

Investigating Factors Influencing Joyfulness of High School environments From the Viewpoint of Students of Isfahan City in the Academic Year 2011-2012

Shahedeh Hasani¹: MA student of curriculum design at the Azad University of Meimeh

Reza Jafari Harandi(Ph.D)- Assistant professor of the University of Qom- Email: rjafarih@gmail.com

Fazlollah Yazdani(Ph.D) – Assistant professor of the Islamic Azad University, Meimeh branch

Email: yf9912@gmail.com)

Abstract

This study attempts to determine the factors affecting joyfulness of high school environments from the viewpoint of students of Isfahan city in the academic year 2011-2012. The study investigates factors including educational and background factors, as well as educational atmosphere, facilities and equipment. Being a descriptive research, the study adopts a survey method. The statistical population comprises all students of Isfahan city in the academic year 2011-2012 whose number amount to 90141. The sample comprises 384 students chosen from the population according to Morgan's table. The students were selected through stratified random sampling proportionate to their number according to their region and gender. For data collection and data analysis, the study uses researcher-made questionnaires as research tools. The findings are analyzed by using the two methods of description (percentage and mean) and deduction (independent and single-sample T-tests and variance analysis). Considering the weighted average of the questions and deductive results, the major research findings reveal that all factors being investigated including educational and support factors as well as facilities and equipment, extracurricular activities and educational atmosphere affect, more than the average (greatly) joyfulness of school environments.

Key words: *joyfulness, educational factors, support, facilities and equipment, extracurricular activities, educational environment.*

Introduction

Today, all nations seek to establish healthy societies. A society's health is dependent upon its happiness and high spirit because disappointed societies are devoid of joy, happiness and real energy (Miller, 2000). In order to have a healthy, energetic society, we need to have a developing educational system because all reformations and activities are caused by thought and effort and when one grows up in a healthy, righteous way (Office of Cooperation of the Hozeh and universities). School is a place in which students have more extensive interactions than in other places. As a result of these interactions, they acquire qualities which is integrated into their existence and the effects of which are manifest in their attitude and

¹ This article has been extracted from my MA thesis at the Azad university of Meimeh.

behavior. One of the most important qualities they acquire is happiness which has a significant impact on students' individual and social life (Naghizadeh, 2008). When a person experiences an atmosphere of happiness and feels content, he or she subconsciously becomes interested in that environment (Ashrafi, 2011). School's joyfulness causes students to participate in classes more enthusiastically. It also helps them not only to try harder to acquire knowledge, but also to respect and protect school values more (Taherian, 2002).

Happiness and vitality are the source of a person's vitality which must be paid attention. Attempts must be made to produce a potential for the happiness of youths and teenagers. Lama, as cited in Noodings) believes all humans want something better, whether they are religious or not, they move toward happiness.

Since old times, man has always been thinking about how he could live better, and what makes him happier, and what could give him more pleasure in this world. All this is related to the concept of happiness in some way. It is taken for granted that most people or all of them want to be happy and most of them want happiness for themselves or for their loved ones (Dickey, 1994). Happiness is the result of man's decision as to how to spend life. This kind of judgment is not imposed upon man from outside; rather, it is an internal state resulted from positive emotions (Mayerz & Diener, 1995). Accordingly, happiness is dependent upon personal attitudes and perceptions and refers to a desirable state resulted from positive experiences and satisfaction with life (Hills & Argyle, 2001). It is not so easy to identify factors relating to happiness (Haghighi et al.2006).

Derikvandi (2000), in his research, investigates factors affecting the happiness of students of Isfahan's boys high schools from the viewpoint of teachers and schoolmasters. The findings reveal that schoolmasters and school counselors consider the six factors (psychological, physical, social, educational, and organizational factors) effective in students' happiness.

Nori (2002), in his research entitles 'investigating factors affecting happiness and health in students of the University of Tehran', shows that the students' majors and their living with their families play a significant part in their happiness and satisfaction.

In his study entitles 'investigating the components of a happy university from the viewpoint of students' of Isfahan university', Ashrafi (2011) states that educational factors have a significant impact on the universities' joyfulness. Support factors, educational environment, facilities and equipment, and extracurricular activities also have a great effect on the universities' joyfulness.

In his research entitled 'a survey of implementing joyful discipline in schools (factors and obstacles)', Shafizadeh (2011) attempts to introduce factors and obstacles of joyful discipline. The major results of this research are as follows: schoolmasters, teachers, and counselors believe that personal factors have a great impact upon joyfulness of discipline. Educational factors play an important role in joyfulness of discipline too. Family issues, too, play a significant part in joyfulness of discipline, physical factors and physical position of schools is instrumental in the joyfulness of discipline. Economic factors are important in joyfulness of

discipline too. And finally, cultural-social factors are effective in joyfulness of disciplining students.

Lu & Aryle (1991), in their research entitled 'happiness and participation' test the hypothesis that participation is one of the joyful factors. The findings reveal that learners who show less happiness in the first stage but enjoy the groups' activities during 6 months, show more happiness in the second stage. Besides, those learners who show more happiness in the first stage but have less participation in group activities show less happiness in the second stage.

Bradburn (1999) concludes that teachers who have happy, friendly behavior cause students to be more active. Bortner & Hultsch (2000) investigate factors which have correlation with life satisfaction in American adults. The findings of this research reveal that psycho-social factors are more effective than demographic ones in predicting happiness. Kinz (2000) studies the joyful and the ordinary effects of education on 323 high school students in science course. The findings reveal that a desirable environment increases the profundity of learning (as cited in Mortazxavi, 2004).

Smith et al. (2000) in their research entitled 'learner's view of control in the environment of teaching behaviors and attitudes' used two groups of learners. The first group was studying in an ordinary environment and the second group in a special one. The learners of the ordinary environment had more control over their educational environment and thought they could make minor alterations to it. In contrast, the learners of the second group had less feeling toward their educational environment. The investigation of the amount of happiness shown by the learners of these groups shows that the first group is significantly happier than the second one.

The findings of Zernike's (2001) research entitled 'Harvard university's strategies for happiness' reveal that the grades of the learners who had spent time for learning was not much different from those of the others. Besides, the students who have participated in voluntary activities had acquired higher grades and were happier.

Kioslosky (2002) in his research entitled 'investigating the impact of environment on learner's vitality and performance' concludes that learners who have a more desirable environment have less exam stress, achieved higher grades and had better performance. Chang & Furnham (2002) in their study entitled 'personality, relation with peer groups and self confidence as factors predicting happiness and loneliness' attempted to investigate factors instrumental in creating happiness in learners. Their findings reveal that self-confidence, having more friends and better grades have a positive connection with happiness and a negative relation with loneliness. In addition, extroversion and social interaction predict happiness and introversion predicts loneliness.

Results of the research entitled 'the relation between the views of learners and teachers of the organizational mood of educational environment conducted by Phellan (2005) reveal that in educational environments where teachers participate more in the issues of the educational environment, learners have a better view of the educational environment. These learners love learning and joy.

In a research entitled 'social activities and joy' Cooper et al. (2008) conclude that social (group) activities have a direct relation with the amount of happiness and the more the number of activities, the greater the amount of happiness.

Robinson (2008) indicates that the behavior of a teacher who treats students in a friendly way and has organized emotions causes learners to be happier and have more self-esteem and control their undesirable behaviors more than other learners (Sa'atchi, 2009).

Anderson (2008) realized a positive relation between self-employment and life satisfaction and happiness so that the happier the person is of the kind and quality of their job, the more satisfied they are with their life which leads to their happiness in life.

Gremlin (2009) in his study, 'students' satisfaction' shows that some factors are influential in establishing self-confidence and satisfaction in students. These factors comprise: students' participation in protecting educational environment, student's offering services to others, exchanging new responsibilities in order to apply students' abilities and innovation.

Mosconi (2009) in his research entitled 'effects of curriculum content and teachers' personality on learners' view of success' shows the curriculum content and teachers' personality not only have direct positive effects on learners' views of successful strategies, but they also cause students to achieve self-confidence, self-esteem and happiness by finding paths to success.

In his research h entitles 'learners' motivation for learning', Martin (2010) shows that there are strategies to motivate unmotivated students by showing success to them and establishing discipline and control at school through the use of the students' participation and creating the desirable atmosphere for learning. Of course the effects of these factors were different in different students.

In his research entitled 'investigating the role of social context and special training in solving urban teenagers' mental problems', Talbout (2011) concludes that relationships at school have a direct correlation with learners' mental health and their vitality. Learners' relationships at school and their participation in activities are influential in acquiring positive experiences and happiness.

In his research, 'the relation between voluntary activities for groups and organizations and happiness', Borgonovi (2011) found a positive, mutual relation. In facts, people who are geared to doing voluntary activities, by doing these activities, become happier. In this research, the correlation between voluntary activities related to religious issues and happiness was greater.

Each person who enters school spends some years of their life in the school environment and in connection with teachers and students. In these important years, the mental, psychological and social growth, behaviors and attitudes of students and teachers, relationships, and even facilities and educational atmosphere and the behavior of the school's personnel have a significant impact on the flourishing of talents, educational attainment, physical and mental health and happiness of the individuals. Some factors related to the joyfulness of school

environments include: physical position, relationships at the educational environment, teachers, facilities and equipment needed for learners, and extracurricular activities (2001).

Physical position: the educational system must provide learners with an environment that is suitable for them in terms of emotional, social and psychological conditions (Smith & Rockliff, 1999). The vital importance of the physical position of the classroom and the educational environment is caused by the fact that learners and teachers spend a great proportion of their time in the educational environments and classrooms (Arthur et al. 1993).

Relationships in the educational environment: human relationships are the source of human happiness, elegance and pride in the shade of which the issues are simplified, the mind is calmed, and talents blossom. Human relations in educational environments is a set of behaviors planned by principals, teachers and other personnel that want to provide for learners' need and speed up their trend of learning (Mirkamali, 2001).

Teachers: one of the responsibilities of the teachers which is often neglected is to provide learners with a comfortable and attractive environment (Arthur et al. 1993). Numerous researches show that the learners' participation in class management results in interesting, joyful educational opportunities (Naghibzadeh, 2008). This could be done by teachers.

Required facilities and equipment: schoolmasters have been considering educational technology as a factor which is very important in facilitating the process of education. The rapid growth of information and scientific knowledge has had a great impact on the recent changes. Facilities and equipment which are an indispensable part of educational atmospheres are very significant in the joy of progress of learners and establishing a joyful atmosphere (Myers, 2002).

Extracurricular activities: various researches reveal that people's lack of order in their leisure time especially in environments full of stressful factors (e.g. school) cause people's lives to face crisis. Besides, the studies indicate that doing healthy activities at leisure time has positive, abundant impacts on improving this position. Researches show that unemployment and lack of recreation and variety have negative psychological and physical impacts on the personnel and destroy their happiness in their work environment (Amir Tash, 2004).

Considering what was mentioned, the researches faces the question as to whether factors such as support factors, educational environment, facilities and equipment, and extracurricular activities affect the joyfulness of schools from the viewpoint of students. Considering the necessity of effective approaches for vitalizing schools, this study attempts to identify the factors influencing the joyfulness of the environment of the high schools from the viewpoint of the students of Isfahan city in the academic year 2011-2012. To obtain this objective, the following questions are posed:

1. To what extent are the educational factors affecting the joyfulness of schools effective from the viewpoint of the students of Isfahan in the academic year 2011-2012?

2. To what extent are the support factors affecting the joyfulness of schools effective from the viewpoint of the students of Isfahan in the academic year 2011-2012?
3. To what extent does the educational environment affect the joyfulness of schools effective from the viewpoint of the students of Isfahan in the academic year 2011-2012?
4. To what extent do the required facilities and equipment affect the joyfulness of schools effective from the viewpoint of the students of Isfahan in the academic year 2011-2012?
5. To what extent do the extracurricular activities affect the joyfulness of schools effective from the viewpoint of the students of Isfahan in the academic year 2011-2012?

2. Methodology

The present study is a descriptive survey research. Because it investigates views of learners, the study falls into the category of survey researches. It is also a descriptive research because it attempts to describe and give a picture of the views of the respondents about the size of the effects of the factors influencing the environment of high schools of the city of Isfahan.

2.1. Statistical population, sampling, and sampling method:

The statistical population of this research comprises 90141 of the students of high schools of Isfahan city in the academic year 2011-2012.

The sample comprises 384 of the students of high schools of Isfahan city in the academic year 2011-2012 determined according to Morgan, Kerjcie & Cohen table. The selected students were selected randomly from the 6 districts, on an ordered basis and based upon their gender and the proportion of the district. The selection of the students was conducted by using the class lists and by conducting a lottery.

sex	District 1	District 2	District 3	District 4	District 5	District 6	Sum
Boy	19	28	44	44	36	13	184
Girl	20	29	49	44	43	15	200
Sum	39	57	93	88	79	28	384

2.2. Data collection tools, validity and reliability

The data collection tool in this research is a researcher-made questionnaire. In order to obtain this questionnaire, after studying the theoretical foundations of research, experts' views were applied too. This questionnaires includes 4 questions about personal particulars, 46 questions

about educational factors (questions 1-13), support factors (questions 14-22), educational environment (questions 23-32), facilities and equipment (questions 33-39) and extracurricular activities (questions 40-46) influencing joyfulness of high school environments. The respondents were asked to offer their views on each of the questions based upon Likert five-point scale from point 1 (very small) to point 5 (very great). In order to determine the face validity and the content validity of the questionnaire, after designing the initial questionnaire and applying the supervisor and the advisor and some other professors and experts, the face and content validities were again verified and rectified by the opinions of the supervisor and the advisor and some experienced teachers and schoolmasters. Besides, the questionnaire's reliability was measured at 0.964 through Cronbach Alfa method which indicates the appropriate reliability of the tools.

2.3. Data analysis

In order to answer the research questions and considering the nature and objective of the research and the type of the scale of data measurement, appropriate statistical tests in descriptive and inferential levels were employed. In the descriptive analysis of data obtained from the questionnaire, after offering the frequency of the collected data by using values given to the frequencies, the mean of the answers was calculated and appropriate statistical measures such as proportion, percentage, classification, tables, diagrams and agreement tables were employed for preliminary description. However, in the inferential analysis of the data, first the normality of the distribution of grades was investigated through Kolmogorov-Smirnof test and considering the normal distribution of grades, appropriate parametric statistical tests such as 'single-sample T-test', and 'independent T-test' for two-level variables and variance analysis test (F) for multi-level tests were used. Statistical operations were conducted by using SPSS and EXCEL programs.

3. Results: in this section, the collected data were analyzed considering the research questions.

3.1. The first research question: To what extent are the educational factors affecting the joyfulness of schools effective from the viewpoint of the students of Isfahan in the academic year 2011-2012?

In order to answer this question, 13 questions have been included in the questionnaire. The following is the descriptive and then the analytical results.

Table 2. Respondents' views on the research questions

Questions	assessment	very small	small	medim	great	very great	mean
First question (educational factors)	freuency	12	26	61	114	171	4.06
	percentage	3.1	6.8	15.9	29.7	44.5	
second question (support factors)	freuency	11	25	62	140	146	4
	percentage	2.9	6.5	16.1	36.5	38	
third question (educational environment)	freuency	14	30	104	134	102	3.73
	percentage	3.6	7.8	27.1	34.9	26.6	
fourth question (equipment and facilities)	freuency	19	28	67	115	155	3.93
	percentage	4.9	7.3	17.4	29.9	40.4	
fifth question (extracurricular activities)	freuency	20	31	78	129	126	3.8
	percentage	5.2	8.1	20.3	33.6	32.8	

The results of table 2 reveal that: 9.9 percent of the respondents believe educational factors to have small or very small effect, 15.9 percent believe they have a medium effect, and 74.2 percent believe that these factors have a great effect on the joyfulness of high school environments.

Analytical results:

Table 3. Results of single-sample T-test, comparison of mean and hypothetical mean (m=3) in the research questions

research questions	hypothetical mean	mean	standard deviation	t	df	significance level (Sig)
first question	3	4.06	0.799	25.994	383	< 0.0005
second question	3	4	0.792	24.846	383	< 0.0005
third question	3	3.73	0.789	18.095	383	< 0.0005
fourth question	3	3.93	0.952	19.159	383	< 0.0005

According to the results of table 3, the amount of significance level is < 0.0005 and because this amount is smaller than 0.01, the detected difference is in the significant 99 percent level

statistically. In other words, the respondents believe educational factors have a greater than average effect (great effect) on joyfulness of high school environment.

3.2. the second research question: To what extent are the support factors affecting the joyfulness of schools effective from the viewpoint of the students of Isfahan in the academic year 2011-2012?

In order to answer this question, 9 questions have been included in the questionnaire. The following are the descriptive and then the analytical results.

Descriptive results: the results of table 2 reveal that: 9.4 percent of the respondents believe support factors have a small or very small impact, 16.1 believe these factors have a medium impact, and 74.5 percent believe such factors have a great or very great impact on joyfulness of high school environments.

Analytical results: according to table 3, the amount of significance level is < 0.0005 and because this amount is smaller than 0.01, the detected difference is statistically significant on the 99 percent level. In other words, the respondents believe support factors have a greater than average effect (great effect) on joyfulness of high school environment.

3.3. the third research questions: To what extent does the educational environment affect the joyfulness of schools effective from the viewpoint of the students of Isfahan in the academic year 2011-2012?

In order to answer this question, 10 questions have been included in the questionnaire. The following are the descriptive and analytical results.

Descriptive results: the results of table 2 reveal that: 16.2 percent of the respondents believe educational environment have a small or very small impact, 26.5 believe these factors have a medium impact, and 55.3 percent believe such factors have a great or very great impact on joyfulness of high school environments.

Analytical results: according to table 3, the amount of significance level is < 0.0005 and because this amount is smaller than 0.01, the detected difference is statistically significant on the 99 percent level. In other words, the respondents believe educational environment have a greater than average effect (great effect) on joyfulness of high school environment.

3.4. the fourth research question: To what extent do the required facilities and equipment affect the joyfulness of schools effective from the viewpoint of the students of Isfahan in the academic year 2011-2012?

In order to answer this question, 7 questions have been included in the questionnaire. The following are the descriptive and analytical results.

Descriptive results: the results of table 2 reveal that: 12.3 percent of the respondents believe facilities and equipment have a small or very small impact, 17.4 believe these factors

have a medium impact, and 70.3 percent believe such factors have a great or very great impact on joyfulness of high school environments.

Analytical results: according to table 3, the amount of significance level is < 0.0005 and because this amount is smaller than 0.01, the detected difference is statistically significant on the 99 percent level. In other words, the respondents believe facilities and equipment have a greater than average effect (great effect) on joyfulness of high school environment.

3.5. The fifth research question: To what extent do the extracurricular activities affect the joyfulness of schools effective from the viewpoint of the students of Isfahan in the academic year 2011-2012?

In order to answer this question, 7 questions have been included in the questionnaire. The following are the descriptive and analytical results.

Descriptive results: the results of table 2 reveal that: 13.3 percent of the respondents believe extracurricular activities have a small or very small impact, 20.3 believe these factors have a medium impact, and 66.4 percent believe such factors have a great or very great impact on joyfulness of high school environments.

Analytical results: according to table 3, the amount of significance level is < 0.0005 and because this amount is smaller than 0.01, the detected difference is statistically significant on the 99 percent level. In other words, the respondents believe extracurricular activities have a greater than average effect (great effect) on joyfulness of high school environment.

4. Discussion and conclusion

Based upon the data resulted from the research tools, the researcher resolved to study the factors influencing joyfulness of the environment of high schools of Isfahan city from the learners' viewpoint. In so doing, by posing 5 questions, the size of the effect of educational and support factors, equipment and facilities, educational environment and extracurricular activities was measured. The following table shows the summary of the results of this research as well as a small discussion about them.

Table 4. weighted average and quality of research questions

factors	Weighted average	Size of impact
Educational factors (first question)	4.06	More than average (great impact)
Support factors (second question)	4.00	More than average (great impact)
Equipment and facilities (fourth question)	3.93	More than average (great impact)
Extracurricular activities (fifth question)	3.80	More than average (great impact)
Educational environment (third question)	3.73	More than average (great impact)

The weighted average of the questions have recently been estimated at 4.06, 4.00, 3.93, 3.80 and 3.73. 'Educational' factors have the greatest and 'educational environment' have the

smallest effects. Perhaps the effect of educational factors in vitalizing high school environments is more because teachers and their efforts together with students' main goal of going to school for learning and compatibility with students' moods demand joyfulness. On the other hand, educational environment where students principals, teachers and counselors have the smallest or even sometimes no influence on it have the smallest role in vitalizing high school environments. However, the size of the effect of these factors could even exceed these amounts which requires the authorities to take the necessary measures in this regard.

As regards the first research question, these factors lead to joyfulness of high school environments: educational factors such as teachers' good and friendly treatment of students, involving students in teaching process, avoiding unwarranted stress and anxieties about exams, teachers' mastery of lessons, teachers' encouraging students to conduct research, encouraging students to do teamwork, teachers' precisely stating expected behavior and lesson objectives, teacher's not tiring the students with punishment assignments, considering students' problems, detecting students' weak and strong point through continuous assessment, including free discussion and offering views in the classroom, greeting students and listening to their problems, and feeling responsible toward the students' future. Therefore, planners and policy makers must take necessary measures to vitalize high school environments so that they do their responsibility in improving the vitality of high schools. In addition, these findings correspond to the findings of the researches conducted by Noori (2002), Ashrafi (2011), Shafizadeh (2011), Lu & Argyle (1991), Bradburn (1999), Bortner & Hultsch (2000), Kinz (2000) as cited in Mortazavi (2004), Smith & Rockliff (2000), Zernike (2001), Kioslosky (2002), Chang & Furnham (2002), Phellan (2005), Cooper et al. (2008), Robinson (2008), Gremlin (2009), Mosconi (2009), Martin (2010) and Talbout (2011).

As regards the second research question, various support factors lead to joyfulness of high school environment including: positive attitude of school authorities toward students, school authorities' trust in students, giving priority to students' happiness in planning programs and educational strategies, considering students opinions in planning programs and decision-making, school authorities' faithfulness to their promises to the students, school authorities' happy and vital mood in treating the students, and providing students with required and necessary facilities. Therefore, principals and the support authorities of the educational system must take the necessary support measures to vitalize high school environments. In addition, these findings correspond to the findings of the researches conducted by Noori (2002), Ashrafi (2011), Shafizadeh (2011), Lu & Argyle (1991), Bradburn (1999), Bortner & Hultsch (2000), Kinz (2000) as cited in Mortazavi (2004), Smith & Rockliff (2000), Zernike (2001), Kioslosky (2002), Chang & Furnham (2002), Phellan (2005), Cooper et al. (2008), Robinson (2008), Gremlin (2009), Mosconi (2009), Martin (2010) and Talbout (2011).

As regards the third research question, various factors relating to educational environment lead to joyfulness of high school environments such as: existence of appropriate space in terms of length, width and height in the classrooms and high school; existence of green space inside and around the high school; using beautiful, standard chairs and desks in the classrooms; using bright, joyful paintings in the high school; using boards and happy messages in the high school environment; using heating and cooling and ventilation systems

in the classrooms; using enough light in the classroom; painting the classroom and high school's yard with happy colors; appropriate arrangement of chairs for teamwork and cooperative activities; and having various, appropriate places for students' gatherings for discussion and friendly chats. Therefore, it is necessary for principals and official and finance (executive directors) to take the necessary measures to vitalize high school environments. In addition, these findings correspond to the findings of the researches conducted by Noori (2002), Ashrafi (2011), Shafizadeh (2011), Lu & Argyle (1991), Bradburn (1999), Bortner & Hultsch (2000), Kinz (2000) as cited in Mortazavi (2004), Smith & Rockliff (2000), Zernike (2001), Kioslosky (2002), Chang & Furnham (2002), Phellan (2005), Cooper et al. (2008), Robinson (2008), Gremlin (2009), Mosconi (2009), Martin (2010) and Talbout (2011).

As regards the fourth question, various factors related to equipment and educational facilities lead to the joyfulness of high school environments such as: using equipment such as computers, video projector (or LCD) to aid teaching, enough space and enough number of computers in each computer center, equipping libraries with books students need, equipping high schools with sports facilities students need, having internet access and smart board in the classrooms, equipping classrooms with teaching aids, and easy access to the required equipment and facilities according to majors. Therefore, it is the responsibility of principals and official administrative authorities to take the necessary measures to equip the high schools and hence perform their part in vitalizing high school environments. Besides, these findings correspond to the findings of the researches conducted by Noori (2002), Ashrafi (2011), Shafizadeh (2011), Lu & Argyle (1991), Bradburn (1999), Bortner & Hultsch (2000), Kinz (2000) as cited in Mortazavi (2004), Smith & Rockliff (2000), Zernike (2001), Kioslosky (2002), Chang & Furnham (2002), Phellan (2005), Cooper et al. (2008), Robinson (2008), Gremlin (2009), Mosconi (2009), Martin (2010) and Talbout (2011).

As regards the fifth research question, different factors related to extracurricular activities lead to joyfulness of high school environments such as: organizing pilgrimage tours for all students with special facilities, organizing leisure tours by the high school for all students with special facilities, organizing book-reading contests in the high school, organizing sports matches between different classes, organizing training courses of different sports in the high school, organizing training courses of different lessons such as the university entrance examination at the high school, and organizing different religious and national ceremonies at the high school. Therefore, it is the responsibility of principals and the cultural authorities of the educational system to take the required measures regarding extracurricular activities in order to help vitalize high school environments. Besides, these findings correspond to the findings of the researches conducted by Noori (2002), Ashrafi (2011), Shafizadeh (2011), Lu & Argyle (1991), Bradburn (1999), Bortner & Hultsch (2000), Kinz (2000) as cited in Mortazavi (2004), Smith & Rockliff (2000), Zernike (2001), Kioslosky (2002), Chang & Furnham (2002), Phellan (2005), Cooper et al. (2008), Robinson (2008), Gremlin (2009), Mosconi (2009), Martin (2010) and Talbout (2011).

5. Practical suggestions

Based on the results, it is suggested that:

- 1- Teachers inform students of their strong and weak point during their continuous assessment (educational factors).
- 2- Principals, teachers and other high school authorities inform students of High school plans (support factors).
- 3- Principals and other high school authorities use happy boards and messages at the high school environment (educational environment).
- 4- Principals and other high school authorities provide students with easy access to facilities and equipment based on their majors (facilities and equipment).
- 5- High school authorities take necessary measures for organizing various religious and national programs at the high school (extracurricular activities).

References:

- Anderson P. (2008). Happiness and health. *The Journal of Socio-Economic*, 37, 213-236
- Arthur ,L.,Beecher ,B., Dockett , S., Farmer , S.& Richard , E (1993) programming and planning in early childhood settings,Harcourt brace ,Sydney
- Ashrafi, M. (2011). *Investigating Characteristics of a Joyful University from the Viewpoint of Students of the University of Isfahan in the Academic Year 2010-2011*, MA thesis of the University of Isfahan, the field of educational planning.
- Amirtash, A. (2004). *Extra-curriculum, Leisure Time With Emphasis on Sports Activities at the Tarbiat Mo'alleh University of Tehran from the Viewpoint of the Directors*. *Journal of physical education and sports sciences*, No. 26, pp. 36-38.
- Bahadoran, N. (2005). *Investigating Views of Principals' and Counselors of high Schools of Isfahan on Factors Affecting schools' Vitality in the Academic Year 2004-2005*. MA thesis, institute of education and research in management and planning.
- Borgonovi F.(2011). Doing well by doing good. *Social Science & Medicine*, 66(11), 2321-2334
- Bortner, R.W., Hultsch , D.F.(2000) .A multivariate of correlates of life satisfaction in adult hood. *Journal of gerontology* ,25,41-47.
- Bradborn ,N.M.(1999).The structure of Psychological well-being. Chicgo: Aldine publishing company.
- Cheng. H.,& Furnham , A.(2002). Personality peer relationship and self confidence as predictors of Happiness and lone lines. *Journal of adolescence*, 25,327-339.
- Cooper, H.,Okamur,L.& Gurka,V.(2008)Social activity and subjective well-being personality and individual differences.*Psychological Review*,13.513-583.

Derikvandi, H. (2002). *Investigating Factors of Joyfulness in Students of Junior High Schools of Isfahan City from the Viewpoint of Principals and Counselors*. MA thesis of the University of Isfahan, major of educational planning.

Diener E(2000).Subjective well I being the sicence of happiness and a proposal for a national index, America phsychologist , 27.

Dickey,MT.(1999). The pursuit to happiness, <http://www.dickeyovy/happy.htm>.

Germlin, B.(2009).Student satisfield. From,<http://www.cwra.edu/orgs/observer/opro3/index/head01/htm>.

Haghighi, J., Khosh Konesh, H., Shanhi Yeilagh, M., Neisi, A. (2006). *Relation between the Five Personality Characteristics and vitality in BA Students of Chamran University*. Journal of psychology. Isfahan: Kankash.

Hills p,Argyle M.2001. Happiness introversion – extraversion and happy introverts . personality and individual differences,23: 453-462.

Khoshooi, M. (2007). *Psychology of Jocundity*. Isfahan: Kankash.

Koslosky J L.(2002).Happiness, How are environment affects our well- bing and performance. <http://www.ClearinghouseMvsc.edu>. Manuscripts.

Lu, L.& Aryle, M.(1991).Happiness and cooperation .Personality and individual differences, 12, 119-130.

Martin A.(2010).Motivating students to learn. From <http://www.Psychology.Org.org/publications/inpsyeh/12.1-34.Asp>.

Miller, J. (2000). *Education and Moving Toward a Spiritual Curriculum*. Translated by Ghoucharian, N. Tehran: Farashenakhti andisheh publication

Mirkamali, S. M. (2001). *Educational management and Leadership*. Tehran: Ramin publication.

Moetazavi, S. (2004). *Educational Environment from the Viewpoint of Environmental Psychology*, Tehran: Shahid Beheshty University.

Mosconi J,Emmett J.(2009) .Effects of a values clarification curriculum on high school definitions of success. From :<http://www.findarticles.Com/p/articales/mimokoc>.

Myers, David . G.(2002).Happy and health. <http://abclocal.go.Com/68-WIs/news/012802-happyhealth.html>.

Myers,Diener M.(1995).The psychology of happiness .London:Routledge.

Naghizadeh, M. (2008). *A View of the Philosophy of Education*, Tehran: Tahouri ublication.

Noddings N.(2003).Happiness and education . New York :Cambridge university press.
Onishij.

Office of cooperation of universities and religious schools (1993). Philosophy of Education.
1st Vol.,Tehran: Samt publication.

Phellan , R.J.J.(2005) Relationship between student and teacher expectations of the organization
of their school .<http://Lib.com/dissertation/preview>.

Robinson J.(2008)Happiness comes first : desire to help others leads grads to careers in non
profit sector. The Halifax herald limited

Sa'atchi, M. (2009). *Practical Psychology for Managers (at home, school, organization and
society)*. Tehran: Virayesh publication, p. 318.

Shafizadeh, A. (2011). *A Survey of Implementing Joyful Discipline at Elementary Schools
(Factors and Obstacles)*, MA thesis of Islamic Azad University.

Smith,c.& Rockliff . L.(2000) The happy classroom . <http://www.Edu.Utas.Edu.Au/condernces/ed4conf99/stravdOc/mitrock.htm>.

Taherian, M. (2011). *Why Happiness Left Our Society*. Etemad newspaper2002, p. 4. No.
1925.

Talbott E , fleming J .(2011) The role of social context and special education in the mental
health problem of urban adolescents. Journal of applied psychology.24,25-40.

Zernike K .(2001) The Harvard guide to happiness . From : <http://www.AstroWashington.Iedu/agoueros/teaching/08Ed-book.html>.

Noori, K. (2002). Studying Factors affecting Happiness and Health in Students of the
University of Tehran, journal of psychology and educational sciences, 32nd year, No. 1, pp.
31-39.