



School Happiness: A Scale Development and Implementation Study*

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ABSTRACT

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Purpose: This research aimed to determine school happiness level of the teachers based on their opinions. For this purpose, 'School Happiness Scale' was developed by the researchers. The validity and reliability of the School Happiness Scale were tested. And then, the scale was applied to 484 teachers to determine their school happiness level.

Research Method: In the study, a quantitative research design was employed during the data collection and the analysis phases.

Results: The School Happiness Scale consists of 26 items and five sub-factors. The item-total correlations range from .54 to .86. The five factors explain 65.09% of the total variance. The results showed that teachers

perceived moderate level of school happiness in some sub-dimensions such as 'physical equipment', and 'activities'. They also perceived high level of school happiness in 'collaboration', and 'school management' sub-themes. The scores varied according to the school type and teaching field variables.

Implications for Research and Practice: The results revealed that the school principals should encourage teachers, and display democratic and fair school management attitudes to increase school happiness. The top managers can elaborate to enhance the physical conditions of the schools. In order to increase school happiness of teachers, the collaboration can be improved among the members of school community. School Happiness Scale can be applied to different participants, and so the school happiness levels of the teachers as well as the validity and reliability scores of scale can be measured.

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Introduction

Throughout the 20th Century, education discourse commonly had a tendency towards preparing learners as productive individuals for the world of work, especially in the context of growing economic development and competition. In the 21st Century, it is expected from education systems to educate students as they can cope with the rapid change along with increasing mobility, life stress, inequalities, global warming and environmental concerns. As the symptoms of 'unhappiness' begin to emerge, these expectations reflect the need to reposition the school more than to serve as an educational institution, but rather an environment which allows the social and emotional development of students. It can be said that happiness is not just a goal of education, but also a factor in school effectiveness.

There are essentially two ways to approach the study of happiness one of which is to think about what is meant by the term, and the other is to ask people what makes them happy (Thoilliez, 2011). Happiness is defined as the satisfaction level of an individual as a whole (Selim, 2008). Happiness can also be defined as the feelings of an individual such as joy, gladness, hope and physical and spiritual well-being (Koknel, 1992). Actually, happiness was defined by the researchers in different ways. Huebner (1991) defined happiness as life satisfaction; according to Seligman, Parks and Steen (2004), happiness is the meaning attached to life; Lyubomirsky, Sheldon and Schkade (2005) defined happiness as the positive feelings about life. Veenhoven (2008), defined happiness as 'the evaluation of life as a whole'. Happiness is described by Diener (1984), as more positive emotions than the negative ones and generally as satisfaction taken from life. Similarly, happiness is identified by Seligman (2011) as a multidimensional structure that includes meaning of life, positive feelings, responsibility, positive relationships, and success. Results from research reveal that happiness of individuals is highly functional for the success, because happy people perceive the world as a safer place and feel more confident (Boehm & Lyubomirsky, 2008; Fredrickson, 2013). They also make decisions easily, cooperate more easily, and are more tolerant (Lyubomirsky & King, 2005; Pan & Zhou, 2013; Schnittker, 2008). While the happiness of adults depends on many variables such as health, family life, social relations, security, freedom, moral values, income level, and working conditions; children's happiness can be related to the variables such as meeting level of their basic needs, love, trust, communication, health, and play (Ahn, Garcia, & Jimeno, 2004; Clair, 2012; Thoilliez, 2011). Growing efforts to measure happiness have also coincided with increased efforts to measure the quality of education, for instance through global indices and international student assessments.

School happiness is expressed as the emotional well-being, which is the result of harmony between school's expectation and personal needs of students, teachers, school managers and other employees depending on certain environmental factors (Engels, Aelterman, Petegem, & Schepens, 2004). The school happiness is associated with physical factors, individual factors, social-emotional factors, and instructional factors (Talebzadeh & Samkan, 2011). Yildirim (2014) asserts that cooperation among staff, fair and helpful assessment and feedback, positive school climate, student-oriented teaching practices, classroom climate and personal development increase

teachers' well-being in school. Aelterman, Engels, Van Petegem and Verhaeghe (2007) argue that well-being of teachers is associated with teacher-parent relations, support from colleagues, self-efficacy, workload, positive attitudes towards innovations, and support from school principal. Positioning teachers' well-being within wider social and professional contexts, which teachers function in, is necessary to gain an understanding of the complex mutual interaction between individual, relational and external factors that affect, constrain and mediate the happiness of the teachers.

It is clear that a happy school environment is very important in terms of effective learning and bringing out students' talents (Boehm & Lyubomirsky, 2008). Similarly, Bird and Markle (2012) indicate that happy school environment not only contributes to student's academic success but also improves other life skills, such as healthy communication, lifelong success, and self-fulfillment. Moreover, decrease in school happiness can lead to lower school success, loneliness, stress, depression, and drug addiction by causing weak relationships for students (Yucel & Vogt-Yuan, 2016). In other words, students need to have a strong sense of happiness, especially during school life, in terms of having positive beliefs about life and being hopeful for the future. Aydin (2016) specifies that children should be educated with great care, by teaching them to love nature and all living things. To promote learner happiness and well-being in schools do not imply that learning be made easier or require less effort, but rather that such approaches could help to contribute a distinctive love of learning. Consequently, teachers play a crucial role in the learning process of students. Happy teachers provide a non-threatening environment for students in learning process as a facilitator, planner, instructor, mediator and explainer.

In recent years, there has been an increasing number of studies related to the student learning in a happy school environment, in Turkey. These studies generally focus on subjective well-being in school (e.g. Asici & Ikiz, 2018; Certel, Bahadir, Saracaloglu, & Varol, 2015; Gundogdu & Yavuzer, 2012; Ozturk & Cetinkaya, 2015; Turkdogan & Duru, 2012; Turkmen, 2012; Ucan & Kiran-Esen, 2015; Yaliz-Solmaz, 2014). In some studies, school happiness is associated with different variables (e.g. Buyuksahin-Cevik & Yildiz, 2016; Demir-Celebi & Sezgin, 2015; Dogan, Sapmaz, & Akinci-Cotok, 2013; Ozdemir & Koruklu, 2011; Ozturk, Meral, & Yilmaz, 2017; Terzi, 2017; Saricam, 2014). It is seen that limited studies has been conducted on school happiness (e.g. Demiriz & Ulutas, 2016; Telef, 2014; Unuvar, Calisandemir, Tagay, & Amini, 2015). International studies conducted by Chaplin (2009), Holder and Klassen (2010), López-Pérez, Sánchez and Gummerum (2015), McCabe, Bray, Kehle, Theodore and Gelbar, (2011), Mahon and Yarcheski (2002), Park and Peterson (2006), Schnittker (2008), Talebzadeh and Samkan (2011), Uusitalo-Malmivaara (2012), Uusitalo-Malmivaara and Lehto (2013), Van Hal, et al. (2014), Weaver and Habibov (2010) focused on the relationships among subjective well-being, happiness and success in a similar way. However, number of the studies on teachers' school happiness (e.g. Acton & Glasgow, 2015; Aelterman, Engels, Van Petegem, & Verhaeghe, 2007; Yildirim, 2014) is limited. When the related literature is reviewed, it is seen that a comprehensive measurement tool which aims to determine teachers' happiness in school has not been developed yet. On the other hand, it is mentioned that the number of studies on

teachers' school happiness is limited. The purpose of this study was to develop a comprehensive measurement tool to determine the teachers' school happiness. In addition, it was also aimed to determine the school happiness level of teachers.

Method

Development of the School Happiness Scale

1. *Creation of item pool:* At this stage, firstly views of 20 teachers about the standards for school happiness were asked. Then, the data were analyzed by using content analysis technique, and the basic standards for school happiness were determined. Consequently, 34 most prominent views were taken into consideration, the items pool was created, and the items of the school happiness scale emerged.

2. *Application of the expert opinion:* In the second stage, two field experts from the Department of Educational Sciences were consulted to determine the suitability level of each item to measure teachers' school happiness.

3. *Rewriting of scale items:* In the third stage, the scale items were rewritten in line with the changes foreseen by the field experts.

4. *Item analysis, explanatory factor analysis:* In the fourth stage, the raw state of the scale was applied to 430 teachers working in different schools. Consequently, item analysis and explanatory factor analysis were carried out in the context of validity and reliability studies based on the data.

Item analysis is used to determine the points given by participants to each item and it is actually the determination process of what level the items are sufficient to measure the participants' attitudes (Everitt, 2006). At this stage, the psychometric properties of the scale were examined. Firstly, a Z-test analysis was performed on the total scores given to each item of School Happiness Scale. Z-test results showed that all data changed between -3 and +3. Consequently, Cronbach's analysis was performed for all items, and the results were evaluated (Cokluk, Sekercioglu, & Buyukozturk, 2012).

Explanatory Factor Analysis (EFA)

Kaiser-Meyer-Olkin (KMO) and Barlett Test were applied to determine whether the scales were suitable for factor analysis (Field, 2005). KMO value was .93, Barlett's test results ($\chi^2_{(430)} = 6978.09, p < .001$) were significant. The results showed that the number of participants were sufficient, and that the data were appropriate for factor analysis (Leech, Barrett, & Morgan, 2005). A factor load of .50 was considered as a measure of substance permanence during EFA (Tabachnick & Fidell, 2013). Based on this criterion, 8 items were removed from the scale due to insufficient correlation. After the elimination process a five-factor 'School Happiness Scale' emerged that explained 65.09% of the total variance. The scale consisted of 26 items and the item-total correlations ranged from .54 to .86. The factor loads related to sub-factors were given in Table 1.

Table 1

Factor Loads Related to the Sub-factors (n=430)

<i>Item</i>	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>	<i>F5</i>
SH01. The school's physical environment is healthy	.696				
SH02. School is sufficient for healthy eating opportunities	.633				
SH03. School's physical equipment is sufficient for social activities	.739				
SH04. Students have enough play areas in the school	.662				
SH06. Students love school		.706			
SH07. Students feel safe at school		.665			
SH08. Rewarding is fair in school		.602			
SH09. Students feel themselves valued at school		.733			
SH10. The responsibilities are shared in school		.621			
SH23. Students do the activities in love		.690			
SH25. Learning activities support students' development		.562			
SH11. A cooperation and solidarity culture is prevalent in school			.537		
SH12. Teachers love their profession			.568		
SH14. Teachers motivate students to succeed			.629		
SH15. Teachers are sufficient in their profession			.680		
SH17. Open communication is prevalent in school			.652		
SH18. Mutual respect is prevalent in school			.767		
SH19. Mutual sensibility and tolerance are prevalent in school			.752		
SH26. Learning environment is more cooperative than competition			.566		
SH20. Guidance activities are sufficient				.674	
SH29. Social activities are sufficient				.642	
SH30. Special attention is paid to sports activities in school				.782	
SH31. School principal exhibits educational leadership					.786
SH32. School principal appreciates employees					.829
SH33. School principal exhibits fair attitude					.855
SH34. School principal exhibits a democratic attitude					.865
Eigenvalue	2.46	4.26	4.35	2.11	3.74
Variance (%)	%9.45	%16.40	%16.73	%8.13	%14.38
Total: 65.09					

Based on the content of factors, the first sub-factor was designated as the 'Physical Equipment' and consisted of four items. The factor loadings of items ranged from .633 to .739. The eigenvalue of the factor was 2.46 which corresponded to 9.45% of the total variance. The second sub-factor was designated as the 'Learning Environment' and

consisted of seven items. The factor loadings ranged from .562 to .733. The eigenvalue of the factor was 4.26 which corresponded to 16.40% of total variance. The third sub-factor was designated as the 'Collaboration' and consisted of eight items. The factor loadings ranged from .537 to .767. The eigenvalue of the factor was 4.35 which corresponded to 16.73% of total variance. The fourth sub-factor was designated as the 'Activities' and consisted of three items. The factor loadings ranged from .642 to .782. The eigenvalue of the factor was 2.11 which corresponded to 8.13% of total variance. The fifth sub-factor was designated as the 'School Management' and consisted of four items. The factor loadings ranged from .786 to .865. The eigenvalue of the factor was 3.74 which corresponded to 14.38% of total variance. The five factors explained 65.09% of total variance.

Confirmatory Factor Analysis

In Confirmatory Factor Analysis process, the sample group was determined as 449 teachers working in different schools. The factor structure of five-factor model was tested by Confirmatory Factor Analysis (CFA) using LISREL 8.51. In general, the values agreed on are values of $\chi^2/df = 2$ or less. In this model, χ^2/df was calculated as 3.77. In large samples, the ratio of χ^2/df below 3 shows that the fit is excellent, and below 5 shows a moderate compliance (Kline, 2005; Sumer, 2000). Items with .05 or lower RMSEA and SRMR values, show excellent fit (Cokluk, Sekercioglu, & Buyukozturk, 2012; Kline, 2005). In this model, SRMR value was calculated as .057 and RMSEA as .079. Byrne (2011), indicated that the items between .05 and .08 RMSEA and SRMR values show acceptable fit. Modifications have been applied between items 3rd and 4th, 15th and 16th. These modifications were made to improve the model. In addition, item modifications were practiced in the same sub-factors that they were correlated. Schreiber, Nora, Stage, Barlow and King (2006) assert that the modifications are made to improve the model. In addition, the item modifications give more practical results if the items are in same sub-factors because they are correlated. The results showed that the model was suitable for first-level Confirmatory Factor Analysis. Based on the Confirmatory Factor Analysis the fit index values were given in Table 2.

Table 2

School Happiness Scale Fit Index Values (N=449)

Model	χ^2	χ^2/df	NFI	NNFI	CFI	GFI	SRMR	RMSEA
Five-Factor Structure	1082.69	3.77	.86	.88	.89	.84	.057	.079

In Table 2, it was seen that $\chi^2_{(287)} = 1082.39$, $p < 0.001$, $\chi^2/df = 3.77$, NFI = .86, NNFI = .88, CFI = .89, GFI = .84, SRMR = .057, RMSEA = .079.

Cronbach Alpha values related to the sub-factors were given in Table 3.

Table 3

Cronbach Alpha Values Related to the Sub-factors (N=449)

<i>Sub-factor</i>	<i>Cronbach Alpha (α)</i>
1. Physical Equipment	.735
2. Learning Environment	.872
3. Collaboration	.828
4. Activities	.704
5. School Management	.940
6. Total (School Happiness)	.932

In Table 3, it was seen that Cronbach Alpha (α) value for Physical Equipment sub-factor was $\alpha = .735$, Learning Environment sub-factor was $\alpha = .872$, Collaboration sub-factor was $\alpha = .828$, Activities sub-factor was $\alpha = .704$, and school management sub-factor was $\alpha = .932$. In addition, Cronbach Alpha (α) value for School Happiness Scale was $\alpha = .932$.

In Table 4, the standardized solution values, T-values and R² values were given.

Table 4

Standardized Solution, T-values, and r² Values of School Happiness Model (N=449)

<i>Item</i>	<i>Standardized Solution</i>	<i>T-Values</i>	<i>R²</i>
SH1	0.73	15.23	0.53*
SH2	0.61	12.40	0.37*
SH3	0.63	12.79	0.39*
SH4	0.50	9.60	0.25*
SH5	0.66	15.13	0.43*
SH6	0.70	16.31	0.48*
SH7	0.64	14.61	0.41*
SH8	0.72	17.21	0.52*
SH9	0.79	19.37	0.62*
SH10	0.76	18.37	0.58*
SH11	0.69	16.16	0.48*
SH12	0.61	13.59	0.37*
SH13	0.56	12.29	0.31*
SH14	0.74	17.42	0.54*
SH15	0.74	17.60	0.55*
SH16	0.74	17.36	0.54*
SH17	0.32	6.59	0.10*
SH18	0.63	14.19	0.40*
SH19	0.66	15.07	0.44*
SH20	0.75	16.70	0.57*
SH21	0.65	14.12	0.43*
SH22	0.52	10.72	0.27*
SH23	0.85	22.43	0.73*
SH24	0.86	22.86	0.75*
SH25	0.95	27.03	0.91*
SH26	0.95	26.67	0.89*

*p < .01

In Table 4, it was seen that standardized solution values were between 0.32 and 0.95. T-values were between 6.59 and 27.03. In addition, item total correlation values were between 0.10 and 0.91.

In this section, the application process of the School Happiness Scale and the results were given.

Research Design

This study, aiming to determine the school happiness level of teachers, was designed in a survey model. Survey model is used to determine the certain characteristics of a group (Buyukozturk, Kılıç-Cakmak, Akgun, Karadeniz, & Demirel, 2016). In a survey model, it is intended to depict a situation that existed in the past or is still continuing its existence. In this process, the researchers aim to determine the participants' opinions on a topic or case as well as their interests, skills, abilities, and attitudes, etc. (Fraenkel & Wallen, 2012; Karasar, 2017). Since it was aimed to develop a School Happiness Scale and implement, it was envisaged that the survey model was more suitable for this study.

Research Sample

The population was 3.418 teachers in Kırklareli province. The participants were determined by using cluster sampling method. In cluster sampling method, the universe is divided into groups called clusters, and each cluster is defined as a sampling unit. The randomly selected clusters are brought together and the sample is formed (Comlekci, 2001). Consequently, the teachers were divided in four groups considering the school type, and 121 teachers were determined for each clusters. The participants were 484 teachers working in different schools. The demographic characteristics of the participants were given in Table 5.

Table 5

The Demographic Characteristics of Teachers (N=484)

Variable		f	%
Gender	Female	309	63.8
	Male	175	36.2
Professional Seniority	1-6 Years	107	22.1
	7-12 Years	82	16.9
	13-18 Years	88	18.2
	19-24 Years	96	19.8
	Over 25 Years	111	22.9
School Type	Primary School	121	25.0
	Secondary School	121	25.0
	Vocational High School	121	25.0
	Academic High School	121	25.0
Teaching Field	Classroom Teacher	116	24.0
	Science Teacher	92	19.0
	Social Sciences Teacher	153	31.6
	Arts, and Sports Teacher	63	13.0
	Vocational Education Teacher	60	12.4

Data Collection Tool

Data were collected through the School Happiness Scale. The School Happiness Scale (SHS) was developed by the researchers.

Data Analysis

The data were analyzed by using the IBM SPSS 22 program. To determine the school happiness, descriptive analysis was performed and the average scores and standard deviations were calculated. Independent t-test was used to determine whether the mean scores differed in terms of gender variable. In addition, ANOVA was used to determine whether the mean scores differed in terms of professional seniority, school type and teaching field variables. Moreover, the origin of differences was determined by using the Scheffe test which was used as a post hoc test.

Results

The Results Related to the Teachers' School Happiness Level

The mean and standard deviation scores related to the school happiness levels were given in Table 6.

Table 6

The Results Related to the School Happiness (N=484)

Sub-dimensions	\bar{x}	SD
Physical equipment	3.57	.75
Learning environment	3.95	.58
Collaboration	4.09	.60
Activities	3.66	.81
School management	4.05	.94
School happiness (Total)	3.64	.50

In Table 6, it was seen that the highest scores related to the teachers' school happiness were in Collaboration sub-dimension (\bar{x} =4.09, S= .60). In School Management sub-dimension, the school happiness scores were (\bar{x} =4.05, S= .94), in Learning Environment sub-dimension were (\bar{x} =3.95, S= .58), in Activities sub-dimension were (\bar{x} =3.66, S= .81) and the Physical Equipment sub-dimension were (\bar{x} =3.57, S= .75). The school happiness scores in general were (\bar{x} =3.64, S= .50).

The frequencies of teacher opinions related to the sub-themes were given in histograms.

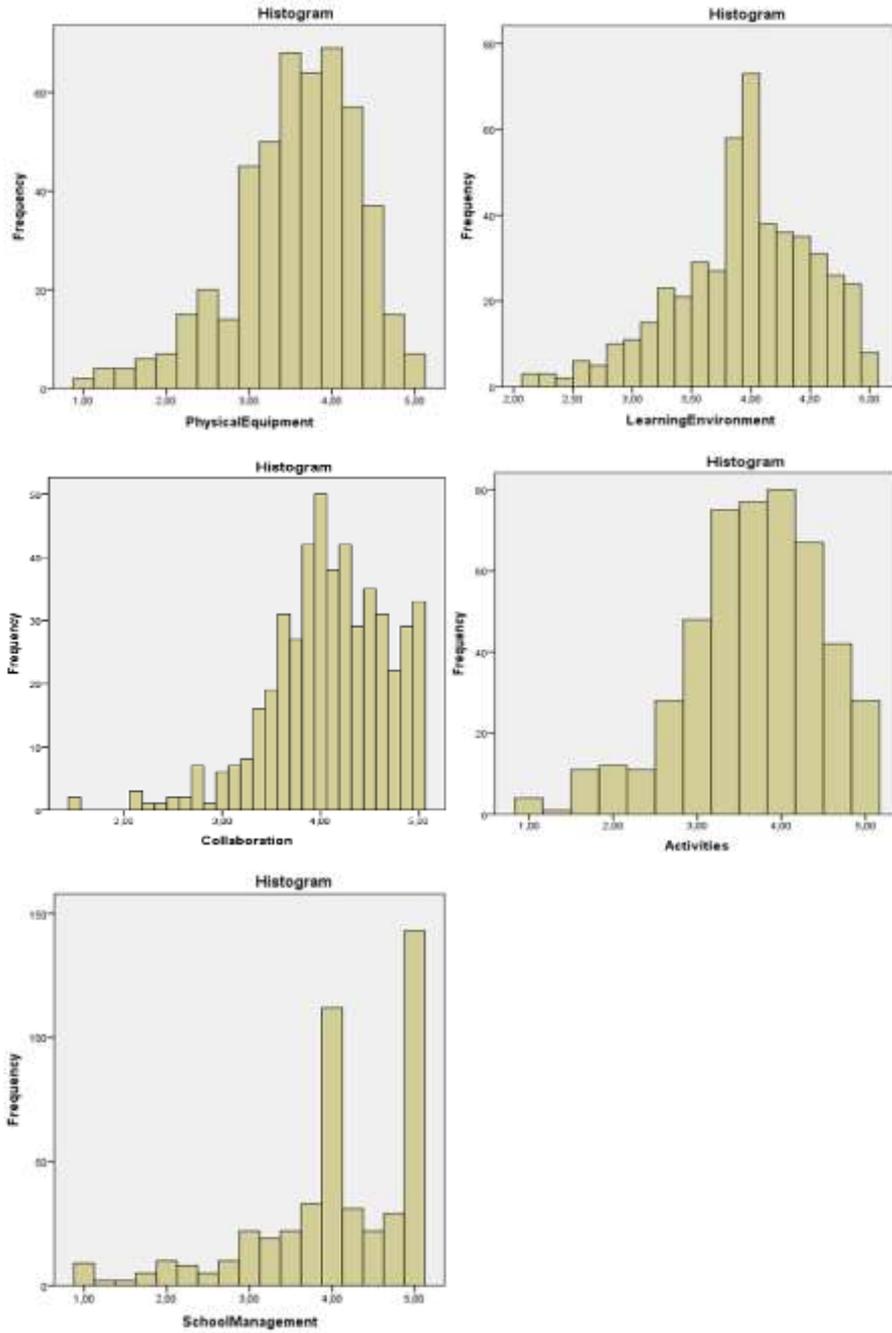


Figure 1. The Histograms Related to the Frequencies of Teacher Opinions in Sub-themes.

The School Happiness Scores in terms of Gender, Professional Seniority, School Type and Teaching Field Variables

In Table 7, independent t-test results were given in terms of gender variable.

Table 7
School Happiness Scores in terms of Gender Variable (N=484)

<i>School Happiness</i>	<i>Gender</i>	<i>n</i>	\bar{x}	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Physical equipment	Female	309	3.45	.76	4.345	482	.211
	Male	175	3.76	.69			
Learning environment	Female	309	3.92	.58	1.258	482	.740
	Male	175	3.99	.58			
Collaboration	Female	309	4.06	.59	1.540	482	.289
	Male	175	4.15	.61			
Activities	Female	309	3.64	.79	.711	482	.721
	Male	175	3.69	.83			
School management	Female	309	3.98	.93	2.047	482	.583
	Male	175	4.16	.94			

p< .05

In Table 7, it was seen that the school happiness scores did not differ statistically in terms of gender variable. These results could be interpreted as the fact that both male and female teachers' perception of happiness in school was similar.

ANOVA results showed that the mean scores did not differ in terms of professional seniority. On the other hand, the mean scores differed significantly in terms of school type and teaching field variances.

In Table 8, the ANOVA results were given in terms of school type variable.

Table 8
ANOVA Results in terms of School Type Variable (N=484)

<i>School Happiness</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>	<i>Significant Difference</i>
Physical Equipment	Between Groups	4.741	3	1.580	2.797	.040*	1>2
	Within Groups	271.173	480	.565			
Learning Environment	Between Groups	22.134	3	7.378	24.819	.000*	1>2,3,4
	Within Groups	142.693	480	.297			
Collaboration	Between Groups	7.728	3	2.576	7.437	.000*	1>3,4
	Within Groups	166.240	480	.346			
Activities	Between Groups	37.658	3	12.553	21.427	.000*	3<1,2,4
	Within Groups	281,197	480	.586			
School Management	Between Groups	15.512	3	5.171	5.973	.001*	2>3,4
	Within Groups	415.483	480	.866			

p< .05

In Table 8, it was seen that the mean scores differed statistically in terms of school type variable in Physical Equipment sub-dimension [$F_{(3-480)} = 2.797, p < .05$], in Learning Environment sub-dimension [$F_{(3-480)} = 24.819, p < .05$], in Collaboration sub-dimension [$F_{(3-480)} = 7.437, p < .05$], in Activities sub-dimension [$F_{(3-480)} = 21.427, p < .05$] and in School Management sub-dimension [$F_{(3-480)} = 5.793, p < .05$]. According to Scheffe test results, the difference in Physical Equipment sub-dimension was between the mean scores of teachers working in primary schools ($\bar{x}=3.71, S=.76$) and the teachers working in secondary schools ($\bar{x}=3.44, S=.78$). The difference in Learning Environment sub-dimension was among the mean scores of teachers working in primary schools ($\bar{x}=4.27, S=.45$) and the teachers working in secondary schools ($\bar{x}=3.99, S=.46$), in vocational high schools ($\bar{x}=3.71, S=.63$), and in academic high schools ($\bar{x}=3.80, S=.61$). The difference in Collaboration sub-dimension was among the mean scores of teachers working in primary schools ($\bar{x}=4.24, S=.55$), the teachers working in vocational high schools ($\bar{x}=3.98, S=.67$), and the teachers working in academic high schools ($\bar{x}=3.96, S=.63$). The difference in Activities sub-dimension was among the mean scores of teachers working in vocational high schools ($\bar{x}=3.20, S=.84$) and the teachers working in primary schools ($\bar{x}=3.66, S=.75$), the teachers working in secondary schools ($\bar{x}=3.88, S=.66$) and the teachers working in academic high schools ($\bar{x}=3.89, S=.80$). The difference in School Management sub-dimension was between the mean scores of teachers working in secondary schools ($\bar{x}=4.30, S=.70$), the teachers working vocational high schools ($\bar{x}=3.85, S=1.0$), and the teachers working in academic high schools ($\bar{x}=3.91, S=.98$).

In Table 9, the ANOVA results were given in terms of teaching field variable.

Table 9

ANOVA Results in terms of Teaching Field (N=484)

School Happiness		Sum of Squares	df	Mean Square	F	p	Sig. Dif. (Scheffe)
Physical Equipment	Between Groups	4.632	4	1.158	2.045	.087	-
	Within Groups	271.281	479	.566			
Learning Environment	Between Groups	17.536	4	4.384	14.257	.000*	1>2,3,4,5
	Within Groups	147.291	479	.307			
Collaboration	Between Groups	5.651	4	1.413	4.020	.003*	1>4
	Within Groups	168.316	479	.351			
Activities	Between Groups	22.791	4	5.698	9.218	.000*	5<1,2,3,4
	Within Groups	296.065	479	.618			
School Management	Between Groups	6.701	4	1.675	1.891	.111	-
	Within Groups	424.294	479	.886			

$p < .05$

In Table 9, it was seen that the mean scores differed statistically in terms of teaching field in Learning Environment sub-dimension [$F_{(4-479)} = 14.257, p < .05$], in Collaboration sub-dimension [$F_{(4-479)} = 4.020, p < .05$], and in School Management dimension [$F_{(4-479)} = 1.891, p < .05$]. According to Scheffe test results, the difference in Learning

Environment sub-dimension was among the mean scores of the classroom teachers ($\bar{x}=4.26$, $S=.45$), science teachers ($\bar{x}=3.90$, $S=.51$), social sciences teachers ($\bar{x}=3.91$, $S=.59$), arts, and sports teachers ($\bar{x}=3.78$, $S=.65$), and vocational education teachers ($\bar{x}=3.68$, $S=.60$). The difference in Collaboration sub-dimension was between the mean scores of the classroom teachers ($\bar{x}=4.25$, $S=.55$) and arts, and sports teachers ($\bar{x}=3.96$, $S=.66$). The difference in Activities sub-dimension was among the mean scores of the vocational education teachers ($\bar{x}=3.10$, $S=.85$), classroom teachers ($\bar{x}=3.63$, $S=.55$), science teachers ($\bar{x}=3.75$, $S=.81$), social sciences teachers ($\bar{x}=3.79$, $S=.77$), and arts, and sports teachers ($\bar{x}=3.76$, $S=.80$).

Discussion, Conclusion and Recommendations

In this research aiming to develop and implement the School Happiness Scale, the findings indicated that teachers perceived moderate level school happiness, in general. The highest scores were found in 'Collaboration' and 'School Management' sub-dimensions. The collaboration among teachers and the support of school administrators were the most important factors that increased school happiness of teachers. Similarly, in a study conducted by Boehm and Lyubomirsky (2008), the findings show that the employees feel more happiness if they receive more social support from their managers and colleagues, and encounter more cooperative approaches when interacting with others. In another studies, conducted by Aelterman, Engels, Van Petegem, & and Verhaeghe (2007), and Yildirim (2014), the findings show that supports of school principal and colleagues, the relationship with parents, cooperation among staff, fair and helpful assessment and feedback increase teachers' well-being in school. The results also show that the teachers perceive a moderate level of school happiness in 'Physical Equipment' and 'Activities' sub-dimensions. In numerous studies, physical equipment of school and the extracurricular activities are seen as the mediators for school well-being (Asici & Ikiz, 2018; Bakioglu & Bahceci, 2010; Bird & Markle, 2012; Demiriz & Ulutas, 2016; Engels, Aelterman, Petegem, & Schepens, 2004). These results are consistent with the findings of previous studies. Similarly, in a study conducted by Talebzadeh and Samkan (2011), the findings show that creating a green space in school, ensuring healthy foods at school, benefiting from various and suitable educational aids for more attraction in classroom, paying attention to the art in school programs, and establishing sport teams which include teachers and students, increase school happiness both for teachers and students.

The results revealed that school happiness scores did not differ statistically in terms of gender and professional seniority variables. These results can be interpreted as the fact that male and female teachers have similar perceptions in terms of school happiness. In addition, ANOVA results showed that school happiness scores did not differ statistically in terms of professional seniority variable. These findings can be interpreted as professional seniority has no significant effect on teachers' perceptions in terms of school happiness. ANOVA results also showed that the mean scores differed statistically in terms of school type variable, indicating that teachers working in primary schools felt happier than the teachers working in secondary schools in

terms of physical equipment. Actually, the mean scores did not differ in all school types in terms of Physical Equipment sub-themes, in general. These results can be interpreted as the fact that physical conditions have less significant impact on the school happiness of teachers. However, Talebzadeh and Samkan (2011) found that providing a green space in school, providing healthy foods at school, benefiting from various and suitable educational equipment for more attraction in classroom, increase school happiness in terms of elementary school teachers and students.

ANOVA results showed that teacher opinions differed significantly in Learning Environment, Collaboration and Activities sub-themes in terms of school type variable. Compared with other school types, it was seen that level of school happiness was higher in primary school teachers in Learning Environment sub-theme. Based on the findings it can be said that the education model, which is based on academic achievement, elimination and competition decreases the happiness level of teachers in secondary and high schools. Similar results are seen in previous studies. On the other hand, job stress affects teachers' school happiness negatively and job satisfaction affects it positively (Collie, Shapka & Perry, 2012; Klassen & Chiu, 2011). In a study, conducted by Ozkan (2017) the findings show that general job satisfaction level of the primary school teachers is higher than the teachers working in secondary schools. Similarly, Kumas and Deniz (2010) found that teachers working in primary schools have more job-satisfaction compared to teachers working in secondary schools and high schools. In Collaboration sub-theme, school happiness scores of the teachers working in primary schools were higher than the teachers working in vocational high schools and academic high schools. Actually, collaborative teacher attitudes increased teachers' effectiveness in their role of inspiring creativity as well as providing them to be role-model to students in terms of learning in a happy environment. In a research on school happiness conducted by UNESCO (2016), the participants state that teachers need to develop a sense of belonging and a collective identity, and that this could be developed through teamwork and a collaborative spirit, not only among teachers but also among students. In Activities sub-theme, the school happiness scores of teachers working in vocational high schools were lower than the teachers working in primary schools, secondary schools, and academic high schools. It is clear that social-cultural activities and sport activities in schools increase school happiness of teachers by creating a positive school climate. Findings of previous studies show that teachers working in vocational high schools have low job satisfaction and low well-being, in general. In a study conducted by Argon and Cicioglu (2017), teachers working in vocational high schools reported a very low level of educational beliefs and motivation for teaching. School happiness scores of teachers working in secondary schools were higher than the teachers working in vocational high schools, and academic high schools, in School Management sub-theme. The supportive attitudes of school managers affect teachers' school well-being. A study conducted by Aelterman, Engels, Van Petegem and Verhaeghe (2007) support that school principals increase teachers' well-being.

ANOVA results also showed that classroom teachers perceived more school happiness in Learning Environment sub-theme. It is clear that classroom teachers had

a positive judgment about their responsibility to nurture basic qualifications and endowments of the pupils. As a result of these assumptions, classroom teachers increased their intrinsic motivation and the commitment to teaching profession. In addition, the achievements of students affected teachers' well-being positively. In a study conducted by Caprara, Barbaranelli, Steca and Malone (2006), the findings show that if teachers can testify to the overall development of their students, this observation allows teachers to see the results of their efforts and increase their job satisfaction. Moreover, in activities sub-theme, the vocational education teachers felt lower level of school happiness. The highly stressful nature of the teaching profession as well as the high demands from teachers due to changes in curriculum constantly, insufficient resources, and inadequate supports decreased the success of school; and all these factors brought about high stress and low job satisfaction on teachers. Eventually, these factors caused to decrease the level of school happiness of teachers. In a study conducted by Yildirim (2014), teachers feel more school well-being when they apply student-oriented learning practices, and have adequate school climate and classroom climate.

The results showed that, teachers perceived school happiness at a moderate level in Physical Equipment and Activities sub-dimensions. In addition, they perceived higher school happiness in Collaboration and School Management sub-themes. The classroom teachers perceived higher level of school happiness than the teachers working in secondary schools, academic high schools and vocational high schools. The vocational education teachers felt lower school happiness in activities sub-theme. Based on the results, it can be suggested that physical conditions of schools should be improved. In order to increase the school happiness levels of teachers, school administrators should improve collaboration among the school community members. In schools, learning environment should be redesigned according to student interests. School principals should support teachers and display democratic and fair school management attitudes. In addition, social activities and sportive activities should be increased, and guidance for students should be improved in schools. In this study, school happiness was examined based on teacher opinions. Further studies can be conducted with different participants such as students, parents or school managers. In addition, further research can be planned applying different research models to determine participants' (teachers, students, school administrators, etc.) school happiness.

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Okul Mutluluğu: Ölçek Geliştirme ve Uygulama Çalışması

Atf:

- Sezer, S., & Can, E. (2018). School happiness: A scale development and implementation study. *Eurasian Journal of Educational Research*, 79, 167-190, DOI: 10.14689/ejer.2019.79.8

Özet

Problem Durumu: 20. Yüzyıl boyunca eğitim sistemleri, ekonomik kalkınma ve rekabetin artmasına bağlı olarak, öğrencilerin özellikle iş dünyası için üretken bireyler olarak hazırlanmasına odaklanmıştır. 21. Yüzyılda ise eğitim sistemlerinden artan nüfus hareketliliği, yaşam stresi, eşitsizlikler, küresel ısınma ve çevresel kaygıların yanı sıra yaşanan hızlı değişim ile baş edebilecek bireyler yetiştirilmesi beklenmektedir. Toplumların mutsuzluk düzeyleri arttıkça okullar, eğitim hizmeti sunmayı amaçlayan kurumlar olmanın yanı sıra öğrencilerin sosyal ve duygusal gelişimlerine ve mutlu bir

şekilde öğrenmelerine olanak sağlayan kurumlar olarak yeniden yapılandırmaya gereksinim duymaktadır. Mutluluk sadece eğitimin bir amacı değil, aynı zamanda okul etkililiğinin de bir faktörüdür. Mutluluk, bireyin neşe, sevinç, umut, bedensel ve ruhsal esenlik gibi duyguları olarak tanımlanabilir. Başka bir tanımda mutluluk, yaşamın bir bütün olarak değerlendirmesi, genel olarak yaşamdan alınan memnuniyet, olumsuz duygulardan daha çok olumlu duygulara sahip olma durumudur. Mutluluk, yaşamın anlamını, olumlu duyguları, sorumluluğu, olumlu ilişkileri ve başarıyı içeren çok boyutlu bir yapı olarak da tanımlanır. Yetişkinlerin mutluluğu, sağlık, aile hayatı, sosyal ilişkiler, güvenlik, özgürlük, ahlaki değerler, gelir düzeyi, çalışma koşulları gibi birçok değişkene bağlı iken; çocukların mutluluğu, temel ihtiyaçlarının karşılama düzeyi, sevgi, güven, iletişim, tanınma, okul başarısı, sağlık veya oyun gibi pek çok değişkenle ilişkilendirilmektedir.

Okul mutluluğu, okul amaçları ile öğrencilerin, öğretmenlerin, okul yöneticilerinin kişisel ihtiyaçlarının karşılanması ve diğer çevresel faktörlere bağlı olarak çalışanlar arasındaki uyum sonucunda ortaya çıkan duygusal iyilik hali şeklinde ifade edilir. Öğretmenlerin okul mutluluğu, velilerle ilişkiler, meslektaşların desteği, öz-yeterlik, iş yükü, yeniliklere karşı olumlu tutumlar ve okul müdürünün desteği ile ilişkilendirilmektedir. Mutlu öğretmenler, öğrencilerin öğrenme sürecinde tehdit oluşturmayan bir ortam sağlayarak öğrenciler için kolaylaştırıcı, planlayıcı, öğretici, arabulucu ve açıklayıcı rol oynamaktadır. Öğretmenlik mesleğinin son derece stresli doğası, öğretim programlarının sürekli değişmesi nedeniyle öğretmenlerden yüksek beklentiler, kaynak azlığı ve okula sağlanan desteğin yetersizliği, okulların başarısını azaltmakta ve bunların hepsi öğretmenlerde yüksek strese, düşük iş doyumuna ve umutsuzluğa neden olmaktadır. Bu durum, öğretmenlerin düşük düzeyde okul mutluluğu algılamasına neden olmaktadır.

Araştırmanın Amacı: Bu çalışmanın amacı, öğretmenlerin okul mutluluğu düzeyinin belirlenmesidir. Bu amaçla 'Okul Mutluluğu Ölçeği' geliştirilerek, geçerlik ve güvenilirlik çalışmaları yapılmıştır. Ölçek, öğretmenlerin okul mutluluk düzeyini belirlemek amacıyla öğretmenlere uygulanmıştır. Elde edilen verilere dayalı olarak öğretmenlerin okul mutluluğu düzeyi belirlenmeye çalışılmış, okul mutluluğu puanlarının öğretmenlerin cinsiyeti, mesleki kıdemleri, okul türü ve öğretim alanı değişkenleri açısından ne düzeyde farklılaştığı ortaya konulmaya çalışılmıştır.

Araştırmanın Yöntemi: Öğretmenlerin okul mutluluğu düzeyini öğretmen görüşlerine dayalı olarak belirlemeyi amaçlayan bu araştırma, tarama modelinde tasarlanmıştır. Tarama modeli, bir grubun belirli özelliklerini belirlemek için kullanılmaktadır. Bu çalışmada öğretmenlerin okul mutluluğu düzeyleri belirlenmeye çalışılmıştır. Araştırmanın ölçek geliştirme sürecinde, 450 öğretmenin görüşüne başvurulmuştur. 430 öğretmen tarafından ölçekteki tüm maddelere tam ve amaçlara uygun olarak verilen yanıtlar üzerinden Açıklayıcı Faktör Analizi gerçekleştirilmiştir. Doğrulayıcı Faktör Analizi için 449 öğretmenin görüşlerine başvurulmuştur. Araştırmanın verileri, araştırmacılar tarafından geliştirilen 'Okul Mutluluğu Ölçeği' aracılığı ile elde edilmiştir. Okul Mutluluğu Ölçeği, 26 maddeden oluşmakta ve madde toplam korelasyonları .54 ile .86 arasında değişmektedir. Beş faktörlü bir yapıya sahip olan ölçekte, beş faktör (fiziksel donanım, öğrenme ortamı, işbirliği, etkinlikler, okul

yönetimi) toplam varyansın % 65.09'unu açıklamaktadır. Öğretmenlerin okul mutluluğu düzeyini belirlemede, küme örnekleme yöntemi ile belirlenen 484 öğretmenin görüşüne başvurulmuştur. Analiz sürecinde önce verilerin dağılımın normalliği test edilmiştir. Dağılımın normal olduğu belirlendikten sonra verilerin analizinde, betimsel istatistik (ortalama, standart sapma, yüzde), bağımsız t testi ve ANOVA'dan yararlanılmıştır.

Araştırmanın Bulguları: Bulgular, öğretmenlerin genel olarak orta düzeyde okul mutluluğu algıladıklarını göstermektedir. En yüksek puanlar, 'İşbirliği' ve 'Okul Yönetimi' alt boyutlarındadır. Öğretmenler arasındaki işbirliği ve okul yöneticilerinin desteği, öğretmenlerin okul mutluluğunu arttıran en önemli faktörlerdir. Bulgular, öğretmenlerin 'Fiziksel Donanım' ve 'Etkinlikler' alt boyutlarında orta düzeyde okul mutluluğu algıladıklarını göstermektedir. Araştırmanın bulguları, okul mutluluk puanlarının cinsiyet ve meslek kıdem değişkenleri açısından istatistiksel olarak farklılık göstermediğini ortaya koymaktadır. ANOVA sonuçları, öğretmenlerin okul mutluluğu düzeylerinin Öğrenme Ortamı alt boyutunda, ilkokullarda görevli öğretmenler lehine istatistiksel olarak anlamlı bir farklılık gösterdiğini ortaya koymaktadır. Araştırmalardan elde edilen bulgular, sınıf öğretmenlerinin öğrencilerin temel niteliklerini ve yeteneklerini yetiştirme sorumluluğu konusunda olumlu bir yargıya sahip olduklarını ortaya koymaktadır. Bulgulara dayalı olarak, ilkokullarda görevli öğretmenlerin içsel motivasyonlarının ve öğretmenlik mesleğine olan bağlılığının yüksek olduğu söylenebilir. Ayrıca bu sonuçlar, akademik başarıya, eleme ve rekabete dayalı eğitim modelinin, ortaokul ve liselerde öğretmenlerin mutluluk düzeyini azalttığı şeklinde yorumlanabilir. Etkinlikler alt boyutunda, meslek liselerinde görev yapan öğretmenlerin okul mutluluğu puanları ilkokul, ortaokul ve akademik liselerde çalışan öğretmenlerden daha düşüktür. Yeterli sosyal-kültürel etkinlikler ve spor etkinlikleri, okullarda olumlu bir iklim yaratmakta, bu durum öğretmenlerin okul mutluluğunu artırmaktadır. İşbirliği alt temasında, ilkokul öğretmenlerinin okul mutluluğu puanları meslek lisesi ve akademik liselerde görevli öğretmenlerden yüksektir. İşbirlikli okul ortamı, öğretmenlerin yaratıcılığını artırmanın yanı sıra öğretmenlerin öğrencilere rol model olmalarını ve okulda mutlu bir öğrenme ortamı oluşturmalarını sağlar. Ayrıca, Etkinlikler alt boyutunda, meslek dersi öğretmenleri daha düşük düzeyde okul mutluluğu hissetmektedir. Öğretmenlik mesleğinin son derece stresli doğası ve öğretim programlarında sıklıkla gerçekleştirilen değişiklikler, öğretmenlerden yüksek beklentiler, okulların kaynaklarının yetersizliği ve öğretmenlere verilen desteğin yetersiz olması, okulun başarısını azaltmakta ve öğretmenler, yüksek stres ve düşük iş doyumunu yaşamaktadır. Sonuç olarak, bu faktörler öğretmenlerin okul mutluluğunun azalmasına neden olmaktadır.

Sonuç ve Öneriler: Sonuçlar, öğretmenlerin Fiziksel Donanım ve Etkinlikler alt boyutlarda orta düzeyde okul mutluluğu algıladıklarını göstermektedir. İşbirliği ve Okul Yönetimi alt boyutlarında ise öğretmenler, yüksek düzeyde okul mutluluğu algılamaktadır. Sınıf öğretmenleri ortaokul, akademik lise ve meslek liselerinde görev yapan öğretmenlerden daha yüksek düzeyde okul mutluluğu algılamaktadır. Meslek dersi öğretmenleri, Etkinlikler alt boyutunda daha düşük düzeyde okul mutluluğu

hissetmektedir. Araştırmanın sonuçlarına dayalı olarak, okulların fiziki koşullarının iyileştirilmesinin öğretmenlerin okul mutluluğunu artıracığı öngörülebilir. Öğretmenlerin okul mutluluğunu arttırmak için okul müdürleri, okul toplumu arasındaki işbirliğini geliştirmelidir. Okullarda öğrenme ortamı, öğrencilerin ilgi alanlarına göre yeniden tasarlanmalıdır. Okul müdürleri, öğretmenleri teşvik etmeli ve okulda demokratik ve adil bir yönetim sergilemelidir. Okullarda öğrencilerin daha iyi öğrenmeleri için sosyal ve sportif faaliyetler artırılmalı ve rehberlik hizmetleri geliştirilmelidir. Bu çalışmada, öğretmenlerin okul mutluluğu düzeyleri araştırılmıştır. Öğrenciler, veliler veya okul yöneticilerinin okul mutluluğunu belirlemek amacıyla farklı araştırmacılar tarafından farklı araştırmalar yürütülebilir. Ayrıca farklı yerleşim birimlerinde öğretmenlerin okul mutluluğunu belirlemek için farklı araştırmalar planlanabilir. Okul Mutluluğu Ölçeği, farklı araştırmacılar tarafından veri toplama aracı olarak kullanılarak geçerlik ve güvenilirliği test edilebilir.

Anahtar Sözcükler: Mutluluk, okul mutluluğu, öğretmen, ölçek geliştirme, geçerlik, güvenilirlik.