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SHAPING YOUNG MINDS: THE INFLUENCE OF ENVIRONMENTAL FACTORS ON STUDENTS ATTITUDE

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ABSTRACT

The study focused on how the environment influences primary school children's attitudes, thoughts, and behaviors. It looked at factors like family, school, and community settings, as well as physical characteristics such as climate. The study aimed to understand students' environmental attitudes and determine the impact on their feelings and behaviors, while also promoting knowledge and values for environmental protection. The study was descriptive, targeting primary school students in Lodhran district. A sample of 325 students was selected using random sampling. A 35-item questionnaire was used, and data was collected through self-effort. The validity and reliability of the questionnaire was ensured through pilot testing and experts' opinions. The data was analyzed using frequency, mean score, percentage, and standard deviation. Overall, the study concluded that creating welcoming, supportive, and interactive environment in various settings was essential for fostering positive attitudes and self-confidence in primary school children. This study recommends that school heads and teachers should create a conducive learning environment to promote students' behaviors essential for their future lives.

Keywords: Environmental factors; Students' attitude; Shaping minds; Primary level.

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INTRODUCTION

The environment plays a significant role in shaping children's attitudes, influencing their thoughts, feelings, and behaviors (Hinkley & Taylor, 2020). Primary school children, in particular, are vulnerable to environmental factors that can impact their attitude development, including family, school, and community settings (Wang et al., 2022). Research has shown that environmental determinants such as parental involvement, teacher support, and access to green spaces can positively influence children's attitudes towards learning, social relationships, and emotional well-being (Taylor et al., 2000). Conversely, exposure to environmental stressors like pollution, noise, and overcrowding can negatively impact children's attitudes, leading to decreased motivation, increased stress, and decreased overall well-being (Basagaña, 2020).

The significance of environmental education in fostering sustainable development has gained increased attention in recent years (United Nations, 2020). Research has consistently shown that environmental education can positively impact students' environmental knowledge, attitudes, and behaviors (Sousa et al., 2021). A study by Wang et al. (2022) found that environmental education programs can significantly enhance students' environmental literacy and pro-environmental behaviors (Wang et al., 2022). Similarly, a review of 25 studies on environmental education by Lee et al. (2023) found that environmental education can lead to increased environmental awareness, attitudes, and behaviors among students Lee et al. (2023). Furthermore, a recent studies highlighted the importance of integrating environmental education into school curricula to promote sustainable development (Khan et al., 2024; Cheng & Liu, 2020).

The study of Ahmad highlights how the school climate impacts the growth and educational performance of students. Efficient facilities aid in the teaching and learning process, leading to improved academic achievements. Positive attitudes from management and teaching staff also play a role in school growth. The research aims to examine the impact of school climate on student success in Punjab's secondary level education, underscoring its importance in school development (Ahmad, et al., 2024).

2. Statement of the Problem

This study explores the environmental factors shaping primary school students' attitudes, focusing on five key areas: home (family dynamics, parental involvement), playground (social interactions, physical activities), school (teacher support, peer relationships, facilities), physical environment (classroom setup, infrastructure), and societal influences (community norms, socio-economic conditions). It offers a detailed analysis of how these specific environments impact students' attitudes rather than covering a broader range of factors. Additionally, the study examines how physical conditions, such as climate, can influence psychological outlook and behavior, with implications for regional development. It aims to assess students' environmental attitudes, predict teachers' attitudes, raise awareness of pollution and environmental degradation, expand understanding of distant environments, and promote values for environmental protection within individuals and social groups.

Objectives of the Study

The present study focused on following objectives.

1. To assess the environmental attitude of students.
2. To investigate the influence of environmental factors on primary school students' attitudes in terms of feelings, thoughts, and behavior.

Research Question

1. What is the current level of environmental attitude among students?
2. What are the environmental factors that influence the development of pro-environmental attitudes among primary school children, and how do these factors impact their feelings, thoughts and behaviours?
3. How do home and family Environmental factors shape primary school children's environmental attitudes and behaviours?

Significance of the Study

The study on environmental determinants of attitude among primary school children is important for understanding factors that influence young children's attitudes towards the environment. This information can be used to develop interventions and educational programs to promote positive attitudes and behaviors. Additionally, the study can identify specific environmental factors that impact children's attitudes, informing policy decisions on issues like urban planning and conservation. Early environmental education can also create a generation of environmentally-conscious citizens.

LITERATURE REVIEW

The environment plays a pivotal role in shaping children's attitudes, influencing their thoughts, feelings, and behaviors (Hinkley & Taylor, 2020). Research has consistently shown that environmental determinants significantly impact primary school children's attitude development.

According to Shooshtarian et al. (2018), environmental attitude encompasses the set of attitudes, emotions, and behavioral intentions that an individual has towards activities or concerns relating to the environment. The construct is considered to be a reliable indicator of pro-environmental actions and can assist individuals in adjusting their thermal expectations in outdoor environments. Pro-environmental behavior includes humans' activities to safeguard or maintain the environment, which personal attitudes,

beliefs, and situational circumstances can shape. School climate refers to the quality and character of school life (Block, 2011).

Family Environment

Parental involvement is a crucial environmental determinant of children's attitudes. Studies have shown that parents' expectations, support, and communication style significantly influence children's attitudes towards learning and social relationships (Wang et al., 2022; Jeynes, 2020). Additionally, family dynamics, such as conflict and cohesion, also impact children's attitudes (Amato, 2020). Furthermore, Hussain et al. (2020) have investigated the impact of family dynamics on children's academic achievement and general attitude towards learning in primary schools in Punjab. Their study revealed that parental engagement and support had a direct influence on these factors. Their work reinforces the significance of the family environment as identified in this research, particularly in fostering the emotional and cognitive abilities of students. Duarte et al. (2017) also revealed that family environment modify students' attitude. Jufri et al. (2018) also revealed a significant positive influence of this factor on students' attitude.

School Environment

The school environment is another critical factor influencing children's attitudes. Teacher support, classroom environment, and school culture significantly impact children's attitudes towards learning and academic motivation (Taylor et al., 2002). Moreover, school-based programs and interventions can positively impact children's attitudes and behaviors. Nurlailah and Ardiasyah (2022) showed that the influences of the school environment had positive influences on children's character formation. Getie (2020) discovered positive outcomes between school environment and students' attitudes.

Community Environment

Community factors, such as access to green spaces, neighborhood safety, and socioeconomic status, also impact children's attitudes. Studies have shown that exposure to natural environments can improve children's attitudes towards nature and themselves (Taylor et al., 2002). Conversely, exposure to environmental stressors like pollution and noise can negatively impact children's attitudes and well-being (Basagaña, 2020).

Classroom Environment

The children's behaviour and level of self-assurance are significantly influenced by the environment in which they are taught. Children's attitudes, behaviour, and attention toward learning are all improved when they are in a classroom atmosphere that is well-organized and conducive to learning. Additionally, it encourages pupils to work together, engage in activities, and have confidence in themselves (Dorman, 2002). Liu et al. (2024) and Ndidi and Effiong (2020) also found that there had positive influence of classroom environment on the formation of students' attitude and character.

Playground Environment

The environment of the school playground is particularly significant for the children's physical development because of the nature of the playground. Despite the fact that it is more than just a place for children to engage in physical activities, playgrounds are often regarded as an essential component for the entire development of pupils. Students' attitudes, behaviours, and levels of self-confidence are all impacted by a playground that is well-organized (Mulryan-Kyne, 2014; Hyndman, 2017). Lateef et al. (2024) revealed that students' attitude toward peers improved after playground installation. Larrea et al. (2024) also found that improving playground environment enhanced students' motivation and behavior.

METHODOLOGY

This descriptive study was conducted in Lodhran district. All the primary school teachers and students formed the population. A sample size of 325 primary school students was involved in this study. The sample was selected using random sampling methods and a questionnaire with 35 items was developed

for data collection. The questionnaire was also translated into Urdu language for clear understanding of the respondents. The said questionnaire had five indicators including school environment, classroom environment, playground environment, home environment and society environment. Before using questionnaire, the reliability and validity was ensured through pilot testing and obtaining experts' opinions. The entire data were collected by the researchers after prior permission of the heads of the school. Respondents were assured that their opinions would be used for research purposes only, and data was entered into SPSS version 26 for analysis. Two separate sheets were used for data analysis. Based on data analysis the below results were happened:

RESULTS AND DISCUSSIONS

Results reported in table 1 shows that in response to school environment factor for statement 1 37.8% of respondents strongly agreed with the statement that a pleasant school environment builds a positive attitude, while 38.2% agreed, 3.4% neutral, 9.2% disagreed, and 11.4% strongly disagreed, indicating a consensus. Statement 2 shows that 39.4% of respondents strongly agreed with the statement that a friendly school environment makes them happy and improves their attitude, while 42.2% agreed, 1.8% neutral, and 9.5% disagreed. The mean score was 3.97. Statement 3 shows that 40.9% of respondents strongly agreed with the statement that helping each other improves the school environment and students' attitudes, while 37.5% agreed, 5.8% neutral, 7.7% disagreed, and 8.0% strongly disagreed. The mean score was 3.92. Statement 4 shows that 30.8% of respondents strongly agreed with the statement "I am impressed to see the proper school building," while 35.7% agreed, 7.1% neutral, 16.0% disagreed, and 10.5% strongly disagreed. The mean score was 3.60. Statement 5 shows that 39.1% of respondents strongly agreed with the statement that a proper school environment builds self-confidence, while 40.9% agreed, 2.8% neutral, 11.1% disagreed, and 6.2% strongly disagreed. The mean score was 3.96.

Table 1. Students' responses towards school environment, classroom environment, playground environment, home environment and society environment.

Sr. No	Statements	SA	A	N	DA	SDA	Mean	SD
I	School Environment							
1	A pleasant school environment builds positive attitude.	123 (37.8%)	124 (38.2%)	11 (3.4%)	37 (11.5%)	30 (9.2%)	3.84	1.295
2	A friendly school environment makes me happy and improves my attitude.	12 (39.4%)	137 (42.2%)	6 (1.8%)	31 (9.5%)	23 (7.1%)	3.97	1.198
3	Helping each other improves the school environment and students' attitudes.	133 (40.9%)	122 (37.5%)	19 (5.8%)	25 (7.7%)	26 (8.0%)	3.92	1.208
4	I am impressed to see the proper school building.	100 (30.8%)	116 (35.7%)	23 (7.1%)	52 (16.0%)	34 (10.5%)	3.60	1.345
5	A proper school environment builds self-confidence.	127 (40.9%)	133 (39.1%)	9 (2.8%)	36 (11.0%)	20 (6.2%)	3.96	1.191
	Overall Mean & SD						3.85	1.247
II	Classroom Environment							
6	Pleasant classroom environment improves my attitude.	110 (39.1%)	131 (40.3%)	10 (3.1%)	29 (8.9%)	28 (8.6%)	3.92	1.246
7	The classroom temperature is appropriate to keep me in good mood	130 (40%)	135 (41.5%)	12 (3.7%)	27 (8.3%)	21 (6.5%)	4.0	1.164
8	Teachers play a vital role in maintaining a lively classroom environment	122 (37.5%)	136 (41.8%)	15 (4.6%)	36 (11.1%)	16 (4.9%)	3.96	1.145
9	An enjoyable classroom environment helps children develop positive attitudes.	131 (40.3%)	131 (40.3%)	8 (2.5%)	31 (9.5%)	24 (7.4%)	3.96	1.215

10	My classroom is appropriate for the number of children.	109 (33.5%)	124 (38.2%)	17 (5.2%)	47 (14.5%)	28 (8.6%)	3.74	1.295
	Overall Mean & SD						3.91	1.213
III	Playground Environment							
11	An attractive playground helps build sportsman spirit in me.	110 (24%)	108 (20%)	7 (14.7%)	59 (16%)	41 (25.3%)	3.01	1.538
12	Helping each other during games develops sportsman spirit.	112 (25.3%)	125 (22.7%)	43 (12%)	17 (16%)	28 (24%)	3.09	1.544
13	A good playground environment builds positive attitude.	95 (29.3%)	103 (31.7%)	26 (%)	64 (19.7%)	37 (11.3%)	3.07	1.528
14	A good playground environment makes me happy and improves my attitude	119 (36.7%)	131 (37.2%)	11 (3.4%)	46 (14.1%)	28 (8.6%)	4.11	1.512
15	I am impressed to see a well-maintained playground.	114 (24%)	118 (20%)	8 (14.7%)	46 (16%)	39 (25.3%)	3.01	1.538
16	A conducive playground environment builds self-confidence.	129 (24%)	124 (20%)	11 (14.7%)	35 (16%)	26 (25.2%)	3.01	1.538
17	Sports coaches play a vital role in maintaining amicable playground environment.	126 (25.3%)	126 (22.7%)	8 (12%)	35 (16%)	26 (24%)	3.09	1.544
	Overall Mean & SD						3.19	1.534
IV	Home Environment							
18	A cheerful home environment builds positive	128 (39.4%)	127 (39.1%)	13 (4%)	33 (10.2%)	24 (7.4%)	3.94	1.226
19	An affable home environment makes me happy and improves my attitude.	128 (39.4%)	130 (40%)	13 (4%)	34 (10%)	20 (6.2%)	3.96	1.187
20	Helping each other improves the students' attitudes.	122 (37.5%)	120 (36.9%)	17 (5.2%)	37 (114%)	29 (8.9%)	3.83	1.289
21	A suitable home environment builds self-confidence.	123 (37.8%)	121 (37.5%)	16 (4.9%)	40 (12.3%)	25 (7 7%)	3.85	1.263
22	Family members play a vital role in maintaining an amicable home environment.	108 (33.2%)	130 (40%)	17 (5.2%)	43 (13.2%)	27 (8.3%)	3.77	1.270
23	Grandparents play a vital role in maintaining an amicable home environment.	108 (33.2%)	116 (33.7%)	14 (4.3%)	64 (15.3%)	33 (11.1%)	3.65	1.356
	Overall Mean & SD						3.28	1.265
V	Society Environment							
24	A gracious social environment builds positive attitude	99 (30.5%)	118 (36.3%)	22 (6.8%)	50 (15.4%)	36 (11.1%)	3.60	1.352
25	A cultured social environment makes me happy and improves my attitude	100 (30.8%)	100 (30.8%)	24 (7.4%)	61 (18.8%)	40 (12.3%)	3.49	1.409
26	Helping each other improves the social environment and students' attitude	108 (33.2%)	112 (34.5%)	25 (7.7%)	48 (14.8%)	32 (9.8%)	3.66	1.335
27	A cultured social environment makes me happy and improves my attitude	109 (33%)	114 (33.5%)	15 (4.6%)	49 (15.1%)	38 (11.7%)	3.64	1.382
28	Neighbors play a vital role in maintaining a peaceful social environment	97 (29.8%)	111 (34.2%)	27 (8.3%)	52 (16%)	38 (11.7%)	3.54	1.358
29	A peaceful social environment builds self-confidence.	102 (31.4%)	108 (33.2%)	26 (8%)	52 (16%)	37 (11.4%)	3.57	1.372
30	An interactive social environment builds positive attitude.	117 (36%)	130 (40%)	18 (5.5%)	36 (11.1%)	24 (7.4%)	3.86	1.228
31	A positive learning environment builds positive attitude.	114 (35.1%)	136 (40.8%)	15 (4.6%)	30 (9.2%)	30 (9.2%)	3.84	1.256

32	A constructive learning environment makes me happy and improves my attitude.	130 (40%)	151 (46.5%)	11 (3.4%)	17 (5.2%)	16 (4.9%)	4.11	1.038
33	Collaborative learning improves the learning environment and student's attitude.	108 (33.2%)	120 (36.9%)	20 (6.2%)	41 (12.6%)	36 (11.1%)	3.98	1.343
34	An optimistic learning environment builds self-confidence	125 (38.5%)	137 (42.2%)	18 (5.5%)	23 (7.1%)	22 (6.8%)	3.98	1.158
35	A cooperative school environment builds positive attitude.	120 (36%)	142 (43.7%)	18 (5.5%)	22 (6.8%)	23 (7.1%)	3.97	1.156
Overall Mean & SD							3.77	1.282

In response to classroom environment factor, statement 6 reveals that most respondents believe a positive classroom atmosphere enhances their attitude, with 39.1% strongly agreeing and 40.3% agreeing. Data suggests a strong connection between a welcoming school environment and attitude enhancement. Statement 7 shows that 40.0% of respondents strongly agreed with the statement that the classroom temperature is appropriate to keep them in good mood, while 41.5% agreed, 3.7% neutral, 8.3% disagreed, and 6.5% strongly disagreed. The mean score was 4.00. Statement 8 shows that 37.5% of respondents strongly agree with the statement "teachers play a vital role in maintaining a lively classroom environment," while 41.8% agree, 4.6% neutral, 11.1% disagree, and 4.9% strongly disagree, affirming teachers' vital role in fostering a positive classroom environment. Statement 9 shows that 40.3% of respondents strongly agree that an enjoyable classroom environment helps children develop positive attitudes, while 2.5% are neutral, 9.5% disagree, and 7.4% strongly disagree. The mean score is 3.96. Statement 10 shows that 33.5% of respondents strongly agree with the statement "My classroom is appropriate for the number of children," while 38.2% agree, 5.2% neutral, 14.5 disagree, and 8.6% strongly disagree. The mean score is 3.74.

In response to playground environment factor Statement 11 shows respondent reactions to the statement about playgrounds and sportsmanship. 24.0% strongly agreed, 20.0% agreed, 14.7% were neutral, and 16.0% disagreed. On the claim that a nice school atmosphere improves happiness and attitude, 25.3% strongly disagreed. The average score supports the idea that attractive playgrounds boost sportsmanship. Statement 12 shows that a majority of respondents agreed that helping each other during games fosters sportsmanship. 25.3% strongly agreed, 22.7% agreed, 12.0% were neutral, and 16.0% disagreed. However, 24.0% strongly disagreed with the statement. The mean score of 3.09 confirms overall agreement with the idea. Statement 13 show that a majority of respondents agreed or strongly agreed that a good playground environment builds a positive attitude. However, a significant portion of respondents also disagreed with this statement. Overall, the mean score indicates that respondents generally believe in the positive impact of a good playground environment on attitude. Statement 14 presents responses to the statement about playground environments affecting happiness and attitude. 48% of respondents either strongly agreed or agreed, while 29.3% were neutral or disagreed. A significant 22.7% strongly disagreed. The mean score was 3.11 with a standard deviation of 1.512. Statement 15 shows that 24.0% of respondents strongly agree that a good playground environment makes them happy and improves their attitude, while 13.3% are neutral, 16.0% disagree, and 22.7% strongly disagree. The mean score is 3.11, with a mean score of 1.512. Statement 16 shows that 24.0% of respondents strongly agreed with the statement that a conducive playground environment builds self-confidence, while 20.0% agreed, 14.7% neutral, 16.0% disagreed, and 25.3% strongly disagreed. The mean score was 3.01, indicating positive sentiment. Statement 17 shows that a significant percentage of respondents agreed that sports coaches play a crucial role in maintaining a friendly playground environment. The mean score of 3.09 with a standard deviation of 1.544 also supports this idea. Overall, the data suggests that respondents value the impact of sports coaches on creating a positive atmosphere in schools.

In response to home environment factor, statement 18 shows that 39.4% of respondents strongly agree that a cheerful home environment builds a positive attitude, while 39.1% agree, 4.0% neutral, and 10.2% disagree. The mean score is 3.93, indicating that a friendly school environment improves attitude. Statement 19 shows that a majority of respondents agreed that an affable home environment makes them happy and improves their attitude. 39.4% strongly agreed, 40.0% agreed, 4.0% were neutral, 10.5% disagreed, and 6.2% strongly disagreed. The mean score of 3.96 suggests that most respondents believe in the positive impact of a friendly home environment. Statement 20 shows that a majority of respondents agreed or strongly agreed that helping each other improves students' attitudes, with only a small percentage being neutral or disagreeing. The mean score also confirms that overall, respondents believe in the positive impact of a friendly school environment on happiness and attitude improvement. Statement 21 shows that the majority of respondents agreed that a suitable home environment builds self-confidence. 37.8% strongly agreed, 37.5% agreed, 4.9% were neutral, 12.3% disagreed, and 7.7% strongly disagreed. The mean score supports the idea that a suitable home environment boosts self-confidence. Statement 22 shows that a significant portion of respondents agree that family members play a crucial role in maintaining a harmonious home environment. Specifically, 33.2% strongly agreed, 40.0% agreed, 5.2% were neutral, 13.2% disagreed, and 8.3% strongly disagreed with this statement. The mean score of 3.77 with a standard deviation of 1.270 further supports the notion that family members are important in fostering a positive home atmosphere.

Statement 23 shows responses to the statement about the importance of grandparents in maintaining a positive home environment. 33.2% strongly agreed, 35.7% agreed, 4.3% were neutral, and 16.6% disagreed. 10.2% strongly disagreed. The mean score of 3.65 with a standard deviation of 1.356 indicates overall agreement that grandparents are essential for a harmonious home.

In response to society environment factor, statement 24 shows that a majority of respondents agreed that a gracious social environment builds a positive attitude. Specifically, 30.5% strongly agreed, 36.3% agreed, 6.8% were neutral, 15.4% disagreed, and 11.1% strongly disagreed. The mean score of 3.60 with a standard deviation of 1.352 supports the idea that a friendly school environment improves attitudes. Statement 25 shows that a significant portion of respondents agreed or strongly agreed with the statement that a cultured social environment makes them happy and improves their attitude. About 30.8% strongly agreed, 30.8% agreed, 7.4% were neutral, 18.8% disagreed, and 12.3% strongly disagreed. The mean score of 3.49 indicates overall agreement with the statement. Statement 26 shows that a majority of respondents agree that helping each other improves the social environment and students' attitude. 33.2% strongly agreed, 34.5% agreed, 7.7% were neutral, 14.8% disagreed, and 9.8% strongly disagreed. The mean score of 3.66 indicates overall agreement among respondents. Statement 27 shows the responses of respondents regarding the impact of a civilized social environment on self-confidence. 33.5% strongly agreed, 35.1% agreed, 4.6% were neutral, 15.1% disagreed, and 11.7% strongly disagreed. The mean score of 3.64 indicates that respondents believe a civilized environment boosts self-confidence. Statement 28 shows that a majority of respondents agreed or strongly agreed that neighbors play a crucial role in maintaining a peaceful social environment. The mean score indicates strong support for this statement, with only a small percentage of respondents disagreeing or strongly disagreeing. Overall, the data suggests a positive perception of the impact of neighbors on social harmony. Statement 29 shows responses to the statement that a peaceful social environment boosts self-confidence. The majority, 64.6%, either strongly agreed or agreed with the statement, while 8% were neutral, and 27% disagreed or strongly disagreed. The mean score suggests overall agreement that a peaceful environment fosters self-confidence. Statement 30 shows that a majority of respondents agreed that an interactive social environment builds a positive attitude. 36.0% strongly agreed, 40.0% agreed, 5.5% were neutral, 11.1% disagreed, and 7.4% strongly disagreed. The mean score of 3.86 with a standard deviation of 1.228 supports the idea that interactive social environments foster positive attitudes. Statement 31 shows that a majority of respondents agreed that a positive learning environment fosters a positive attitude. Specifically, 35.1% strongly agreed, 41.8%

agreed, 4.6% were neutral, 9.2% disagreed, and 9.2% strongly disagreed. The mean score of 3.84 with a standard deviation of 1.256 supports the idea that a positive learning environment contributes to a positive attitude. Statement 32 shows that a majority of respondents agreed or strongly agreed that a constructive learning environment makes them happy and improves their attitude, with only a small percentage disagreeing or strongly disagreeing. The mean score of 4.11 confirms this positive sentiment towards a friendly school environment. Statement 33 shows that a majority of respondents agreed that collaborative learning improves the learning environment and student's attitude. 33.2% strongly agreed, 36.9% agreed, 6.2% were neutral, 12.6% disagreed, and 11.1% strongly disagreed. The mean score of 3.98 affirms the positive impact of collaborative learning.

Statement 34 shows that a majority of respondents agree that an optimistic learning environment boosts self-confidence. 38.5% strongly agreed, 42.2% agreed, 5.5% were neutral, 7.1% disagreed, and 6.8% strongly disagreed. The mean score of 3.98 supports that an optimistic learning environment enhances self-confidence. Statement 35 shows that a majority of respondents agreed that a cooperative school environment fosters a positive attitude. Specifically, 36.0% strongly agreed and 43.7% agreed with the statement. The mean score of 3.97 with a standard deviation of 1.156 confirms this belief that cooperative schools enhance positivity. Figure 1 below also shows the mean score and standard deviation of environmental factors influencing students' attitudes.

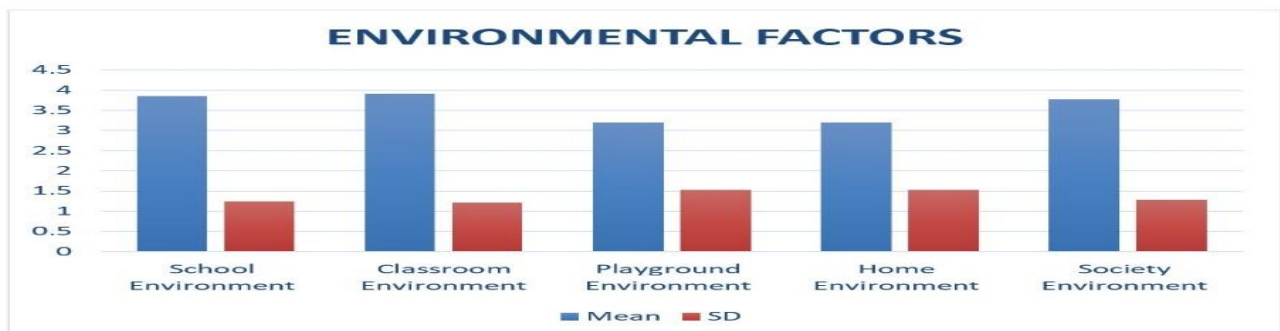


Figure 1: Environmental Factors

The above mentioned findings indicate a strong agreement among respondents that a positive school environment significantly influences students' attitudes, happiness, and self-confidence. Across multiple statements, a majority of respondents either strongly agreed or agreed that factors such as a welcoming school atmosphere, friendly relationships, appropriate classroom conditions, and supportive playground environments contribute to fostering positive attitudes and self-confidence. Additionally, collaborative and constructive learning environments were also highlighted as important contributors to student well-being and attitude improvement. The mean scores for most statements reflect overall agreement, confirming the belief that a conducive and supportive environment positively impacts students' attitudes and behaviors. These findings are in line with the findings demonstrated by Hinkley and Taylor (2020), Wang et al. (2022), Jaynes (2020), Amato (2020), Dorman (2002) and Hyndman (2017).

CONCLUSIONS

The study found that students emphasized the importance of positive environments in school, home, society, and learning. A pleasant school environment and friendly atmosphere contributed to students' happiness and improved their attitudes. Additionally, helping one another in various environments, such as the classroom, playground, and home, had a positive impact on self-confidence and attitude. Sports coaches were highlighted as key players in maintaining a conducive playground environment that encouraged sportsmanship. Family members and neighbors were also noted for their roles in creating positive home and social environments. While there were some disagreements, particularly concerning the role of playgrounds and home environments, the findings overwhelmingly support the idea that a conducive educational and social environment enhances students' attitudes, happiness, and self-

confidence. Overall, the study concluded that creating welcoming, supportive, and interactive environments in various settings was essential for fostering positive attitudes and self-confidence in primary school children. This study recommends that school leaders should enhance school environment, promote collaborative learning, conduct teacher trainings on creative conducive learning environment, focus on positive social interaction, improve playground facilities and involve family in children development.

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