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RESEARCH ARTICLE

LEARNERS' HAPPY INDEX IN ENGLISH CLASS: IMPROVING THE HOLISTIC WELL-BEING OF LEARNERS

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ABSTRACT

This descriptive classroom action research assessed the Happy Index of 120 junior high school learners in English classes at Dr. Juan A. Pastor Integrated National High School. A researcher-developed 40-item questionnaire measured four domains: learners' happiness, classroom factors, challenges, and perceived interventions. Responses were summarized using frequencies, percentages, weighted means, and pooled response standard deviations. Learners strongly agreed that they were happy in English class (composite M = 3.77, SD = 0.42), with overall happiness (M = 3.86) and successful task completion (M = 3.84) receiving the highest ratings. Classroom factors were also rated strongly (M = 3.72, SD = 0.45), particularly enjoyable teacher strategies (M = 3.85) and confidence-building feedback (M = 3.84). Challenges were less pervasive overall (M = 2.40, SD = 0.77), although speaking nervousness (M = 2.65; 53.3% agreement) and difficulty understanding some lessons (M = 2.61; 52.5% agreement) remained salient. Proposed well-being strategies received near-unanimous support (M = 3.76, SD = 0.43; 99.7% agreement). The findings indicate a highly positive classroom experience alongside a specific oral-language anxiety and comprehension gap. A six-week HAPPY English intervention is proposed, integrating low-risk speaking routines,

supportive feedback, peer collaboration, differentiated scaffolds, and brief emotional check-ins. Because only aggregated frequency data were available, the study does not claim correlations, causal effects, or internal-consistency estimates. Future cycles should retain respondent-level data and include pre-post measures and qualitative triangulation.

Keywords: *foreign language enjoyment; learner well-being; English language learning; teacher support; classroom climate; social-emotional learning; action research*

INTRODUCTION

Learner well-being is a condition for sustained attention, participation, persistence, and learning, rather than an optional supplement to academic instruction. This relationship is especially important in English classes because learners are expected to communicate publicly, tolerate ambiguity, respond to feedback, and risk making errors before their peers. Foreign language enjoyment (FLE) is the positive achievement emotion that arises when learners experience interest, competence, accomplishment, and constructive social interaction in language learning. A systematic review of 118 empirical studies showed that FLE is associated with learner characteristics, teacher practices, classroom climate, engagement, willingness to communicate, and achievement, and identified persistent limitations in the field, including a heavy reliance on cross-sectional self-report designs (Zhang et al., 2024).

The study is anchored in the Philippine mandate to provide quality, inclusive, and developmentally responsive education. Article XIV, Section 1 of the 1987 Philippine Constitution requires the State to protect and promote the right to quality education, while Article II, Section 17 links education with total human liberation and development (Republic of the Philippines, 1987). The Enhanced Basic Education Act of 2013 requires a learner-centered, inclusive, developmentally appropriate, relevant, responsive, and research-based curriculum (Republic Act No. 10533, 2013). At the professional-practice level, the Philippine Professional Standards for Teachers emphasize safe, secure, fair, and supportive learning

environments and teaching practices responsive to learner diversity (Department of Education, 2017). These mandates provide a direct policy basis for examining how learners experience English instruction, not only in terms of academic content but also in terms of emotional safety, participation, and belonging.

The policy basis is strengthened by national mental-health legislation. The Philippine Mental Health Act recognizes mental health as a fundamental right and directs educational institutions to promote mental health and provide appropriate support mechanisms (Republic Act No. 11036, 2018). More specifically, the Basic Education Mental Health and Well-Being Promotion Act requires school-based programs that include mental-health awareness, monitoring, preventive and developmental activities, referral mechanisms, and support for learners and school personnel (Republic Act No. 12080, 2024). The present Happy Index is not a clinical diagnostic instrument and must not be treated as one. Its legitimate role is narrower: it provides classroom-level evidence about enjoyment, motivation, engagement, satisfaction, support, and perceived challenges that can inform preventive and developmentally appropriate teaching responses.

Conceptually, the study draws on the control-value theory of achievement emotions, which proposes that enjoyment, anxiety, boredom, pride, and related emotions arise primarily from learners' appraisals of control over an activity and the value attached to it (Pekrun, 2006). Learners are more likely to enjoy English when tasks are meaningful and when they believe they can succeed; anxiety becomes more likely when the activity is valued but perceived control is weak. Enjoyment and anxiety are therefore related but distinct and may coexist during oral-language tasks (Dewaele & MacIntyre, 2014). A meta-analysis confirmed that FLE is positively associated with willingness to communicate and achievement and negatively associated with foreign-language anxiety (Botes et al., 2022). This framework explains why a generally happy class may still contain learners who experience speaking nervousness or difficulty understanding particular lessons.

Teacher, peer, and classroom factors provide the social conditions through which control and value are shaped. Among high-school EFL learners, perceived teacher support has been positively associated with enjoyment and engagement and negatively associated with boredom (Zhao & Yang, 2022). Classroom social climate has likewise been linked with FLE and engagement (Mohammad Hosseini et al., 2022), while peer support may strengthen positive emotions through self-efficacy and a stronger sense of control (Huang, 2023). The broader school-belonging literature reaches a similar conclusion: a meta-analytic review found meaningful relationships between belonging and motivational, social-emotional, behavioral, and academic outcomes in secondary education (Korpershoek et al., 2020). Evidence also suggests that enjoyment is associated with language performance; Guerra Ayala et al. (2024), for example, reported a strong positive relationship between enjoyment and oral English proficiency. These studies support attention to teacher feedback, peer interaction, classroom climate, and low-risk participation, although their findings do not justify causal claims from the present descriptive data.

Social-emotional learning (SEL) offers a practical bridge between classroom diagnosis and intervention. A contemporary meta-analysis found that universal school-based SEL interventions yielded positive effects on social-emotional skills, attitudes, behavior, school functioning, and academic performance, although outcomes varied with implementation quality and research design (Cipriano et al., 2023). In an English classroom, SEL can be integrated through emotional check-ins, respectful error correction, cooperative learning, goal setting, self-reflection, and explicit coping strategies for speaking anxiety. Such practices are educational and preventive; learners who show persistent or serious distress should be referred through appropriate school support systems rather than managed through classroom activities alone.

Despite the expanding international literature on FLE, limited classroom-based evidence explains how Filipino junior high school learners simultaneously perceive happiness, its classroom antecedents, the barriers to positive experience, and the acceptability of well-

being-oriented English strategies. The available local dataset also addresses a practical decision problem: which features of an already positive classroom should be sustained, and which specific difficulties require targeted action? Accordingly, this action research describes the Learners' Happy Index at Dr. Juan A. Pastor Integrated National High School, identifies perceived teacher, peer, and classroom influences, locates salient challenges, and converts the resulting needs profile into the HAPPY English intervention. Its contribution is deliberately contextual and improvement-oriented rather than causal or population-generalizing.

LITERATURE REVIEW

Learners' Happy Index in English Class: Improving the Holistic Well-Being of Learners

The following literature review is organized thematically around the study's key variables: learners' happiness in English class, foreign language enjoyment, teacher support and classroom climate, speaking anxiety and comprehension difficulties, peer relationships and school belonging, and social-emotional learning. It is based on the concepts, theories, and references identified in your manuscript, with a synthesis of how each theme supports the proposed HAPPY English intervention. Pasted markdown.md

1. Learner Well-Being and Happiness in English Language Learning

Learner well-being is an important consideration in creating an effective and inclusive learning environment. In English language classes, well-being encompasses learners' enjoyment, motivation, engagement, satisfaction, confidence, and sense of accomplishment. These experiences can influence how learners participate in classroom activities, respond to instructional challenges, and develop positive attitudes toward learning. Happiness in the classroom should therefore be understood not merely as temporary enjoyment but as part of a broader learning experience in which learners feel supported, capable, and motivated to improve.

The concept of foreign language enjoyment (FLE) provides a relevant foundation for understanding happiness in language learning. According to Zhang, Gao, and Liu (2024), their systematic review of 118 empirical studies identified associations between foreign language enjoyment and learner characteristics, teacher practices, classroom climate, engagement, willingness to communicate, and academic achievement. Their review suggests that enjoyment is shaped by the interaction between learners and their instructional environment rather than by individual characteristics alone.

Similarly, Botes, Dewaele, and Greiff (2022), in their meta-analysis of foreign language enjoyment, examined its relationship with important language-learning outcomes. Their work supports the significance of positive emotional experiences in understanding how learners engage with language instruction. Enjoyment can make classroom participation more rewarding and may encourage learners to persist when confronted with difficult tasks.

These findings establish the importance of examining learners' happiness as a multidimensional classroom experience. For the present study, the Learners' Happy Index provides a descriptive measure of learners' perceived excitement, motivation, engagement, satisfaction, and accomplishment in English class. By examining these dimensions together, the study can identify existing strengths in the learning environment while determining which aspects require further instructional support.

2. Theoretical Foundation: Control-Value Theory of Achievement Emotions

Pekrun's (2006) control-value theory of achievement emotions provides a theoretical explanation for how learners experience happiness, anxiety, pride, and other emotions during academic activities. The theory proposes that achievement emotions are influenced primarily by learners' perceptions of control over learning activities and the value they attach to those activities.

In English language learning, learners are more likely to experience enjoyment when they consider classroom tasks meaningful and believe they possess the knowledge and skills

necessary to accomplish them. Activities that allow learners to recognize their progress, exercise their abilities, and experience successful outcomes may strengthen their sense of competence. Conversely, when learners consider an activity important but doubt their ability to complete it successfully, they may experience anxiety or frustration.

This theoretical perspective is particularly relevant to speaking activities, oral recitation, reading comprehension, and other language tasks that require learners to demonstrate their abilities in front of classmates. A learner may appreciate English lessons and enjoy participating in familiar activities but still feel nervous when asked to speak spontaneously. Such experiences demonstrate that positive emotions and negative emotions may coexist within the same learning environment.

Dewaele and MacIntyre (2014) examined the relationship between foreign language enjoyment and anxiety and emphasized that these emotions represent distinct dimensions of the language-learning experience. Their work supports the view that enjoyment does not necessarily eliminate anxiety. Learners may report high levels of happiness while continuing to experience nervousness during particular classroom situations.

The control-value theory therefore supports the present study's decision to examine both learners' positive experiences and their perceived challenges. It also provides a rationale for the HAPPY English intervention, particularly its emphasis on low-risk speaking opportunities, manageable learning tasks, confidence-building feedback, and differentiated instructional support.

3. Teacher Support, Instructional Strategies, and Classroom Climate

Teachers play a significant role in shaping learners' emotional experiences and participation in English language learning. Instructional strategies, feedback practices, classroom interactions, and the overall learning atmosphere can influence whether learners perceive English lessons as enjoyable, meaningful, and manageable.

Zhao and Yang (2022) investigated the relationship between perceived teacher support and students' academic engagement in foreign language learning, considering enjoyment and boredom as mediating factors. Their study highlights the relevance of teacher support to learners' emotional experiences and engagement. When learners perceive their teachers as approachable, encouraging, and responsive to their needs, they may be more willing to participate in classroom activities and sustain their involvement in learning.

The importance of the classroom environment is further supported by Mohammad Hosseini et al. (2022), who examined a model connecting classroom social climate, foreign language enjoyment, and student engagement among English as a foreign language learners. Their research emphasizes the relevance of positive classroom relationships and supportive social conditions in promoting favorable language-learning experiences.

In practical classroom settings, supportive teaching can be demonstrated through varied instructional approaches, clear explanations, appropriate learning materials, constructive feedback, and opportunities for learners to participate at different levels of difficulty. Teachers can also promote confidence by recognizing effort, acknowledging progress, and correcting errors in ways that preserve learners' dignity.

These findings are particularly relevant to the present study, in which enjoyable teaching strategies obtained a mean of 3.85 and confidence-building teacher feedback received a mean of 3.84. Both indicators were among the highest-rated classroom factors. The results suggest that learners perceive teacher practices as important features of their positive English-class experiences.

Consequently, the HAPPY English intervention should sustain effective instructional practices while strengthening opportunities for participation, emotional expression, and individualized support. This approach recognizes the teacher not only as a provider of knowledge but also as a facilitator of a supportive and engaging learning environment.

4. Foreign Language Anxiety and Speaking Confidence

Speaking is an essential component of English language learning, but it can also be a source of anxiety for learners. Oral communication requires learners to organize their thoughts, retrieve appropriate vocabulary, construct sentences, pronounce words, and communicate ideas in real time. These demands may become more challenging when learners must speak before their classmates or respond without sufficient preparation.

Dewaele and MacIntyre (2014) provide an important perspective on the relationship between enjoyment and anxiety in foreign language classrooms. Their work suggests that positive and negative emotions should be considered distinct but potentially simultaneous experiences. Accordingly, learners who enjoy English lessons may still experience apprehension during oral presentations, recitations, or spontaneous speaking activities.

Botes et al. (2022) further examined the effects of foreign language enjoyment, providing evidence relevant to understanding its relationship with language-learning outcomes. Their meta-analysis supports the importance of considering enjoyment alongside other emotional and educational variables rather than treating academic engagement as exclusively cognitive.

In addition, Guerra Ayala et al. (2024) investigated the relationship between enjoyment and oral English proficiency among future teachers. Their findings reported a strong positive relationship between enjoyment and oral proficiency, suggesting that positive emotional experiences are relevant to understanding oral-language development. However, the relationship does not establish that enjoyment alone causes improved proficiency.

In the present study, speaking nervousness obtained a mean of 2.65, with 53.3% of responses indicating agreement that learners sometimes feel nervous when asked to speak English. This was the highest-rated challenge among the ten indicators. The result indicates that oral participation deserves particular attention even though the overall Happy Index is high.

Classroom practices that may address this concern include think-pair-share, choral responses, rehearsal before recitation, supportive peer discussions, and opportunities to practice before speaking publicly. These activities allow learners to prepare their responses and gradually develop confidence. Teachers may also normalize mistakes as part of language acquisition and provide feedback that emphasizes progress and strategies for improvement.

The literature therefore supports the inclusion of low-risk speaking routines and confidence-building activities in HAPPY English. These practices are intended to reduce unnecessary pressure and increase learners' opportunities to communicate in English within a respectful classroom environment.

5. Peer Support, Social Interaction, and School Belonging

Positive relationships among classmates are important elements of a supportive learning environment. In English language classes, peer interactions can provide opportunities for learners to exchange ideas, practice communication, receive assistance, and develop confidence. Cooperative activities may also help learners recognize that language learning is a shared process in which mistakes and difficulties are normal.

Huang (2023) examined the relationship between peer support and foreign language emotions in online learning, including the mediating role of self-efficacy. The study provides a basis for understanding how supportive peer relationships may contribute to learners' emotional experiences and their beliefs about their ability to complete learning tasks. Although the research focused on online learning, its findings offer a relevant perspective on the potential importance of peer support in language-learning environments.

The broader significance of positive relationships is also reflected in the meta-analytic review conducted by Korpershoek et al. (2020). Their review examined relationships between school belonging and students' motivational, social-emotional, behavioral, and academic outcomes in secondary education. The findings underscore the relevance of learners' sense of belonging when considering their overall educational experiences.

In classroom practice, peer support can be strengthened through structured group activities, rotating partners, assigned cooperative roles, respectful listening, and peer-feedback routines. Such practices help establish clear expectations for participation and encourage learners to support one another rather than compete or ridicule mistakes.

The present study found that the statement concerning classmates' contribution to positive English-learning experiences obtained a mean of 3.51, the lowest among the classroom-factor indicators, although it remained within the Strongly Agree interpretation range. Group activities obtained a mean of 3.62. These results suggest that peer relationships are generally viewed positively but may offer opportunities for further improvement.

The literature supports the inclusion of structured peer collaboration in the HAPPY English intervention. Rather than assuming that learners automatically support one another, teachers can establish routines that promote cooperation, respectful communication, and shared responsibility for learning. Such measures may help make peer support more consistent across classroom activities.

6. Comprehension Difficulties and Differentiated Instruction

Learners' positive emotional experiences are closely connected to their opportunities to understand and successfully complete classroom tasks. When English lessons are too difficult, insufficiently explained, or poorly matched to learners' current abilities, students may experience frustration, reduced confidence, and difficulty participating.

Pekrun's (2006) control-value theory offers a useful explanation of this relationship. Learners' emotional responses are influenced by their perceptions of control over academic activities and the value they attach to them. When students recognize the importance of an English lesson but feel unable to understand its content, their sense of control may weaken, potentially increasing anxiety or discouragement.

Instructional scaffolding can help address this concern by making complex learning tasks more accessible. Teachers may divide lengthy texts into manageable sections, introduce unfamiliar vocabulary before reading, provide visual aids, model appropriate responses, and use short comprehension checks throughout the lesson. These strategies can help learners identify what they understand and where additional explanation is needed.

Differentiated instruction is also relevant because learners differ in their prior knowledge, language proficiency, learning pace, and confidence. Providing varied opportunities to understand and demonstrate learning can help maintain an appropriate level of challenge without unnecessarily increasing pressure.

In the present study, difficulty understanding some English lessons obtained a mean of 2.61, with 52.5% of responses indicating agreement. This was the second-highest challenge identified. The result suggests that some learners may require more explicit explanations, structured guidance, and opportunities to check their understanding.

The proposed HAPPY English intervention responds to this finding through vocabulary previews, chunked texts, visual materials, worked examples, and exit tickets. These practices are designed to strengthen comprehension and give teachers timely information about learners' progress. They also complement the study's emphasis on well-being by helping learners experience greater control over classroom tasks.

Although the cited theoretical literature explains why perceived control may matter, the present descriptive data do not establish that comprehension difficulties caused lower happiness. Instead, they identify a practical area for instructional improvement that can be evaluated in a subsequent action-research cycle.

7. Social-Emotional Learning and Holistic Learner Well-Being

Social-emotional learning (SEL) provides a framework for supporting learners' emotional awareness, self-management, interpersonal relationships, responsible decision-

making, and positive participation in school. In an English classroom, SEL can be integrated into ordinary instructional activities rather than treated as a separate subject.

Cipriano et al. (2023) conducted a contemporary meta-analysis examining the evidence for universal school-based SEL interventions. Their review reported positive effects across several outcomes, including social-emotional skills, attitudes, behavior, school functioning, and academic performance. However, outcomes varied according to factors such as implementation quality and research design. This indicates that the effectiveness of SEL-related activities depends partly on how programs are planned, delivered, and evaluated.

Within English language instruction, SEL-informed practices may include brief emotional check-ins, cooperative learning, goal setting, self-reflection, constructive responses to mistakes, and strategies for managing nervousness during speaking activities. These practices can create opportunities for learners to recognize their emotions and develop more productive responses to academic challenges.

The Philippine policy context also supports attention to holistic well-being. The 1987 Philippine Constitution establishes the State's responsibility to protect and promote the right to quality education. The Enhanced Basic Education Act of 2013 emphasizes a learner-centered, inclusive, developmentally appropriate, relevant, responsive, and research-based curriculum. Likewise, the Philippine Professional Standards for Teachers highlight safe, secure, fair, and supportive learning environments and teaching practices responsive to learner diversity.

Furthermore, Republic Act No. 11036, or the Mental Health Act, establishes a national policy framework for mental health promotion and support. Republic Act No. 12080, or the Basic Education Mental Health and Well-Being Promotion Act, provides a more specific basis for school-based mental-health and well-being promotion.

These policies establish the broader educational and institutional relevance of supporting learner well-being. Nevertheless, a classroom happiness survey is not a clinical

mental-health assessment. Its role is to describe learners' reported experiences and inform appropriate educational practices, while serious or persistent concerns should be addressed through established school support and referral systems.

For the present study, the strong learner endorsement of well-being-oriented English activities supports the development of HAPPY English. Its emphasis on emotional check-ins, confidence building, collaborative learning, and reflective activities is consistent with a preventive, learner-centered approach to improving classroom experiences.

8. Synthesis of the Reviewed Literature and Studies

The reviewed literature presents learner happiness in English class as a multidimensional experience influenced by achievement emotions, perceived competence, teacher practices, classroom climate, peer relationships, and opportunities for successful participation.

First, the research on foreign language enjoyment establishes the relevance of positive emotions to language learning. Zhang et al. (2024) synthesized evidence connecting enjoyment with learner characteristics, teacher practices, classroom climate, engagement, willingness to communicate, and achievement. Botes et al. (2022) further contributed to understanding the relationship between enjoyment and language-learning outcomes.

Second, control-value theory provides an explanation for the coexistence of happiness and anxiety. Pekrun (2006) emphasizes perceived control and task value as important influences on achievement emotions, while Dewaele and MacIntyre (2014) highlight the distinct but potentially simultaneous experiences of enjoyment and anxiety. These perspectives explain why learners can enjoy English class overall while still experiencing nervousness during speaking tasks.

Third, studies on teacher support and classroom climate emphasize the importance of instructional and social conditions. Zhao and Yang (2022) examined teacher support in

relation to academic engagement, enjoyment, and boredom, while Mohammad Hosseini et al. (2022) investigated the relationship among classroom social climate, enjoyment, and engagement. Huang (2023) and Korpershoek et al. (2020) provide complementary perspectives on peer support, self-efficacy, and school belonging.

Fourth, the literature on social-emotional learning supports the integration of emotional awareness, supportive relationships, self-reflection, and coping strategies into classroom practice. Cipriano et al. (2023) provide broader evidence of the potential benefits of school-based SEL interventions, while Philippine education and mental-health policies establish an institutional basis for learner-centered and well-being-oriented educational practices.

RESEARCH QUESTIONS

The purpose of this classroom action research was to determine the Learners' Happy Index in English classes, identify the classroom conditions that support or constrain positive learning experiences, and use the resulting evidence to formulate a focused classroom intervention that strengthens learners' holistic well-being. The study was designed as an improvement-oriented inquiry rather than a causal evaluation; accordingly, it describes the existing classroom situation and translates the diagnosed needs into the HAPPY English intervention for a subsequent cycle.

Research Objectives

- Determine the level of learners' Happy Index in English class.
- Describe the classroom factors that learners perceive as influencing their Happy Index.
- Identify challenges that learners encounter in maintaining a positive English-learning experience.
- Develop an evidence-based classroom intervention to strengthen holistic well-being.

Research Questions

- What is the level of learners' Happy Index in English class?
- What classroom factors affect learners' Happy Index?
- What challenges do learners encounter in maintaining a positive and happy English-learning experience?
- What classroom interventions can be proposed to improve holistic well-being?

METHODOLOGY

Research Design

This study employed a descriptive quantitative classroom action-research design situated in the reconnaissance and planning phase of an action-research cycle. The descriptive component established the current pattern of learners' happiness, perceived classroom influences, challenges, and preferred well-being strategies using item frequencies, percentages, weighted means, and composite means. The action-research component used the diagnosed strengths and priority needs to design the six-week HAPPY English intervention for a subsequent implementation-and-evaluation cycle. The design was cross-sectional and nonexperimental: data were collected at one point in time, no variable was manipulated, and no control group was used.

A. Participants and/or other Sources of Data Information

The participants were 120 learners from Grades 7 to 10 who were officially enrolled at Dr. Juan A. Pastor Integrated National High School during School Year 2026–2027. They were enrolled in English classes covered by the study and provided valid responses to all 40 items of the Learners' Happy Index Survey Questionnaire. The available dataset did not

include the number of participants per grade level or other demographic variables; therefore, the findings are reported for the full group of 120 participating learners and are interpreted within the context of the study school.

The researcher-developed Learners' Happy Index Survey Questionnaire comprised 40 statements divided into four 10-item sections: (a) Happy Index, (b) influencing classroom factors, (c) challenges, and (d) perceived interventions for holistic well-being. Learners responded on a four-point scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. No validation report or respondent-level item matrix was included with the supplied files; therefore, content-validity coefficients, factor structure, and Cronbach's alpha cannot be confirmed. Findings should be interpreted as descriptive evidence from this instrument rather than as scores from an externally validated psychological scale.

B. Data Gathering Methods

Data gathering followed a structured survey workflow designed to obtain complete and analyzable classroom responses. The sequence was as follows:

1. Instrument preparation. The researcher organized the 40 statements into four 10-item sections aligned with the four research questions: Happy Index, influencing factors, challenges, and proposed well-being strategies.

2. Administrative coordination. The researcher coordinated the schedule and survey administration with the school head and the concerned English classes before distributing the instrument.

3. Respondent orientation. The 120 participating junior high school learners were informed of the purpose of the survey, the four-point response scale, and the need to answer every statement honestly based on their English-class experience.

4. Questionnaire administration. The questionnaire was administered to the participating learners under uniform instructions. Respondents selected one response per item: 4 =

Strongly Agree, 3 = Agree, 2 = Disagree, or 1 = Strongly Disagree.

5. Retrieval and completeness checking. Completed questionnaires were collected and checked for unanswered or multiple-marked items before tabulation. The final dataset contained 120 valid responses for each of the 40 indicators.

6. Coding and tabulation. Responses were coded using the assigned Likert weights and tallied by item under the four response categories. The tallies were encoded in the spreadsheet used as the analytic data source.

7. Data verification. Item totals were checked to confirm that each frequency row summed to 120. The four sections were then reviewed for consistency before statistical summaries were computed.

8. Analysis and action planning. Frequencies, percentages, weighted means, response-distribution standard deviations, and composite means were calculated. The highest-priority findings were then used to formulate the HAPPY English intervention and its monitoring indicators.

FINDINGS

The study determined the Learners' Happy Index in English classes among 120 junior high school learners from Grades 7–10 at Dr. Juan A. Pastor Integrated National High School during School Year 2026–2027. Using a researcher-developed 40-item questionnaire, the study examined learners' happiness, classroom factors, challenges, and perceived interventions for holistic well-being. The findings are presented in accordance with the four research questions.

Research Question 1: What is the level of learners' Happy Index in English class?

The findings revealed that learners demonstrated a high level of happiness in their English classes, obtaining a composite mean of 3.77, interpreted as Strongly Agree, with a

pooled response standard deviation of 0.42.

Among the ten indicators, overall happiness in attending English class received the highest mean of 3.86, followed by happiness when successfully completing English tasks (M = 3.84). English lessons making learning enjoyable obtained a mean of 3.79, while feeling accomplished and proud received a mean of 3.78. Motivation to listen and participate during discussions obtained a mean of 3.77. The lowest-rated indicator was excitement when attending English class, with a mean of 3.70. Nevertheless, this result remained within the Strongly Agree interpretation range. Furthermore, all 1,200 responses across the ten indicators fell within the agreement categories: 923 responses (76.9%) were Strongly Agree, while 277 responses (23.1%) were Agree.

These results indicate that learners generally experience English classes positively in terms of enjoyment, motivation, engagement, satisfaction, and accomplishment. The particularly high rating for successful task completion suggests that opportunities to experience achievement and recognize learning progress may be important features of their positive classroom experiences.

Research Question 2: What classroom factors affect learners' Happy Index?

The findings showed that classroom factors obtained a composite mean of 3.72, interpreted as Strongly Agree, with a pooled response standard deviation of 0.45. All 1,200 responses in this section were within the agreement categories.

The highest-rated factor was the use of teaching strategies that make English lessons enjoyable (M = 3.85), followed closely by teacher feedback that builds learners' confidence (M = 3.84). The perceived influence of teacher and peer support on overall happiness obtained a mean of 3.83. Other positively rated factors included encouragement and support from the teacher (M = 3.76), visual aids and learning materials (M = 3.73), and opportunities for positive interaction with others (M = 3.73). However, classmates' contributions to positive English-learning experiences obtained the lowest mean of 3.51, while group activities obtained

a mean of 3.62. Although both indicators were interpreted as Strongly Agree, they were comparatively lower than teacher-related indicators.

The findings suggest that learners particularly value enjoyable instructional strategies, encouraging teacher-student relationships, and constructive feedback. At the same time, peer collaboration and group participation represent opportunities for further improvement. Structured group activities and intentional peer-support practices may help ensure that positive interactions are experienced more consistently by all learners.

Research Question 3: What challenges do learners encounter in maintaining a positive and happy English-learning experience?

The overall challenge composite mean was 2.40, interpreted as Disagree, with a pooled response standard deviation of 0.77. Of the 1,200 responses across the ten challenge indicators, 488 (40.7%) agreed, while 712 (59.3%) disagreed.

Despite the generally low overall challenge rating, two concerns emerged as priorities for instructional intervention.

- **Speaking nervousness**: Learners' nervousness when asked to speak English obtained a mean of 2.65, interpreted as Agree. A total of 53.3% of respondents agreed with this statement.

- **Difficulty understanding lessons**: Difficulty understanding some English lessons obtained a mean of 2.61, also interpreted as Agree. A total of 52.5% of responses indicated agreement.

Other challenges, including stress during English activities (M = 2.18), loss of motivation when lessons are difficult (M = 2.27), and time pressure during English tasks (M = 2.28), received lower mean ratings and were interpreted as Disagree. These findings demonstrate that a generally positive English-learning experience does not necessarily mean

that all learners are free from difficulties. Speaking nervousness and comprehension challenges remain relevant concerns that may affect some learners' confidence and participation. Consequently, instructional improvement should focus on creating psychologically safe speaking opportunities, providing adequate preparation before oral responses, making difficult lessons more accessible, and using formative checks to identify learners who require additional assistance.

Research Question 4: What classroom interventions can be proposed to improve holistic well-being?

The perceived interventions for holistic well-being obtained a composite mean of 3.76, interpreted as Strongly Agree, with a pooled response standard deviation of 0.43. Of the 1,200 responses in this section, 1,196 (99.7%) indicated agreement, while four responses (0.3%) indicated disagreement. Teacher motivation to enjoy English class and the development of critical-thinking skills both obtained the highest mean of 3.84. Learning English as a contributor to overall school happiness followed with a mean of 3.83. Building confidence and valuing learning each obtained a mean of 3.80, while English class contributing to holistic well-being received a mean of 3.79.

Stress reduction and relaxation obtained the lowest mean in this section, at 3.58, although it remained within the Strongly Agree range. This suggests that learners strongly support well-being-oriented English activities, while opportunities to make learning feel less stressful may still require attention.

Based on these findings, the study proposes **HAPPY** English, a six-week classroom intervention consisting of five integrated functions:

H — Hear emotions: Conduct brief emotional check-ins and establish respectful classroom norms.

A — Activate low-risk speaking: Use think-pair-share, choral responses, rehearsal, and

supportive oral-participation routines.

P — Provide scaffolds: Use vocabulary previews, chunked texts, visuals, worked examples, and comprehension checks.

P — Partner for support: Establish cooperative roles, rotating partners, peer-praise statements, and structured feedback.

Y — Yield evidence: Monitor progress through participation tallies, exit tickets, reflection slips, post-surveys, and learner feedback.

The intervention is designed to sustain existing classroom strengths while addressing speaking nervousness, comprehension difficulties, and comparatively weaker peer support. However, the survey findings establish learners' perceptions of these strategies rather than demonstrating that the proposed intervention has already improved their well-being.

CONCLUSIONS

Based on the findings and the four Action Research Questions, the following conclusions were drawn.

1. Learners generally experience a high level of happiness in English class.

The composite mean of 3.77 indicates that the participating learners generally enjoy their English classes and perceive them as positive learning experiences. Their high ratings for overall happiness and successful task completion suggest that enjoyment, accomplishment, and opportunities to experience success are important features of their classroom experiences. Nevertheless, these results should be interpreted within the context of the participating learners and the descriptive design of the study.

2. Teacher practices are important perceived contributors to learners' positive English-learning experiences.

The composite mean of 3.72 demonstrates that learners strongly value enjoyable teaching strategies, encouraging teacher support, confidence-building feedback, and appropriate learning materials. Although peer support and group activities were also positively rated, their comparatively lower means suggest that collaborative learning could be strengthened through more deliberate classroom structures. The findings support sustaining effective teacher practices while providing more consistent opportunities for constructive peer interaction.

3. Speaking nervousness and comprehension difficulties are the primary challenges requiring attention.

Although the overall challenge composite mean of 2.40 indicates that the listed difficulties were generally not endorsed, speaking nervousness and difficulty understanding some lessons emerged as the two indicators interpreted as Agree. These findings demonstrate the importance of examining individual challenges alongside the overall Happy Index. A positive classroom climate should not be taken as evidence that every learner feels confident speaking English or understands every lesson. Targeted support is therefore necessary to promote more inclusive participation and accessible learning experiences.

4. HAPPY English is a justified, evidence-informed intervention proposal for improving holistic well-being.

The intervention-related composite mean of 3.76 and the 99.7% agreement rate demonstrate strong learner endorsement of the well-being-oriented practices described in the questionnaire. Accordingly, HAPPY English provides a practical framework for translating the survey findings into classroom improvement activities. Its implementation should prioritize emotional safety, low-risk speaking opportunities, differentiated comprehension support, structured peer collaboration, and systematic monitoring.

However, the effectiveness of HAPPY English has not yet been established. Its impact on learners' happiness, speaking confidence, comprehension, and peer support must be determined through a subsequent implementation-and-evaluation cycle.

Overall conclusion. The study concludes that the participating learners' English classes have a strong positive foundation that should be sustained and further developed. The appropriate response is not simply to make lessons more entertaining, but to strengthen the conditions that allow learners to participate confidently, understand lesson content, collaborate respectfully, and recognize their own progress. HAPPY English offers a context-specific framework for pursuing these improvements through evidence-informed classroom practice.

RECOMMENDATIONS

In view of the findings and conclusions, the following recommendations are proposed.

1. For English teachers

English teachers are encouraged to sustain enjoyable instructional strategies, constructive feedback, and learner-centered activities that support motivation and accomplishment. They should also incorporate the following practices:

- Address speaking nervousness through think-pair-share, choral responses, paired discussions, rehearsal before recitation, and gradual progression toward individual oral presentations.
- Improve comprehension through vocabulary previews, chunked reading materials, visual aids, modeled examples, guided practice, and frequent checks for understanding.
- Strengthen peer support by assigning cooperative learning roles, rotating group partners, establishing respectful communication rules, and using structured peer-feedback routines.

- Promote emotional safety by treating mistakes as opportunities for learning, recognizing effort and progress, and providing constructive feedback without embarrassing learners.
- Monitor learner needs through brief emotional check-ins, formative assessments, exit tickets, and reflection activities.

These practices should be integrated into regular English instruction rather than treated as additional activities disconnected from curriculum objectives.

2. For the school head and school administrators

The school head and administrators are encouraged to support the implementation of HAPPY English as a classroom-based improvement initiative. They may facilitate the necessary scheduling, instructional resources, monitoring arrangements, and professional collaboration.

Specifically, they may:

- Include the intervention in appropriate school improvement and instructional support activities.
- Provide opportunities for English teachers to share effective practices through Learning Action Cell (LAC) sessions.
- Support the development and sharing of low-cost teaching materials, speaking activities, comprehension scaffolds, and peer-support resources.
- Encourage the use of learner feedback and classroom evidence in instructional decision-making.
- Ensure that learners who demonstrate persistent or serious emotional distress are referred through established school support mechanisms.

The initiative should be implemented in a manner that complements existing school programs and avoids placing unnecessary burdens on teachers and learners.

3. For the researcher and participating English teachers

The researcher and participating teachers are encouraged to implement the proposed six-week HAPPY English intervention and systematically document its implementation.

The following monitoring framework is recommended:

Period	Recommended action	Evidence of implementation
Week 1	Establish classroom safety norms and collect baseline speaking-confidence data.	Baseline survey, mood check, and teacher log
Week 2	Introduce low-risk speaking routines and gradually increase oral participation.	Participation tallies and teacher observations
Week 3	Implement comprehension scaffolds and formative checks.	Exit tickets and lesson-comprehension records
Week 4	Strengthen peer collaboration and supportive feedback.	Peer-support checklist and group activity records
Week 5	Promote confidence, resilience, and reflection on progress.	Learner reflection slips and confidence ratings
Week 6	Re-administer the survey, examine changes, and gather learner feedback.	Post-survey, focus-group responses, and comparative analysis

The proposed success indicators in the original intervention matrix should be retained as monitoring targets, including at least 80% participation in an oral routine, at least 80% meeting the lesson exit criterion, and a decrease of at least 0.20 in the speaking-nervousness mean. These are proposed targets, not achieved results.

4. For the school research coordinator and research team

Future data collection should strengthen the methodological rigor of the study. In particular, the research team is encouraged to:

- ✓ Retain respondent-level data using anonymous, stable identification codes so that individual pre-intervention and post-intervention responses can be matched without identifying learners.
- ✓ Review the questionnaire for clarity, appropriateness, and content validity before subsequent administration.
- ✓ Examine whether the consistently high agreement ratings may reflect response tendencies, social desirability, or the wording and administration of the questionnaire.
- ✓ Include qualitative evidence from learner interviews, focus-group discussions, and written reflections to explain why learners experience particular challenges.
- ✓ Report descriptive statistics and any appropriate pre-post comparisons based on the actual data collected.
- ✓ Avoid making causal claims unless the research design and evidence adequately support them.

These measures would help distinguish genuine changes in learner experiences from differences in response patterns and provide a more comprehensive understanding of the intervention's implementation.

5. For learners

Learners are encouraged to participate actively in classroom activities, collaborate respectfully with classmates, and communicate their learning needs to their teachers. They may benefit from gradually increasing their participation in oral activities, seeking clarification when lessons are difficult, and viewing mistakes as a normal part of learning English.

Learners should also be provided with safe opportunities to express their feelings and recommend improvements to classroom activities. Their feedback should be considered in refining the intervention so that it remains responsive to their experiences.

6. For parents and guardians

Parents and guardians are encouraged to reinforce positive attitudes toward English learning at home. They may provide opportunities for informal English conversations, encourage reading and vocabulary practice, acknowledge effort rather than focusing exclusively on correctness, and help learners build confidence through supportive communication.

When learners express persistent anxiety or difficulty, parents and guardians may coordinate with teachers to identify appropriate educational support. Such collaboration should focus on encouragement and assistance rather than increasing pressure to perform.

7. For future researchers

Future researchers may replicate or extend the study in other grade levels or schools to determine whether similar patterns emerge in different educational contexts. Subsequent research may also examine differences across grade levels and other relevant learner characteristics when sufficient data are available.

Future studies should evaluate the effectiveness of HAPPY English using baseline and post-intervention measures, participation records, comprehension assessments, qualitative learner feedback, and appropriate statistical analyses. Where feasible and ethically appropriate, a comparison group or another stronger evaluation design may help determine whether observed changes can reasonably be attributed to the intervention.

Researchers may also investigate how learner happiness relates to speaking confidence, classroom engagement, peer support, and English achievement. Such relationships should be tested using respondent-level data rather than inferred from the aggregated means reported in the present study.

Final Implication for Classroom Practice

The findings point to a clear direction for improving English instruction at Dr. Juan A. Pastor Integrated National High School: preserve what learners already appreciate while deliberately addressing the difficulties that remain.

The high Happy Index provides a positive starting point, while speaking nervousness, comprehension difficulties, and comparatively lower peer-support ratings identify the most immediate priorities for improvement. The proposed HAPPY English intervention translates these priorities into manageable classroom practices that can be monitored and refined.

The next step is therefore to move from diagnosis to implementation, followed by systematic evaluation. By using learner feedback and documented evidence to guide instructional decisions, the school can work toward an English classroom environment that promotes not only language learning but also confidence, belonging, engagement, and holistic learner well-being.

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