

Research Article

Creating Environmental And Restorative Opportunities For Student's Happiness In School

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ABSTRACT

This research article attempts to explore how the environment affects students' lives. This research's basic premise is to state that students grow up in families, schools, peer groups, sports teams, religious organizations, and many other environments. Each of these settings or environments is a source of information, experiences, and risks with opportunities to develop. This article provides a set of lenses to visualize the contextual effects of those various settings on a student's behavior. The present research has used perception scales and interviews, which suggest that places where students go and behave, are the primary determinants of their behavior. As a result, happiness is realized, and these places, times, and practices unite to form the restorative environment in the course of their development. It is the one for which we can say that behavior settings also shape students' best predictive behavior and their daily school life ethos. Such a type of environment is needed and the restoration of such an environment for students' happiness is equally important. It is not the work of teachers, principals or few staff members but it is the joint effort of the whole school system including academic, administrative, other staff, peers, and parents.

Keyword: Restorative environment, happiness, development

INTRODUCTION

This research article attempts to explore how environments affect students' lives systematically and how the restoration of this environment is possible. According to the APA dictionary of psychology, a restorative environment is "an environment—often natural settings—that rejuvenates a person and can help restore depleted attention resources or reduce emotional and psycho physiological stress. Characteristic features of restorative environments include legibility and elements that give rise to contemplation and provide a break from one's normal routine. There is growing interest in the

incorporation of restorative elements into health care settings because of evidence that they speed recovery”. The same is the case with educational environments and their capacity to restore the holistic development of a child. The basic premise is to state that students grow up in families, schools, peer groups, sports teams, religious organizations, and many others in different environments. Each of these settings or environments is a source of risk, with opportunities to develop. This research article provides a set of lenses to visualize the contextual effects of those various settings on a student's behavior. This research has used perception scales and interviews, which suggest that places where students go and behave are the primary determinants of their behavior. As a result, happiness is realized. These places, time, and practices units form the restorative and stimulating environment in their development. We can say that behavior setting also includes students’ best predictive behavior and their daily school life ethos.

Observation and Identification of Therapeutic and Restorative settings in school:

The first step in improving students’ life quality is to pay full attention to their daily school experiences. Hence, parents, teachers, and attached counselors must look at the places, activities, and social contexts where students spend their time and require restoration and restoration. We should examine the student’s life as an observer if we can follow the child. We should have an idea of students’ time spending schedules and ways. For example, we have to observe and note the amount of time the student spends at various challenging places, in religious activity, with superiors, with friends, using digital media deviation. The answers to these questions can tell us a lot about the development and outcomes of student life.

In other ways, we will be able to identify some of the best options for all students by looking at the lifestyle of talented teenagers. Talented teens use time more efficiently and engage in challenging activities more often. They are generally more capable of tolerating solitude; living alone seems necessary to develop talent in the least amount of time. Younger students should handle some less positive experiences as talented youth make full use of their skills, sometimes enjoying challenges and difficulties. They develop the ability to conserve when others may fall prey to obstacles and hardship with suicidal experiences and accomplishments. Developing a more profound/deeper sense of happiness and this talent requires a unique mindset that depends mainly on the behaviors developed in the student's initial environment. This habit becomes ingrained and takes on the characteristics of a personality trait. The proper support of parents, teachers, and counselors helps develop the habit of making life attractive and happy quickly. So those hurdles make difficult experiences and achievements enjoyable. Talent development requires a particular mindset that prospers extensively in the child's early environment. These habits become malleable and take on the characteristics of a personality trait. By providing proper support from parents, teachers, and counselors, we can develop the habit of prolonging life. Unfortunately, many students today do not have meaningful goals; they often have not found anything significant in school and home life. Unfortunately, there may be no purposeful activities in their today's routine. People use motivational concentration activities such as sports and artistic endeavors to achieve their goals. It is the primary reason why such activity can create flow experiences. Many athletes and music students feel more potent and active than the youth involved in other less rewarding activities. Whoever reports their understanding is one of the best opportunities for kids to grow. Engaging youth in challenging activities can test the limits of solving problems and discovering new things. A child is required to use increasingly complex skills in fluency activities. Elders should help children invest energy

in activities that create flow as opposed to non-essential activities. We have many tough decisions to wrestle with to handle things. For example, part-time help in a family job is an appropriate and effective use of adolescent time. Research shows mixed results, but temporary employment cannot usually be considered a high growth opportunity. How much time does a child spend watching television or a computer or laptop? The list of suspicious activities is extensive in facilitating the passage to adulthood. How can we ensure that our youth invest their time wisely? They can only focus on so many things that reflect this precious equality of attention. According to Minsky Csikszentmihalyi and his colleagues, this is an essential factor. One cannot focus on it without completing a novel or difficult task because it is focused on doing nothing. It is helpful to think of attention as mental energy.

Then how can we use attention? Focusing on a challenging activity will help them develop the skills they need in adulthood; of course, sometimes their innate interest can lead to such a creative purpose. Parents, teachers, and counselors need to remember that a child can learn confidence at home with friends and children's self-development opportunities. During play, a child can learn self-discipline; the school will develop abilities that will succeed as an adult through democratic ideals, compassion in religious places, self-understanding of friends, work patience, and adaptation to these lessons. The successful child in contemporary digital society requires the ability to function effectively in many different settings. An important question is what kind of experiences we should provide to enable them to meet with a deep sense of happiness. Parents, teachers, and professionals need to advance children in the direction of the environment and activities that provide the best opportunities for development towards competent adulthood. We are usually thinking of a contact in which you have experienced both joy and challenge. In settings, they encounter positive experiences that help them maintain a clear vision and a sense of optimism about life.

Restorative Environment a case of Nature versus Nurture debate

Sixteen-year-old Sunaina's perception of a relaxed environment suggests that her innate ability is responsible for her success in school. She claims; I think well, I was born as a perfectionist and just highly motivated. I always wanted to do my best just for myself. I like to go the extra mile the way I was born. Here Sunaina expresses the view of nature. In the nature versus nature debate, nature means that someone has specific skills by birth; in other words, traits and abilities are primarily inherited. However, on the other hand, nature is the environment in which students are raised, and all external influences that surround them are factors that mainly determine their performance. This research article argues that students' behavior depends a lot on their surroundings, but there must be some validity regarding the nature approach. We can take the example of Albert Einstein. His brain analysis shows that he had 400 percent more glial cells per person than the average brain when he died. Glial cells bind neurons together and provide a medium for transferring electrochemical messages between them and staining the neurological switching station. His thought system was super developed. In his book, *The Blank Slate: The Modern Denial of Human Nature*, Massachusetts Institute of Technology psychologist Steven Pinker argues that the brain is rigid with genetic instructions that regulate our response to events. Although he forcefully challenges the theory that parents can mold their children's behavior as if they ultimately accept that human behavior is the product of genetic influences and the environment. Using MRI imaging, scientists have recently come to understand the brains of adolescents better. The shocking behavior of adolescents sometimes blamed for hormones is now considered more dependent on neurobiological factors. For example, prejudice with adolescent risk may be explained by incomplete development of the

frontal, the part of the brain behind the forehead. The frontal lobe enables us to understand the consequences of our behavior. Adolescents also have a high level of the neurotransmitter dopamine, which may make them desire more stimuli, which may ask them to behave riskier. But experts such as neuro-psychiatrists said that activities such as music, mathematics, and sports still help the brain grow faster than on TV and computers and laptops, or on mobile phones or with friends. They claim that in the end, the choices teenagers make about how they spend their time can affect the quality of their brains.

Minsky Csikszentmihalyi's research reveals a compelling and optimistic fact that successful youth are not high achievers but can work hard to develop more self-discipline through their lifestyle activities. Genes are not destiny. About two-thirds of youth's time is taken from what they have to do; that is how they spend the remaining one-third of their lives, their discretionary time difference. Do children spend their time with developmental activities because there is nothing they feel they do to improve their lives by taking ownership of their actions?

It is speculated in this article that there can be environments and activities that are exaggerated in nature alone and capable of putting us on a positive trajectory. Some studies are being done to look at this; a sociologist, Thomas Cook at Northwestern University's Institute for Policy Research, and his colleagues look at ways in which multiple environments, schools, neighborhoods, families, and friend groups jointly and quickly contribute positive change. Adolescence Success and happiness were measured by academic performance, mental health, and social behavior. Researchers found that individual reference effects were only modest in size while the combined impact was cumulatively enormous for the environment. They point out that many theorists and program developers have made strong claims about the particularly positive consequences of extreme values of a given context or the magical combination of two or more essential contexts or a social context that is more important than others' particular age. Still, their results suggest that any behavioral setting cannot be considered as a silver bullet. Yes, the environment determines how children's lives develop, but they do more cumulatively by a factor. According to research, improving contact help may not be enough. Clearly, parents, teachers, and professional counselors should observe a change in many environments.

Contemporary times of digitalized culture and restorative environment for this:

Many teachers today claim that children are connected to the total digital media culture. They say that digital diversion has become a habit of many youths. Can this flood of digital images and sounds be good for them? Media critic Neil Postman described it as "amusing himself to death". Such strict conclusions are essential deadlines and perhaps premature. Many studies show a mixture of both positive and negative effects. For example, a complete ban on digital media can turn a child into a social boycott. To prepare a child for life means to make them one of the boys or girls. A good thing here is that it can be helpful for children to feel very different from other children. Furthermore, it can be argued that we are not sure that some of the adverse effects of digital media are incidental; for example, it appears that adolescents who watch digital media in more significant amounts tend to underperform in school, although these children are digitally sound and can turn to the mainstream because they can contribute at school. Other digital media can help teenagers cope with the intensity of their lives despite being away from family or school conflicts or providing the need. So the general theme is that the broader digital environment manifests itself with some benefits and some negative consequences. It has taken 50 years to understand the impact of television on children. It may take at least a long time to understand the full implications of computers and digital media in the lives of young people. When it was invented, the automobile was reduced, which

would destroy family life. Yet each generation adapts to the evolving technologies of the day. Change it for something, and it can be for good.

Restorative Environment Imbibing Sports and Art Culture

It would be right to acknowledge that preliminary evidence from some research suggests that sports and arts-based activities may be the most powerful and positive choices for students. Stanford researchers Shirley Bryce Heath and Milby McLaughlin studied the risk of children who had them after school programs 120 and 10 years earlier. He visited theater groups, sports programs, educational programs, and more. They found that arts programs were more effective in changing programs because the dominant measures suggest that arts programs had a tendency to involve youth in more complex collaboration requiring more verbal skills than other types of activities. Although positive developmental experiences may have some common similarities, for example, In different environments, development psychologists Robert and Beverly Cairns of the University of North Carolina found that developing a specific skill for talent gained social acceptance. There was a common way of doing this. Achieving status in high school does not require both peers and adults during athletic ability. It is helpful that other status-heavy skills and activities include participation in the performing arts, cheerleading, involvement in student government, and exemplary scholarship. The presence of a socially desirable personal trait or skill for which an adolescent has a sense of accomplishment and recognition positively influences adaptation in many areas of young life. This is what gives us some experience of success. There is a need to create a goal, not necessarily a specific goal activity.

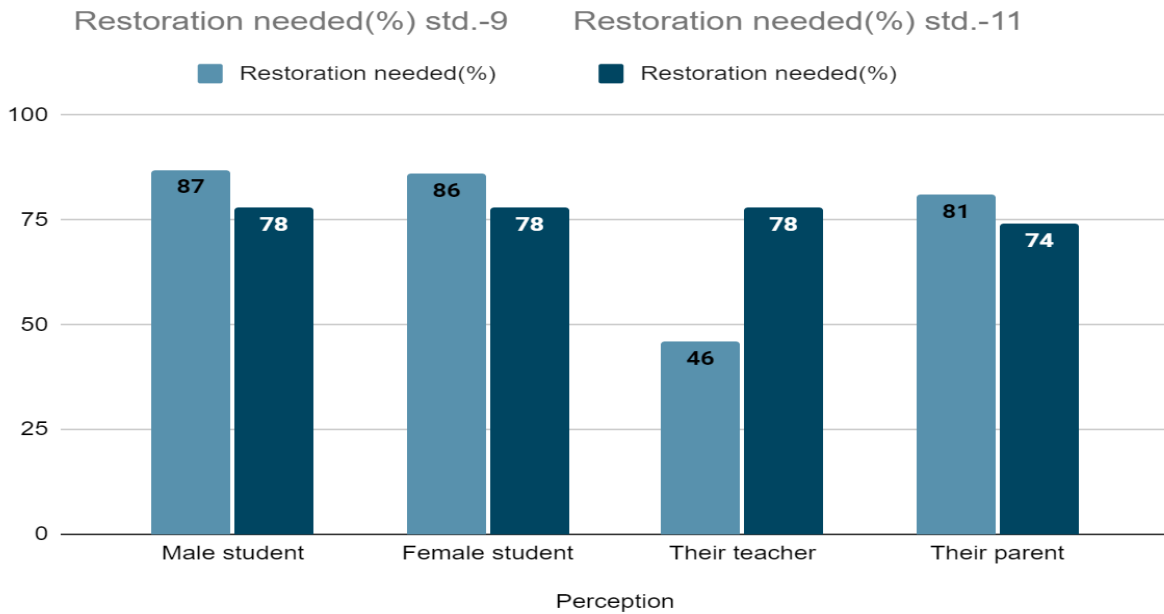
To look at this important notion of children development a: perception study was done where these concepts are tested and perceived through the eyes of students. Students of standard ninth and eleventh were asked about these issues. Their teachers and students were also invited to fill this perception form to validate and root out the results. This study collected data from 25 students in ninth and 25 students in class eleventh studying in Delhi's schools. Their ten subject teachers were also involved. Also, parents of 10 students provide their perceptions in this regard. This was interesting to share here the findings we got.

**Domains in a school environment where restoration is required as per student’s perception:
Standard: Ninth and Eleventh**

1. Student Health(SH) – both physical and mental health

Table 1: SH-Perception and restoration needed

Perception	Restoration needed (%) std.-9	Restoration needed (%) std.-11
Male student	87	78
Female student	86	78
Their teacher	46	78
Their parent	81	74



Graph 1: SH-Perception and restoration needed

Student’s Perception:

Male: Data indicates that 87% of 9th standard students and 78% of 11th standard students needed a restorative environment in Student Health (SH) – both physical and mental health Domain. While having interviews, they complained about various issues like feeling weak, laziness, lack of concentration, stress, problems related to over thinking, etc. So they revealed that there should be proper arrangements of need-based physical and mental health programs like facilities of sports, yoga, and guidance and counseling in the school regarding the health and restoring it timely.

Female: Data indicates that 86% of 9th standard students and 78% of 11th standard students needed a restorative environment in Student Health (SH) – both physical and mental health Domain. During

interviews, they admitted that health-related restorative arrangements are necessary because they face many difficulties like stress, anxiety, menstrual-related problems, etc.

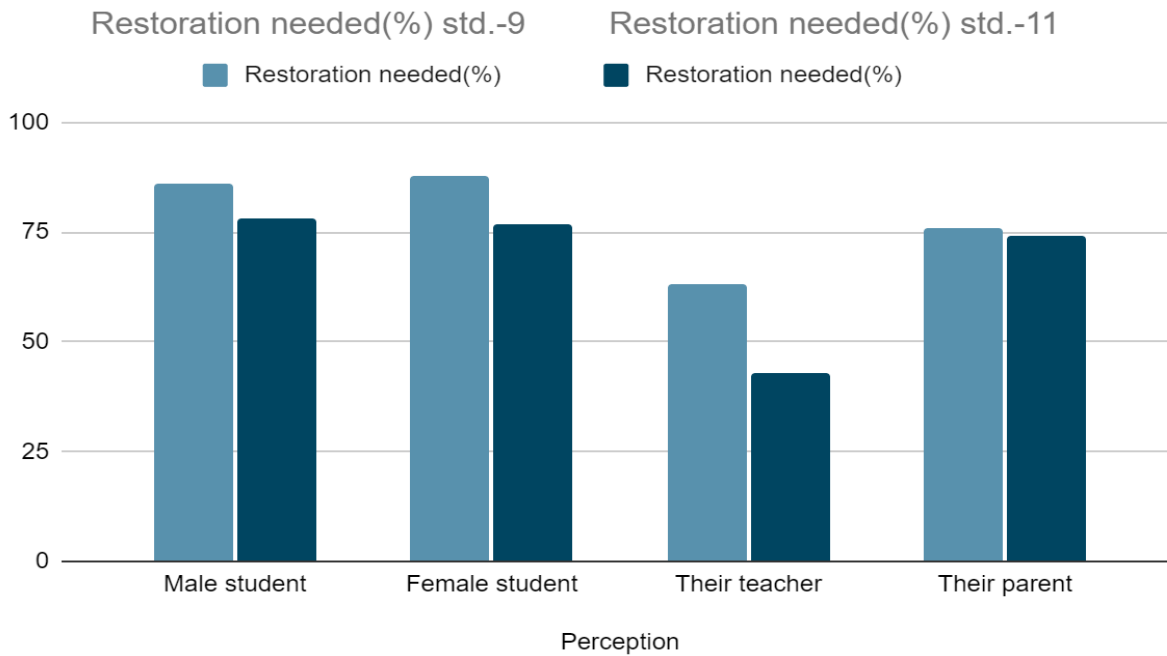
Teacher’s Perception: Data indicate that 46% of 9th class teachers and 78% of 11th class teachers admitted that students needed a restorative environment in Student Health (SH) – both physical and mental health Domain. During interviews, even teachers favored creating and maintaining a proper restorative environment related to students' physical and mental health in school. They revealed that many students are seen lost in classes, and few students always keep on complaining about headaches, stomachaches, etc., which even affects other students’ mental health.

Parent’s Perception: Data indicate that 81% of parents of 9th class students and 74% parents of 11th class students needed a restorative environment in Student Health (SH) – both physical and mental health Domain. Parents showed a great interest in creating a restorative environment. Their interviews suggest that they also face problems related to their wards’ health issues and restoration facilities in the school. Sometimes they are called in school because of their students' health conditions instead of analyzing the child properly and maintaining their health parameters in every way.

2. Domain: School Community Vitality (SCV) - Relationships and interactions within the school community, students’ social cohesion, and students’ volunteerism

Table 2: CSV-Perception and restoration needed

Perception	Restoration needed (%) std.-9	Restoration needed (%) std.-11
Male student	86	78
Female student	88	77
Their teacher	63	43
Their parent	76	74



Graph 2: CSV-Perception and restoration needed

Student’s Perception:

Male: This domain data indicate that 86% of 9th standard male students and 78% of 11th standard male students needed a restorative environment related to relationships and interactions within the school community, students’ social cohesion, and students’ volunteerism. As the interview revealed that their relationships with staff, friends, and other community members are limited, also there is less social cohesion. Even they feel either shy or frightened to volunteer in various activities in the school due to several reasons.

Female: Data indicate that 88% of 9th standard female students and 78% of 11th standard female students needed a restorative environment in this area. They also revealed that their interaction is minimal with the school community apart from their subject teachers and that too is limited to studies related only. They also feel shy about volunteering for various activities in school. Still, if the restorative environment motivated them or made them understand their true potential, they would have participated better in several events and activities.

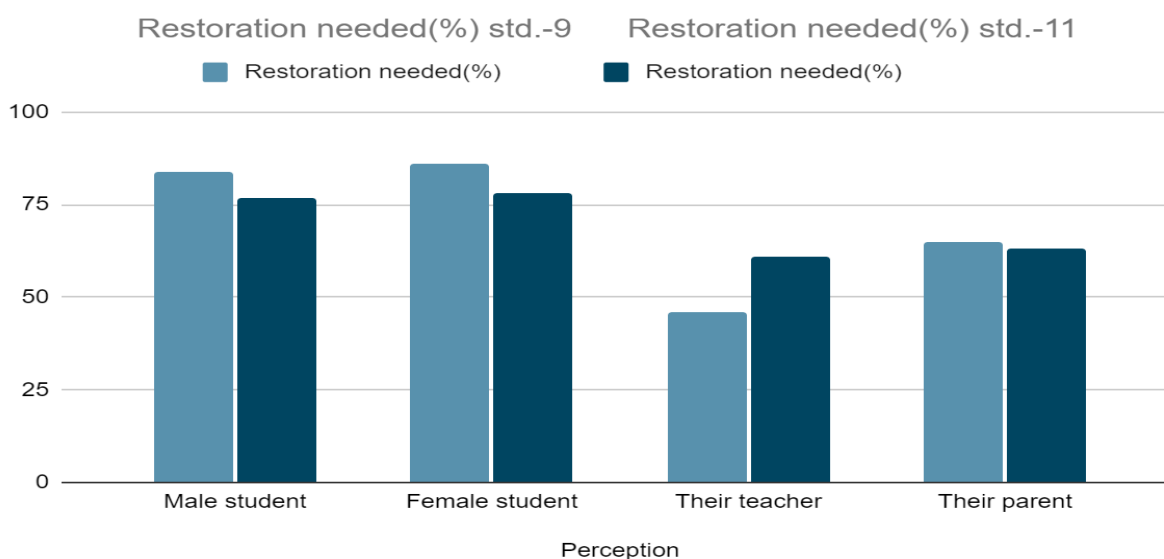
Teacher’s Perception: Data indicate that 63% of teachers of 9th standard and 43% of 11th standard teachers admitted that students needed a restorative environment. During interviews, they expressed how students behave differently in class, and due to some inevitable reasons and work, they are also not able to attend them with warmth. They found it difficult to break the comfort zone of students and understand their difficulties to resolve appropriately.

Parent’s Perception: Data indicate that 76% of parents of 9th standard and 74% of parents of 11th standard students needed a restorative environment. Confronting the interview, they admitted that their wards are less interactive and less social. They even have limited friends in school. They need to address the issue related to it, and hence a restorative environment for this is required.

3. Domain: Student Education (SE) – Types of knowledge, values, and skills

Table 3: SE-Perception and restoration needed

Perception	Restoration needed (%) std.-9	Restoration needed (%) std.-11
Male student	84	77
Female student	86	78
Their teacher	46	61
Their parent	65	63



Graph 3: SE-Perception and restoration needed

Student’s Perception:

Male: Data indicate that 84% of 9th standard male students and 77 % of 11th standard male students needed a restorative environment in the above domain. During the interview, it was found that their understanding regarding some skill and vocation is hardly catered and addressed; even sometimes, they are not aware of their own skills, so no help is accessed in schools in real terms. They feel that they are studying for the sake of study, and they have no clarity of choice of vocation according to their skill, attitude, and aptitude. As a result, they are totally unplanned and unsure of their future.

Female: Data indicate that 86% of 9th standard female students and 78% of 11th standard female students needed a restorative environment. They revealed that they have various issues, myths, and dilemmas about their choice of skills, knowledge about various professions, and beliefs. Still, they are feeling difficulty in channelizing or rectifying them with confidence.

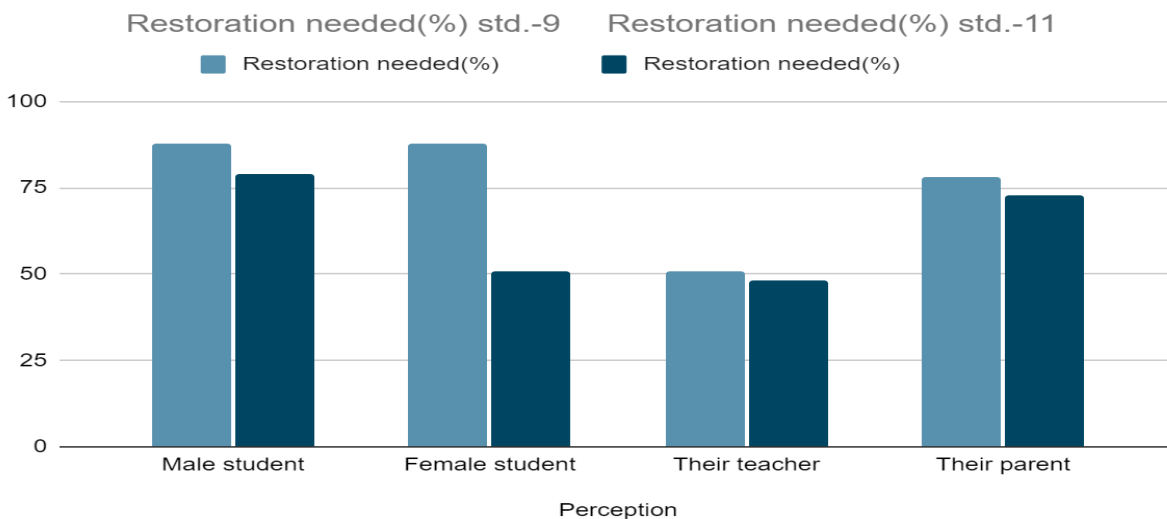
Teacher’s Perception: Data indicate that 46% of teachers of 9th standard students and 61% of teachers of 11th standard had the opinion that students needed a restorative environment in this domain. Teachers admitted that students have immense potential and skill. Still, it is challenging for them to channelize and restore everyone’s’ potential, skills, etc., due to limited time and other reasons.

Parent’s Perception: Data indicate that 65% of parents of 9th standard students and 63% parents of 11th standard students admitted that their wards needed a restorative environment in this area. This is strongly commented that admitting a child in school means preparing for life, so a restorative environment for restoring their skills, attitude, beliefs, etc., is necessary.

4. Domain: Time Use (TU) – how much time is spent on work, non-work, sleep, study-life balance.

Table 4: TU-Perception and restoration needed

Perception	Restoration needed (%) std.-9	Restoration needed (%) std.-11
Male student	88	79
Female student	88	51
Their teacher	51	48
Their parent	78	73



Graph 4: TU-Perception and restoration needed

Student’s Perception:

Male: Data indicate that 88% of 9th standard male students and 79% of 11th standard male students needed a restorative environment in this domain. They expressed that they found no time for physical activities or recreational activities because of study. They are really messed up if it comes to study-life

balance.

Female: Data indicate that 88% of 9th standard female students and 51% of 11th standard female students needed a restorative environment in this domain. Most of the female students reported not having enough time to sleep and refresh. They feel lethargic all the time and have to give time to studies too on a serious note. They feel irritated most of the time, as expressed by most of them.

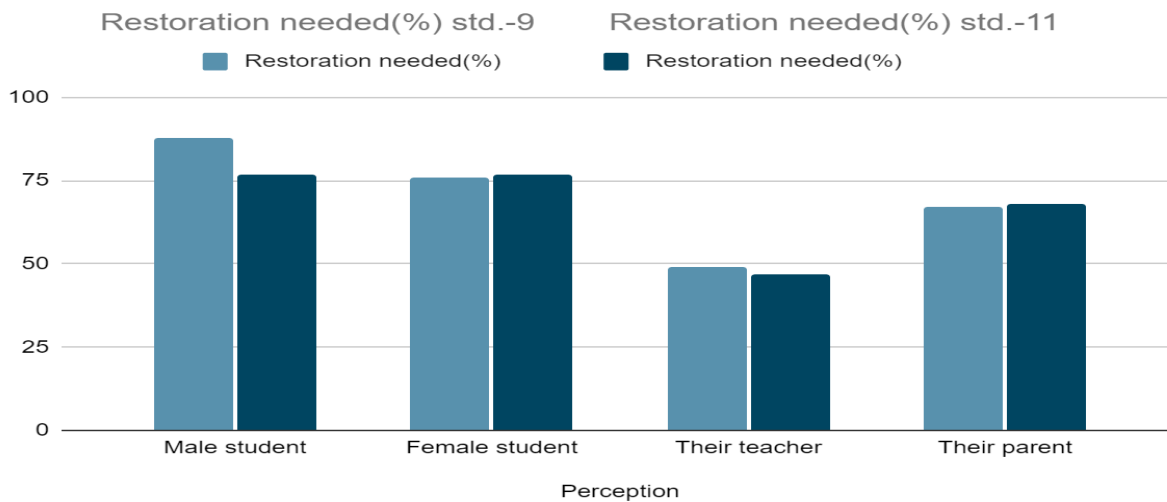
Teacher's Perception: Data indicate that 51% of teachers of 9th standard students and 48% of teachers of 11th standard students needed a restorative environment in this domain. As they have reported during the interview that students are not aware of how to use time appropriately according to their own circumstances, they generally make decisions following some peer or some ideals, but they are not aware of their unique situations and how they can manage and maintain their study-life balance.

Parent's Perception: Data indicate that 78% of parents of 9th standard students and 73% of parents of 11th standard students needed a restorative environment in this domain. Parents reported that their wards are confused about their priorities, how to utilize time properly, and how to maintain balance in their unique and individual situations.

5. Domain: Psychological Well Being (PW) – the quality of school life, school life satisfaction, and spirituality

Table 5: PW-Perception and restoration needed

Perception	Restoration needed (%) std.-9	Restoration needed (%) std.-11
Male student	88	77
Female student	76	77
Their teacher	49	47
Their parent	67	68



Graph 5: PW-Perception and restoration needed

Student’s Perception:

Male: Data indicate that 88% of 9th standard male students and 77% of 11th standard male students needed a restorative environment in Psychological Well Being (PW), including the quality of school life, school life satisfaction, and spirituality. They revealed that most of them are not satisfied with the quality of school life, as they feel monotonous and robotic.

Female: Data indicate that 76% of 9th standard female students and 77% of 11th standard female students needed a restorative environment in this domain. They claimed that they feel like they have to complete school studies somehow to get admission to a college, but if talking about the quality of school life, they are not enjoying it.

Teacher’s Perception: Data indicate that 49% of teachers of 9th standard students and 47% of teachers of 11th standard students needed a restorative environment in this domain. Teachers admitted that students feel bored and monotonous because of stress and academic burden because they do not even take an interest in spiritual activities or talks.

Parent’s Perception: Data indicate that 67% of parents of 9th standard students and 68% of parents of 11th standard students needed a restorative environment in this domain. Parents revealed that students mostly complain about their busyness in school and studies, and they never take part in spiritual activities and discussions as they feel it is worthless. Due to which they are becoming more irritating, arrogant, and short-tempered.

FINAL THOUGHT/ CONCLUSION

It can be concluded from the above data and analysis that there is a lot of scope regarding creating environmental and restorative opportunities for Student's Happiness in School especially in the above five major domains. School is a miniature society and this society is responsible for creating responsible and happy citizens for future life. So, apart from materialistic requirements, a restorative environment needs to be created to make the students feel more secure, open yet responsible. This task is fragile yet the most important one in which all the stakeholders as well as all the school staff (academic, non-academic etc.) are required to contribute with their head and heart.

It was tried not to be too prescriptive in this research article, emphasizing that awareness of a child's area of life is often not closely examined and explained. Some environmental modifications described in this research article in the child's environment are common knowledge that others are less so. So often, it will help children to reward successful activity with little or no help. Others may not be so self-directed and will require more adult guidance to do so. I hope that we ran some red flags on the polls that pointed to potential signs that a child might be vulnerable to various negative influences, especially in an environment without adult supervision after school or social media or weaving an excessive amount of digital media. It is worth examining a student's circumstances. Similarly, the protective effects of some environments such as faith-based youth groups for service-learning activities can be reinforced that add to the child's already successful lifestyle. Even guidelines that seem straightforward are not always applicable due to personal characteristics. This is suggestive that a time journal can help in this regard and prove to be enlightening. The challenge is to engage a child in an ample number of healthy activities that provide success. We do not always have an excellent option, and some obstacles may prevent a child's participation in a particular activity, such as transportation, cost, and supervision. At the same time, it is always wise for the child to see the obstacles and be inspired by taking a closer look. If they are infallible, overcoming obstacles can lead the child to a good environmental condition. The ultimate goal of the approach described in this article is to create a personal environment that nurtures and supports the healthy development of children. Children's pathology symptoms sometimes determine early and can be challenging to change. Therefore, we must ensure that the student's environment provides an opportunity to develop habitual and personal characteristics that will create success and happiness later in life. Hoping this research article will be a launching pad for that ideal restorative environment for students' happiness in schools.

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