

Research Article

# **Investigating the Relationship between the students' happiness and academic factors and the rate of each of factors from viewpoint of students in Iran**

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Abstract

**Happy emotion is not available with the absence of negative moods, but requires some of positive circumstance in one's life. Accordingly, this paper examined the impact of school factors (physical, educational, organizational, teachers personality, the quality of parent's relationship with school) on the amount of happiness among middle school students in Kerman city Iran). Descriptive survey research method and 250 male and female students were selected by cluster sampling. For analyzing the data Pearson correlation and multiple regressions method were used. Findings showed that students' happiness at school had a significant relationship to physical factors, educational factors, organizational factors, teacher's personality and the quality of parent's relationship with school.**

**Keywords:** students 'happiness physical factors, teacher personality, educational factors, organizational factors

## **INTRODUCTION**

Seeking happiness is a great goal of mankind who has been looking for it since a long time ago (Noddings, 2003). Joy is the most fundamental for all generations and it's the most central motive of mankind objectives (Strait et al., 2004). Joy causes positive view to life, positive self-conception, possessing mental health and emotional balance - hopefulness to future desirable and satisfactory attitude to oneself and others, balanced social relations, separation from aversion and hatred, choosing life objectives consciously, struggle to objectives fulfillment, avoidance from time wasting and laziness, increasing of life achievements, possessing highly life standards, better function of immune system against tensions, better sleeping, more tendency to help others, better working, educational performance and better decision making. There are many factors which are effective on mirth, among them are job and social setting, income rate, education, intelligence, values, belief and creeds, and some personal features. physical and mental health, emotional relationship, high self-confidence, having social protection marriage satisfactory, to enjoy and to be pleased with the work place, the extent of freedom at home, observance of women's rights in society, to love others and nature, to be active in researches and charity affairs, having a definite aim in life (Noddings, 2003 and Sharifi et al., 2010).

During the two past decades psychology and sociology have dealt with positive aspects such as examining happiness more than negative aspects. Feeling of happiness isn't obtained only by absence of excitements and negative moods but also feeling happiness. Positive with life, oneself and others are prerequisites of happiness Feeling. Analytic studies indicate that happiness has two aspects-emotional and cognitive. Emotional aspect indicates excitement experience, pleasure, euphoria and the other positive excitements and cognitive aspect encompasses satisfaction from different dimensions. From the other researchers happiness contains emotional, social and cognitive components, as emotional component causes an individual to be happy from the aspect of idiosyncrasy. Social component causes expansion of social protection and cognitive component provoke one man to interpret and explain occurrences and events as his or her optimism follows (Bayrami et al., 2009). Because the society needs active and healthy individuals, it is inevitable to plan for training and upbringing active and healthy adolescents. Accordingly, we have to recognize the adolescence; this period is accompanied by changes in the texture of the school, family relationships, and development process and the incidence of such changes reduces school performance (HillNE and Tyson, 2009).

Defining happiness has been a long-held Western philosophical tradition. Lyubomirsky, Tkacho and Dimatteo (2006), in their exploration of the differences between happiness and self-esteem, cite the Pulitzer Prize winner Howard Mumford Jones' view that "happiness belongs to that category of words, the meaning of which everyone knows but the definition of which no one can give (Lyubomirsky et al., 2006).

One's objective form of happiness might be to have "material prosperity, peace and freedom". But subjectively one's happiness may be described as "the degree to which someone evaluates positively the overall quality of his or her life as a whole (Rourke<sup>1</sup> and Cooper, 2010). In fact happiness is a positive excitement which is an output of satisfaction and wining, Feeling which result in development of social relationship and one can make and train himself or herself and gain the apex of loftiness and perfection in the light of it. Happiness is a stable state of painless joys which originates from coordinated function of a solid and consolidated character (Rgayel, 2003). School environments for young adolescents are most variable throughout the world, as various cultural interpretations of this age group of students can either place them as children, adolescents, or even young adults. These various cultural attitudes in turn influence the school environments in which students are placed for learning. The importance of school climate and general academic environment cannot be overemphasized, as psychological research has revealed the significance of a healthy, nurturing environment for young adolescents as they simultaneously face challenges associated with extreme changes in biological, cognitive, and social development while participating in school (Zoller and Chase, 2008).

In general-physical setting of school and classrooms, teacher's friendly relations with students, making motivation in students by interior and exterior awards making classrooms participative. social acceptability and quality of parent's relationship with school are among Factors which leads to student's joy and cheerfulness making schools more engrossing(10,3,2,4).

In British Columbia, Canada, Holder and Coleman (2008) recently explored the correlation between demographic factors, personality type, physical appearance, and popularity with happiness for 432 students aged from 9 to 12 years. Four measures were used: child self-perception, parent and teacher rating, and the sub-scale of the Piers-Harris 2 Self Concept scale. They found that all these factors were relevant to children's happiness (Rourke and Cooper, 2010). This article examines the relationship of school factors influence on the vitality and freshness guide students in Kerman (Iran) will be paid.

## **METHODOLOGY**

This study is of correlative-survey. Statistical universe for the study consisted of all students, girls and boys, in second and third grades of Middle Schools in Kerman City in school year 2008-2009. The total numbers of the students in second and third grades were 13030 and 14530, respectively. The multi-stage cluster sampling method was used to select 250 students (girls and boys) and they were asked to answer two questionnaires. It was used in the present study Oxford Happiness Inquiry consisting of 29 multiple-choice questions which were graded from scores zero to 3. The scores the subjects obtained varied from 0 to 87. The data for academic factors was also gathered by scholar-made questionnaire including 52 items graded from 1 to 5, divided into 5 categories based on the research questions. This questionnaire was confirmed by some of professors. It was calculated its reliability as 0.95. The data was analyzed by using the software SPSS at two levels of descriptive and inferential statistics.

## Objectives

1. Studying the status of schools in Kerman City in terms of physical factors, teacher personality, educational factors, organizational factors and the quality of parent-school relationship based on students' view.
2. Studying the rate of students' happiness
3. Studying and comparing the effectiveness rate of each of academic factors on students' happiness and vitality

## FINDINGS

Findings about the statistical sample and participants in the research showed that the students were boy and girl by 49.6% and 50.4%, respectively. Also, the students were in second and third grades by 49.2% and 50.8%, respectively. Students' fathers were illiterate or had elementary school degree, middle school degree, high school degree, associate degree, bachelor degree or higher by 2.8%, 8.8%, 26.4%, 33.6%, 2.4%, and 26%, respectively. Also, students' mothers were illiterate or had elementary school degree, middle school degree, high school degree, associate degree, bachelor degree or higher by 3.2%, 8.8%, 19.6%, 39.6%, 5.6%, and 23.2%, respectively. Also, the results showed that of the students' fathers were physician, engineer, white-collar employee, worker, or in other occupations by 5.6%, 8.4%, 31.6%, 8.4%, and 46%, respectively, whereas the students' mothers were physician, engineer, employee, housewife (unemployed), or in other occupations by 3.6%, 2.4%, 0.8%, 16%, and 46%, respectively. How is the status of schools in Kerman city in terms of physical factors from students' viewpoints in middle schools?

**Table1.** Frequency distribution and answers to the items related to physical factors (%)

Items	Mean	Standard deviation
1- Some of the classes (at least one class) are equipped with television & video player to present films	2.40	1.59
2- Some of the classes (at least one class) are equipped with desktop computer and video projector used to teach the lessons through power point and CD's	2.23	1.34
3- Air conditioning, heating and cooling systems are utilized in school	3.29	1.35
4- There is open library in school for students.	3.47	1.36
5- Benches and chairs are provided for group and cooperative activities by learners.	2.99	1.35
6- Trees and flowers are planted in schoolyard.	3.04	1.38
7- Classes have enough and appropriate light.	1.30	3.44
8- School is equipped with laboratory and workshop.	1.30	3.60
9- Cheerful colors are used for students' uniforms.	2.46	1.40
10- The classes, corridors and schoolyard are beautified and painted by cheerful colors.	2.67	1.37
11- Joyful signboards and happy messages and pleasurable poems are used at the school.	2.81	1.40

According to table 1, the item 4 "There is open library in school for students." had the maximum mean and deviation standard as 3.47 and 1.36, respectively; and the items 7 and 8 "Classes have enough and appropriate light" and "School is equipped with laboratory and workshop" had the minimum mean as 1.03 and deviation standards as 3.44 and 3.60, respectively.

How is the status of schools in Kerman city in terms of teacher personality from students' viewpoints in middle schools?

**Table2.** Frequency distribution and answers to the items related to teacher personality (%)

Items	Mean	Standard deviation
1- Teachers have a friendly and respectful communication with students.	2.98	1.54
2- Students are encouraged to take initiative and be more creative.	3	1.43
3- Teachers avidly take part in student's extracurricular activities.	3.07	1.41
4- Teachers go camping with students.	3.03	1.45
5- Every session hard-working students are appreciated by teachers.	2.89	1.43
6- Teachers feel responsibility for students to be good and helpful citizens.	3.1	1.44
7- Teachers are listening to the students and are confident for them.	3	1.5
8- Teachers help the student to find good friends.	3	1.42
9- Teachers have confidence in students.	2.73	1.36
10- Teachers welcome students' questions and encourage class discussions.	2.79	1.40
11- Teachers are interested in finding out their advantages and disadvantages.	2.68	1.36
12- Teachers give courage to students to express their views.	2.71	1.43

According to table 2, the maximum mean and deviation standard, 3.07 and 1.41, were related to item 3 "Teachers avidly take part in student's extracurricular activities", and the minimum mean and deviation standard, 2.68 and 1.36, were related to item 11 "Teachers are interested in finding out their advantages and disadvantages".

How is the status of schools in Kerman (city in terms of educational factors from students' viewpoints in middle Schools?

**Table3.** Frequency distribution and answers to the items related to educational factors (%)

Items	Mean	Standard deviation
1- Curriculum content is proportionate to students' individual and social needs.	2.85	1.33
2- Teachers apply various teaching methods.	3.13	1.35
3- Teachers persuade constantly students to think.	2.93	1.37
4- Teachers introduce further reading books in order lessons to be learnt better	3.06	1.38
5- Teachers are skilled and specialized in teaching subjects.	3.23	1.36
6- Teachers present new topics related to the previous learnt subjects.	3.05	1.39
7- Teachers persuade and assist students in research activities.	2.86	1.36
8- Teachers make subjects pleasant for students.	2.94	1.40
9- Teachers provide opportunities for student to learn during cooperative and group activities	3.03	1.37
10- Teachers never punish students by extra homework.	2.95	1.43
11- Teachers make students aware of their abilities and disabilities by continuous evaluation.	2.94	1.39
12- Teachers manage clever students help the weak.	2.97	1.33
13- Teachers deal with students' learning problems even after school.	2.74	1.42

According to table 3, the maximum mean and deviation standard, 3.23 and 1.36, were related to item 5 "Teachers are skilled and specialized in teaching subjects", and the minimum mean and deviation standard, 2.74 and 1.42, were related to item 13 "Teachers deal with students' learning problems even after school".

How is the status of schools in Kerman city in terms of organizational factors from students' viewpoints in middle Schools?

**Table4.** Frequency distribution and answers to the items related to organizational factors (%)

Items	Mean	Standard deviation
1- School's staff has a jolly mood in dealing with students.	2.91	1.45
2- A student council is established in schools in order to assist the staff to make decisions and administrate the school.	3.03	1.28
3- Teachers usually participate in celebrations managed by students.	3.22	1.3
4- Students are able to organize extracurricular activities through staff's supports and guidelines.	2.93	1.36
5- School's staffs are trustworthy and keep their promises given to students.	2.72	1.42
6- There is an informal, respectful, and friendly communication and relationship between students and the staff.	2.87	1.36
7- Students participate in beautification and health care activities at schools.	3.02	1.45

According to table 4, the item 3 “Teachers usually participate in celebrations managed by students” had the maximum mean and deviation standard as 3.22 and 1.3, respectively, the item 5 “School’s staffs are trustworthy and keep their promises given to students” had the minimum mean and deviation standard as 2.72 and 1.42, respectively.

How is the status of schools in Kerman City in terms of the quality of parent-school relationship from students’ viewpoints in Middle Schools?

**Table5.** Frequency distribution and answers to the items related to the quality of parent-school relationship (%)

Items	Mean	Standard deviation
1-Your parents participate in parents-teachers association (PTA).	3.28	1.42
2-There is mutual respect between your parents and school's staff.	3.24	1.41
3- Your parents are in communication with school by writing letter.	2.7	1.38
4- Your parents discuss the events occurred in school with the staff.	2.99	1.36
5- School informs parents entirely of schools' affairs.	3.14	1.30
6- Your parents are in communication with school by telephone.	3.1	1.31
7- Schools deal with your parents' letters.	2.8	1.34
8- Your parents make monetary contribution to school.	3.25	1.34
9- Your parents support school by non-monetary aids.	3.02	1.39

According to table 5, the maximum mean and deviation standard, 3.28 and 1.42, were related to item 1 “Your parents participate in parents-teachers association”, and the minimum mean and deviation standard, 2.7 and 1.38, were related to item 3 “Your parents are in communication with school by writing letter”.

How much is the rate of the students’ happiness and vitality?

In the present study, the rate of students’ happiness and vitality were dealt with 29 items from viewpoints of students in middle schools. Table 6 shows items, frequencies, and percentages of answers related to this factor.

**Table6.** Item distribution related to students happiness (%)

	N	Min	Max	mean
Happiness	250	0	87	50.73

The method of obtaining the results in table 6 is as the following: It was dedicated to items A to D in each question the codes from 0 to 3, then the code of each item was multiplied by 29, the number of whole questions in the questionnaire, so the maximum and minimum of students’ happiness were obtained as 0 and 87, respectively. In general, the mean of students’ happiness in this study was 50.72, a little more the average in Likert scale, i.e. 43.5.

Which factor is the best predictor of the students’ happiness, physical factor, teacher personality, educational factors, organizational factors, or the quality of parent-school relationship?

**Table7.** Multiple-Regression Relationship between physical factors, teacher's personality, educational factors, organizational factors, the quality of parent-school relationship and student's happiness (%)

Criterion	Predictor Variable	R <sup>a</sup>	R <sup>2</sup>	F	Sig	B	Beta	t	Sig
Happiness	organizational factors	0.181	0.033	8.38	0.004	0.106	0.181	2.89	0.004

The findings in table 7 showed that of the variables, i.e. physical factor, teacher personality, educational factors, organizational factors, and the quality of parent-school relationship, the variable organizational factors had a meaningful and significant relationship with the students’ happiness. Based on determination coefficient, organizational factors define by themselves 3% of variance of students’ happiness. The observed F at level  $p \leq 0.05$  was significant. Therefore, the regression equation is generalizable to the whole statistics universe. Also, the studies showed that there is a significant relationship between the academic factors (physical factor, teacher personality, educational factors, organizational factors, and the quality of parent-school relationship) and students’ happiness.

**Table8.** Correlation coefficient between academic factors (physical factors, teacher's personality, educational factors, organizational factors and the quality of parent-school relationship) and student's happiness (%)

Academic factors	Happiness			
	Correlation coefficient	r	P	n
physical factors		0.127	0.045	250
Teacher's personality		0.135	0.033	250
Educational factors		0.148	0.019	250
Organizational factors		0.181	0.004	250
Quality of parent-school relationship		0.129	0.042	250

Moreover, in studying the students' views about the status of school in terms of the discussed factors (physical factor, teacher personality, educational factors, organizational factors, and the quality of parent-school relationship), no significant relation was seen based on demographic factors (gender, grade, parents' degree, and parents' occupation) of the participants.

## DISCUSSION AND CONCLUSION

According to the results from table 1, there was a significant correlation between the physical factors in schools and the students' happiness. Apparently, the students were satisfied with the library in the school, but not with the laboratory, workshop, and the light in the classrooms. The finding in table 2 in the study showed that there is a significant relation between teacher personality and students' happiness, and the students were displeased with impatient teachers with low motivation since most of teachers didn't accept the criticisms, also teachers showed low tendency and motivations for participating in extracurricular activities. According to table 3, although the highest mean, 3.23, is dedicated to the item 5 "Teachers are skilled and specialized in teaching subjects", the students were not satisfied completely with the teachers' proficiency in the subjects. However, there was a significant relation between the educational factors and students' happiness in this study. According to table 4, there was a significant relation between the organizational factors and students' happiness. Table 5 shows that there is a correlation and relationship between students' happiness and the quality of their relations with the headmaster, teachers, and school consultants.

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