly examination and the final revision test marks of X and XII standard students were acquired from the school records.

Analysis of Data

Hypothesis 1: There is no significant correlation between perception of school environment and academic achievement of X and XII standard students.

Table 1

Relationship between perception of School Environment and Academic Achievement of X and XII Standard Students

Variables	Class	'r' Value	Level of Significance
SE and AA	X	0.083**	0.001
SE and AA	XII	0.41**	0.001

**Correlations is Significant at the 0.01 level (2-tailed)

From table 1, it is inferred that there is significant positive correlation between School Environment and Academic Achievement of X and XII Standard Students.

Hypothesis 2: There is no significant relationship between feeling of happiness and academic achievement of X and XII standard students.

Table 2

Relationship between Feeling of Happiness and Academic Achievement

Variables	Class	'r' Value	Level of Significance
FH and AA	X	0.098**	0.001
FH and AA	XII	0.108**	0.005

**Correlations is Significant at the 0.01 level (2-tailed)

From table 2 inferred that there is significant positive correlation between Feeling of Happiness and Academic Achievement of X and XII Standard Students.

Hypothesis 3: There is no significant influence of Perception of School and Feeling of Happiness on Academic Achievement of X and XII Standard Students

Table 3

Influence of Perception of School and Feeling of Happiness on Academic Achievement of X and XII Standard Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.429	0.184	0.178	75.400

a. Predictors: (Constant), Perception of School Environment and Feeling of Happiness

b. Dependent Variable: Academic Achievement

R, the correlation value is 0.429, and R square is the degree of determination; its value is 0.184. The degree of determination shows the extent to which the School Environment and Feelings of Happiness influence the Students' Academic Achievement. Here, the School Environment and Feeling of Happiness determine the Students' Academic Achievement to 18.4 per cent.

Findings and Discussions

There is a significant positive correlation between School Environment and Academic Achievement of X and XII standard students. Richard Kwabena Akrofi Baafi's (2020) study confirmed that a pleasant physical environment positively impacted the performance of senior high school students in Ghana and admitted that a favourable school climate created by providing adequate facilities enhances students' learning. There is a significant positive correlation between Feeling of Happiness and Academic Achievement for the overall sample. Narendra Kumar and Pragyan Nibedita Sahoo (2024) confirm that the happiness level of senior secondary students is positively correlated with their academic achievement. Gunasekara N.S.W. and Jayasekara A.J.(2021) found that happiness has a positive

impact on the academic performance of undergraduates. School environment and the feeling of happiness significantly influence X and XII standard students' academic achievement. Seema, Lalita, Sunita Kumari Mann (2023) and Hu Yang, Zhanwei Zhu (2022) confirmed the present finding that schools have the largest sense of happiness with the most negligible impact on academic achievement.

Conclusion

In this study, the investigators examine the influence of School Environment and Feeling of Happiness on the Academic Achievement of School Children. A happy school environment makes happy children. The happiest children develop positive emotions, good health and positive social relationships with teachers and peers at the school. Happy children are well-motivated to learn at school. Schools need to create a positive environment conducive to the cognitive and mental development of school children to bring up academically and socially beneficial happy human beings.

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ATTITUDE OF IX STANDARD...

15. Ntegyereize Innocent, Lubega Muzzamir, Tukur Muhammad, Ashiraf Masudi Kule and Justine Tumuhairwe (2024). *School Environment and Pupils' Academic Performance in Selected Primary Schools in Ibaare Sub County of Bushenyi District, Uganda*. *Newport International Journal of Current Research in Humanities and Social Sciences*, 4(3), 140-148. DOI:10.59298/NIJCRHSS/2024/4.3.140148
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Look deep into nature, and then you will understand everything better.

- Albert Einstein

We won't have a society if we destroy the environment.

- Margaret Mead

Environment is no one's property to destroy; it's everyone's responsibility to protect. – Mohith Agadi

Earth provides enough to satisfy every man's needs, but not every man's greed.

- Mahatma Gandhi

The only way forward, if we are going to improve the quality of the environment, is to get everybody involved.

– Richard Rogers

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