

Happy Class

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Abstract

This study includes a literature review on the phenomenon of happy class. The aim of the research is to examine the phenomena of happiness and classroom separately and to identify the intersection and cooperation areas of both concepts. It is emphasised that a happy class supports academic achievement by increasing motivation and improves students' emotional well-being. The happy class phenomenon is in line with the UNESCO happy schools project and aims to improve the impact of classrooms on the basis of student and teacher happiness. The theoretical foundations of the happy class phenomenon refer to rational, natural, open and innovative organisational theories. As a result, a happy class refers to a learning environment in which the goals set are achieved based on the happiness of students, teachers and parents. In this study, the importance of happy classes is emphasised and it is stated that students, teachers and parents should work together because a happy class is a shared responsibility between teachers, students and parents.

Keywords: Happiness, classroom, happy class, happy school.

INTRODUCTION

All happy classes are similar to each other, while the unhappiness of unhappy classes is unique to them (Tolstoy, 2015). This study focuses on the general happiness components of learning environments and attempts to support them in minimising their specific unhappiness. The happy class metaphor offers a powerful insight by emphasising the similar aspects of happiness and classroom experiences, while ignoring the unhappiness aspects. Metaphors are built on this assumption (Morgan et al., 1998).

The sources of nourishment for this research focussing on the happiness of learning environments are the literature on happiness and classroom phenomena. A scientific research, so to speak, "starts out of the blue". In other words, for the beginning of a research, there is a need for a roof to fall from (Popper, 2005). If we are to talk about a roof from which this research falls, the endeavour to seek contributions to the classroom phenomenon from the power of happiness can be shown.

In the UNESCO happy schools initiative, where happiness is addressed in the context of the classroom and school, it is encouraged to see the happiness of individuals in education as a lever for better learning experiences and outcomes rather than exchanging it for academic achievement. The happy school initiative aims for learning environments that support the learning, health and well-being of individuals, families and communities (UNESCO, 2016; Bin Mahfooz & Norrmén-Smith, 2022).

Happiness can be expressed as a fundamental purpose of life for all living things, and it is also a very fundamental purpose of education. In addition to being a goal, happiness is a touchstone, a value that we can measure everything (Noddings, 2006). A happy class is a learning environment design in which the goals set by administrators are achieved on the basis of the happiness of students, teachers and parents.

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This study, which aims to design a happy learning environment, firstly explained the phenomena of happiness and classroom in general. In the combination of both concepts, happy class design is presented in detail. Finally, recommendations are given in the context of all components of happy classes, researchers and administrators.

Purpose of the Research

In this study, it is aimed to discuss the happy class phenomenon comprehensively within the framework of the following main topics;

1. Definition and basic characteristics of happiness and classroom phenomena
2. Definition and basic components of the happy class phenomenon
3. Basic characteristics of happy students, happy teachers and happy parents

METHOD

This article, which provides basic and comprehensive information on the happy class phenomenon, is a review article. In review articles, the information in the relevant literature is searched, classified, analysed, compared and a concrete fact is put forward. In the process of writing a literature review, the following steps were taken: identifying the research topic, researching, evaluating and prioritising sources, identifying relationships, main ideas and gaps, preparing an outline, continuing to write according to the outline and adding finishing touches. These steps provide a general framework of how the current review research was conducted (Pautasso, 2013). The current literature review is a process and outcome that provides a summary of the happy class literature. This review has gone through various steps such as scanning, note-taking, structuring, writing, and creating bibliographies, and tips for success such as maintaining objectivity and balance, avoiding boring data presentation, and avoiding simplistic conclusions have been taken into consideration (Rowley & Slack, 2004; Manisha, 2023). This review provides conceptual frameworks on the happy class, exposes inconsistencies in the literature, synthesises results, and provides an overview of the state of the field (Palmatier et al., 2018).

HAPPINESS

Happiness has long been a topic of interest for philosophers, economists, scientists, educators, psychologists and ordinary citizens. The concept of happiness emphasises the importance of education. Education has been perceived as both a means and an end of happiness. Education shows that happiness is something that can be taught and learnt. It is argued that schools play an important role in teaching happiness and developing values, strengths and competences. This study examines theories of happiness from ancient times to the present day and provides a broader context of happiness from a contemporary perspective in education (UNESCO, 2016; Bin Mahfooz & Norrmén-Smith, 2022).

Happiness is a common concept that almost everyone agrees on with its acceptance as the main purpose of life. The consensus that characterises happiness as the main purpose of life without ignoring the subjective weight that exists in its source is among the main motivation sources of studies in this field (Griffin, 2007).

Happiness is used together with the concepts of utility, well-being, life satisfaction and welfare (Easterlin, 2003). Although the concept of happiness has been tried to be met with the concept of subjective well-being in some sources, it has not been sufficient (Diener, 2009). Although concepts that are used interchangeably or with close meanings in the same context have existed throughout history, the word happiness has been at the forefront of scientific and social memory (Helliwell, Layard, & Sachs, 2012).

Happiness studies, which have occupied society and science, can be categorised in three main contexts. Firstly, there is the "happiness is within us" approach. According to the researches in this view, happiness is within the person and is not affected by environmental conditions. According to the second view, happiness is a phenomenon found in the environment. Accordingly,

happiness is basically determined by environmental conditions. In the third approach, which is a synthesis of the first and second approaches, happiness is also described as the product of the interaction between the person and the environment (Fisher, 2010).

Considering a general synthesis of happiness approaches in the literature, happiness can be defined as a permanent state in which individuals' internal variables and environmental conditions are in balance. Thus, happiness, as a subjective concept that focuses on the internal variables of the individual, is also sensitive to environmental conditions. At the intersection of internal and external conditions, happiness can also be seen as a criterion of perfection and competence (Easterlin, 2003).

The general happiness of a student or a teacher is explained by the distance between what they want and what they achieve (Easterlin, 2003). In other words, there is a strong link between the harmony between the student's wishes and what he/she has achieved and his/her happiness.

Such that, in the context of education, the phenomenon of happiness is considered as a touchstone. The expression "touchstone" characterises that happiness, which is accepted as a criterion for understanding the value of education, is of vital importance in learning environments. Therefore, the value of happiness is undeniable (Noddings, 2006).

Whether in a crowded classroom in a village school or in a classroom equipped with special facilities in a metropolitan centre, the concept of happiness as the well-being of each student can find a place in its own reality (White, 2006). If one can talk about a student or teacher who is "doing well" in the real experience of his/her unique internal and external conditions, this is happiness (Uyl & Machan, 1983). Happiness is a valuable concept related to meeting the interests of ordinary or extraordinary students or educators in their endeavour for a good life (Haybron, 2003).

As a cognitive and affective evaluation of life, happiness is the experience of positive emotions frequently, negative emotions less frequently and high satisfaction with life. While the frequency of positive emotions such as joy, excitement, pride, hope, interest and trust and the frequency of negative emotions such as anxiety, hopelessness, insecurity and disappointment determine the affective dimension of happiness, the evaluations of life that emerge within this framework express the cognitive dimension of happiness (Hills & Argyle, 2002).

Although an unlimited range of different uses can be found in the literature, all definitions of happiness are based on students, teachers or people related to the subject (Griffin, 2007). Therefore, in this study, happiness is the degree of total well-being, positivity, satisfaction, which emerges when students, teachers and parents consider classroom life in general (Diener, 1984; Hills & Argyle, 2002).

CLASSROOM

Schools and classrooms are a social learning environment formed by the deliberate organisation of its components to achieve a specific purpose (Robbins et al., 2014). Classrooms aim to prepare future generations for a well-rounded happy life. While this may seem smooth at first glance, learning processes in classrooms are really complex. The classroom is a complex learning environment that includes numerous differences, especially the teacher, teaching process, children and communication. In this context, making classrooms effective has been an important theme.

The most basic strategy in the process of making learning environments effective is to fully understand the classroom phenomenon in all its aspects. Understanding the classroom will be useful in understanding many variables related to education. A classroom should support pedagogical goals and incorporate a wide variety of effective teaching and learning styles (Ellis & Goodyear, 2016). In the process of understanding the classroom, the physical elements of the classroom can first be examined in terms of supporting or hindering learning (Maxwell, 2010).

In the context of supporting learning, the level of avoiding being a chaotic microsystem is an important determinant. High levels of noise, crowding, confusion, instability of the classroom, changes in teachers or friends, disorganisation of structure and routines can be characterised as a chaotic classroom. When one or more of these situations are present in classrooms, the classroom and children's development can be negatively affected (Maxwell, 2010).

For these reasons, interest in classroom design has been kept alive in every period. The fact that the complex variables specific to the classroom have a great impact on the learning process is sufficient alone for the importance of classroom design. It is stated that open, flexible, technological, innovative and collaborative classrooms are relatively more successful compared to chaotic and disorganised classrooms. This success is related to the messages that learning environments send to students and how they can affect behaviours. For these and similar reasons, it is necessary to focus on personal and organisational developments that will focus on opportunities in classroom designs and teacher empowerment trainings (Imms & Byers, 2017).

Today, many schools are transforming traditional classrooms into an innovative learning environment that supports flexible, diverse teaching and learning opportunities. These schools envision a future in which teaching, culture and space in harmony result in the achievement of deep learning in students (French et al., 2020). Schools and classrooms, characterised elsewhere by the potential of space, pedagogical practices and curricula (Sasson et al. 2022), have an important place in the realisation of learning.

The idea of the better and the most advanced reveals a new learning design every day. In the researches that emerged with the idea of making learning fun, learning environments are designed in the combination of learning, entertainment, technology and social relations (Barab et al., 2005). On the other hand, there are approaches to design the lesson as a game and to evaluate classrooms as multi-player learning environments (Sheldon, 2020). In the studies, the use of games as a learning tool is characterised as promising; the roles of games in teaching and reinforcing not only knowledge but also important skills such as problem solving, cooperation and communication are mentioned (Dicheva et al., 2015).

Another reality revealed by the basic studies on learning and the classroom is the role of the teacher. One of the most important tasks of a teacher in the classroom is to manage the classroom effectively (Marzano & Marzano, 2003). When the scientific study aimed at determining the components affecting learning in a very comprehensive way is reached, it is seen that classroom management and learning activities carried out in the classroom are the most important determinants of learning. In addition, in order to enable all students to find positive pathways to adulthood, classroom management should be developed with practices that can help respond to individual variability, address adversity, and support resilience (Darling-Hammond et al. 2020).

HAPPY CLASS

Happiness is a topic of interest to various fields and is seen as both a means and an end of education, defined as a state of balance between internal variables and environmental conditions. The well-being and satisfaction of students, teachers and parents contribute to the overall happiness of the classroom. Classrooms are complex learning environments that require effective design and management. In addition to factors such as physical elements, classroom complexity and teacher competence, happiness plays a key role in supporting students' learning and development. Innovative, flexible and collaborative classroom designs are associated with better learning outcomes. Happy classroom design is one of them.

Understanding the classroom as a learning environment has been a common curiosity of all components of the classroom as a science and art. The endeavour to understand the classroom has produced many researches, theories and literature on classroom design in different periods. When this literature is analysed, it will be seen that the classroom phenomenon has become understandable on the basis of implicit images and metaphors. Therefore, this research is a way of thinking and seeing about the happy class with a strong understanding by emphasising the similar aspects of classroom experiences with happiness (Morgan et al., 1998). The positivity of

happy classes will also shape the framework of thoughts to be produced in the classroom context (Scott & Davis, 2007).

A happy class is based on students, teachers and parents happily achieving the common goals of the class (Fidan, 2020). Therefore, a happy class has happy students, happy teachers and happy parents. A happy class is completed when the planned goals of the class are realised in addition to the happiness of all components. Figure 1 is designed to express the happy class phenomenon.

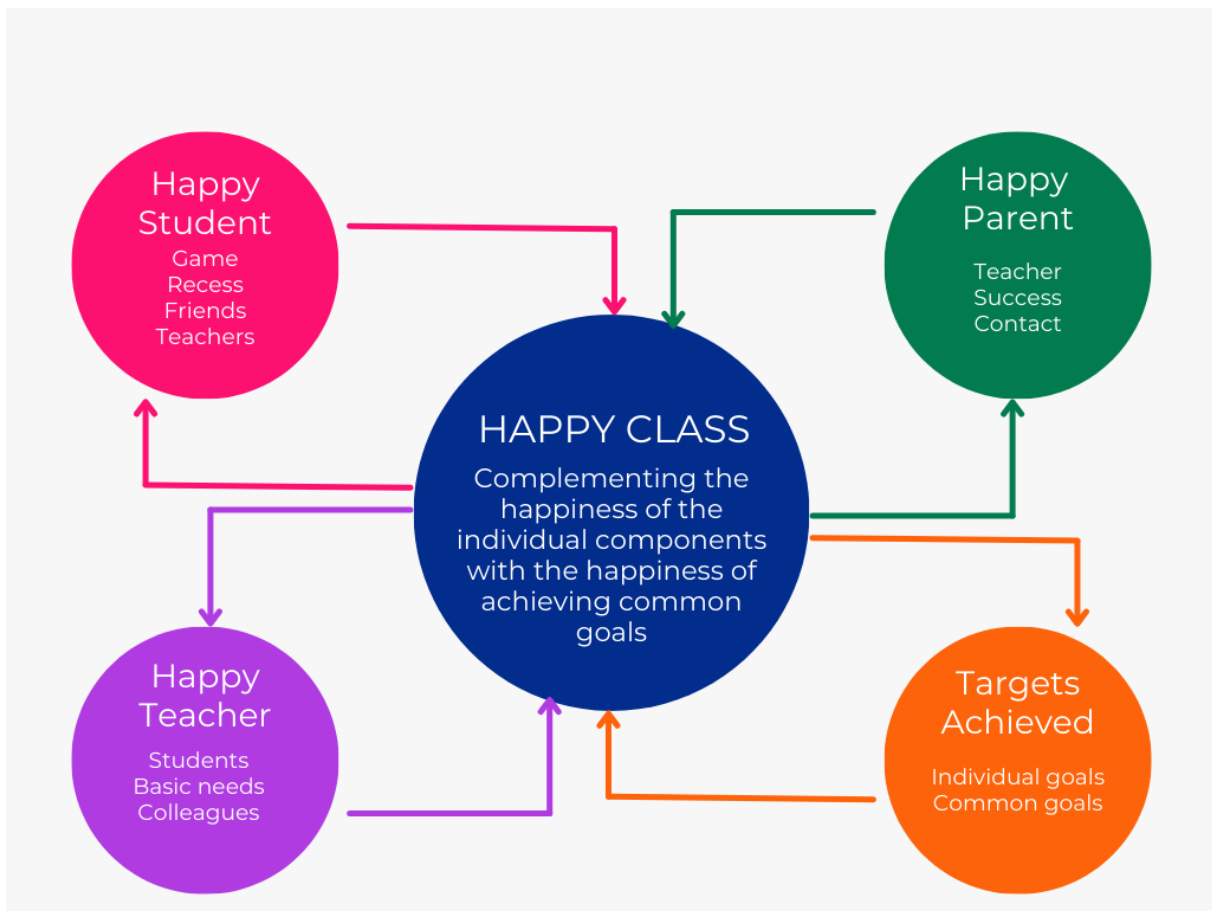


Figure 1. Happy Class

As can be seen in Figure 1, a happy class is a spiral of happiness where happy students, happy teachers and happy parents are together. When this spiral of happiness reaches the common goals of the class, a happy class will be fully emerged. Therefore, a happy class, which values the subjective happiness of each component, simultaneously values the realization of common goals.

It has been revealed that students are happy in playing games, breaks and friend-teacher relationships; teachers are happy with their students, colleagues and doing their profession; and parents are happy with teachers, success and communication (Fidan, 2020). In addition to all these individual happiness, the happy class phenomenon is completed with the realisation of learning, which is the main reason for the existence of classrooms (Balci, 1998). The happiness of a happy class is more than the happiness of four components: teachers, students, parents and goals.

There are various studies focusing on the literature surrounding teacher, student and parent roles, effective classroom management strategies, and successful evidence-based teaching and learning pedagogies. These studies assist teachers in promoting a positive classroom experience for all (Franklin & Harrington, 2019). Stating that the most fundamental role in achieving learning goals in a happy class belongs to the teacher, Özdemir (2013) describes the success that will emerge through supporting teachers and training teacher leaders as the awakening of the sleeping giant.

In conclusion, the happy class phenomenon emphasises the importance of a positive, engaging and supportive learning environment. Research shows that happiness has a positive relationship with motivation and academic achievement. A happy class contributes to students' emotional well-being as well as improves their academic performance. Teacher happiness also plays an important role in creating a happy class. A happy teacher can be more effective in classroom management and fostering a positive learning environment.

Happy Teacher

Who is a happy teacher? Knowing a teacher's age, gender, race and income (assuming the person has enough money to meet his or her necessary needs) gives almost no clues. Better clues come from knowing the teacher's characteristics, whether he or she has a supportive network of close relationships, whether his or her culture offers positive interpretations for most everyday events, whether the person is busy with a job or the like in his or her free time, or whether he or she has a belief that includes social support, purpose, and hope (Myers & Diener, 1995).

A happy teacher is a teacher who experiences subjective well-being and satisfaction in the teaching profession. This can be influenced by a variety of factors, including the teacher's self-efficacy, belief in his or her ability to teach effectively, life satisfaction, and perceived support from students and colleagues (Pap et al., 2023).

Teachers, whose main role is expressed as facilitating learning (Keller, 1968), are the representatives of the learning content and the classroom. Teachers, who have a significant impact on parents and students, determine the attitude towards a particular course as well as classroom happiness. An effective teacher can transfer emotions and competence to students (Hanushek, 2011; Stronge, 2018). A classroom is only as happy as the teachers in it (Kavcar, 2002). A happy teacher can have a positive effect on students' mental and physical health. The happiness of teachers should be considered as important as the happiness of students (Pap et al., 2023).

While teachers work in co-operation with school management and parents, they also co-operate with students by facilitating learning processes. This and more necessitates more thought on teacher responsibility (Korthagen, 2017). As an important role model, the teacher can be a key component of happy classes (Korthagen, 2004). The main responsibility of a great teacher is to inspire others (Zehm & Kottler, 1993). Therefore, happy classes can be mentioned to the extent of teachers' ability to inspire students and parents.

Teachers who are seen as role models and sources of inspiration can go beyond the classroom with unique or extraordinary experiences by designing tasks, projects and materials that achieve various goals rather than simply applying existing theoretical knowledge with standard processes (Franklin & Harrington, 2019). In this context, the necessity to expand the framework of teacher knowledge has come to the fore, and teachers' technological knowledge of hardware and digital software accompanying pedagogical content knowledge is also focused on (Donnelly & Berry, 2019). Thus, both the physical and classroom climate in concrete classrooms are supported by teacher knowledge and interest in completely different dimensions. The expanding and updated teacher knowledge framework is also open to online opportunities, empowering teachers against the uncertainty of change (Fidan, 2020b,2021).

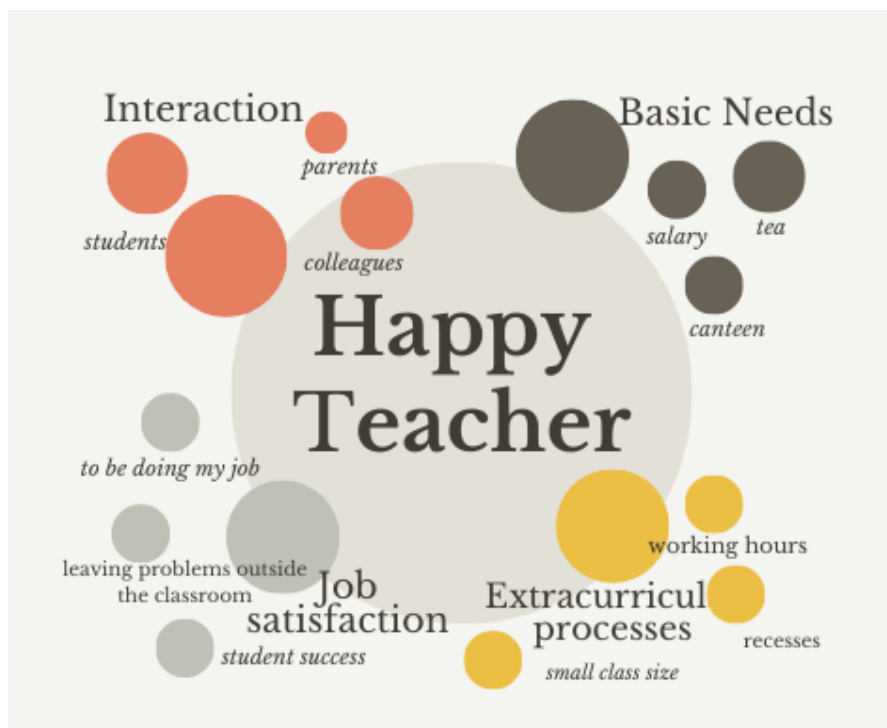


Figure 2. Components That Make Teachers Happy at School

In the studies in the literature, the components of a teacher's happiness at school were revealed through qualitative studies. As can be seen in Figure 2, there are 12 happiness codes combined under the themes of interaction, basic needs, job satisfaction and extracurricular processes. Accordingly, the main reasons that make a teacher the happiest are the satisfaction of doing his/her job, sharing with fellow teachers and students. The small class size and meeting basic needs also make teachers happy. In addition, in related qualitative studies, teachers stated that leaving other problems of life outside the door when they enter the classroom is an important happiness component (Fidan, 2020).

In another study, happy teachers were defined with various codes in personal, professional, social and guidance themes. Accordingly, teachers' interaction with students, fun lessons, and social activities were mentioned in the context of happiness. In addition, in the related study, the contributions of components such as small class size, technological facilities and quality sharing were also mentioned (Döş, 2013).

Happy Student

Happiness level is important in students' lives. It has been revealed that a high degree of happiness supports student functionality. It is stated that happy students are better in many contexts such as reading skills, school attendance, academic self-perception, academic goals and social interaction with classmates. On the other hand, it is stated that happy students have better social, psychological and physical health (Suldo & Shaffer, 2008). Therefore, it can be said that happiness has critical processes such as protecting a student against diseases and at the same time supporting them in their developmental processes.

Classrooms are common learning spaces where nurturing students' lives and improving their knowledge will help shape their future. Ensuring a positive school experience for teacher and student can be based on the flexibility, understanding, creativity and patience of both, the demographics of the student and environmental factors. Collaboratively creating a learning environment that is both stimulating and inclusive, demonstrating respect, empathy and trust is vital for learning, while the responsibility for one's success in teaching and learning in the classroom lies squarely with the student as well as the teacher (Franklin & Harrington, 2019).

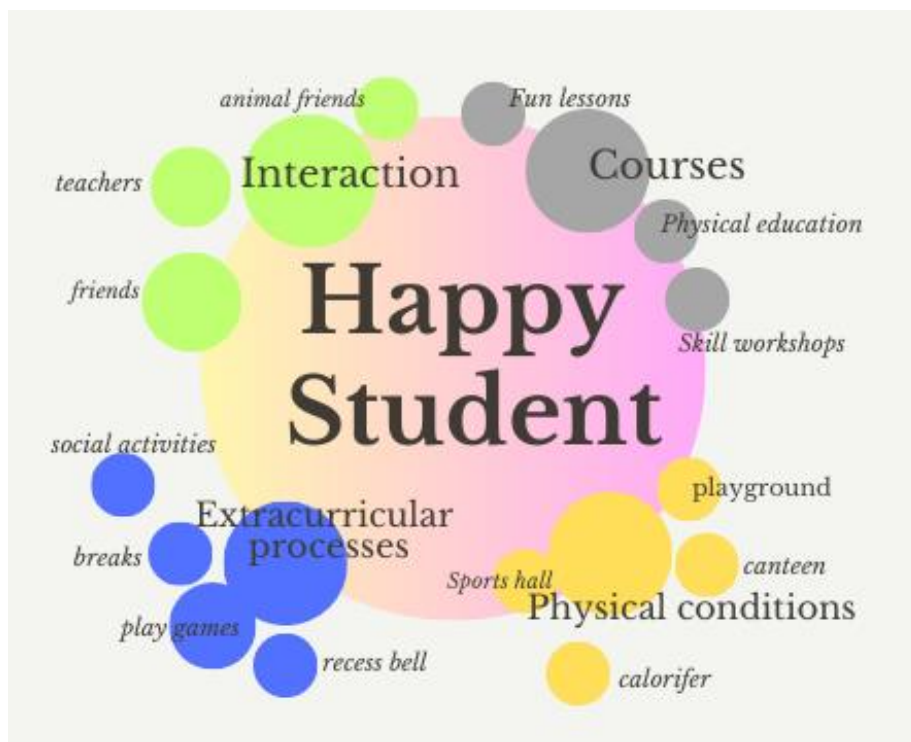


Figure 3. Components That Make Students Happy at School

As can be seen in Figure 3, happy student components were categorised in the studies in the literature. In these studies, 13 themes and happy student metaphors were tried to be explained in the themes of interaction, lessons, extracurricular processes and physical conditions. Accordingly, playing games, recess bells, fun lessons and peer interaction are the components that make students the happiest. As can be expected, the most prominent code, especially in primary school level studies, is play. Games and friends mostly determine a student's happiness (Fidan, 2020).

On the other hand, the physical facilities of schools are also among the components of a happy student. Technological facilities, heating and ventilation options, workshops and even the type of blackboard are also included as components of a happy student (Döş, 2013).

Happy Parent

The research (Myers & Diener, 1995) poses the question "Who is the happiest?", stating that happiness is similarly available to people of all ages, genders or races and most income levels. Throughout the ups and downs of life, the reason why some people's capacity for joy continues unabated is questioned. As a result of this questioning, it was stated that four intrinsic characteristics, namely self-confidence, sense of personal control, optimism and extraversion, point to happy people.

It is stated that the first characteristic of a happy individual has self-serving prejudices. Self-serving assumptions such as "I am very happy to be together, I have good ideas" are important. Second, happy people often feel personal control. Those who feel empowered rather than helpless usually do better in school, cope better with stress and live happier lives. Happiness can be damaged when deprived of control over their own lives. Third, happy people are usually optimistic. Optimists are those who recognise that when people embark on something new they expect to succeed and are generally more successful, healthier and happier than pessimists. Fourth, happy people tend to be extroverted (Myers & Diener, 1995).

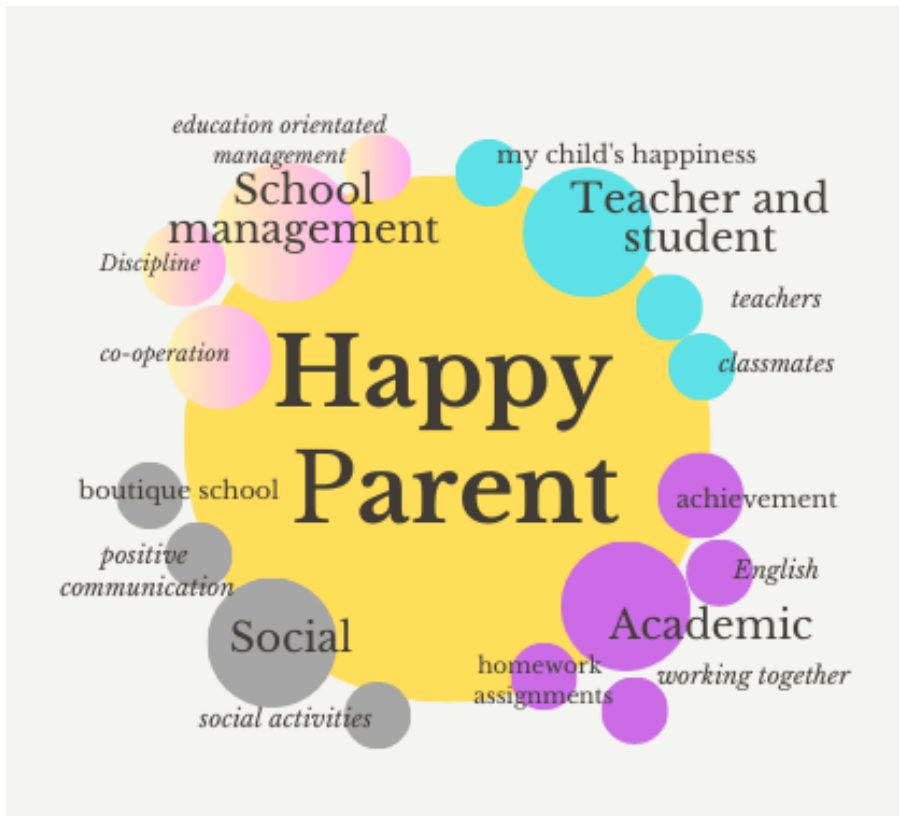


Figure 4. Components That Make Parents Happy at School

As can be seen in Figure 4, 13 codes in the themes of school management, teacher-student, social and academic were identified as the components of happy parents. Accordingly, the component that makes parents the happiest is the happiness of their children and the academic success that emerges thanks to the discipline and co-operation at school. In addition, social activities and relationships with classmates also make parents happy (Fidan, 2020).

The discipline phenomenon expressed in the context of parental happiness is also included in other related studies. The discipline developed and maintained in a school and the resulting culture can make parents and other components happy (Döş, 2013).

On the other hand, academic and economic concerns are important components that determine parental happiness. Parents maintained their academic expectations even during the compulsory distance education period and provided feedbacks in the studies. In addition, parents who maintain the expectation of success and academic development under all circumstances also expect social and academic activities to be economical (Fidan, 2021).

Another happiness component that emerged during the compulsory distance education period is the inclusion of parents in the classroom. In the related study, the theme of transparency is at the forefront. Parents associated happiness with the fact that they witnessed all the processes in online classes and could access transparent information about teachers and students (Garbe et al., 2020; Fidan, 2021).

Objectives Achieved

In a classroom, there are common goals determined in co-operation. The happy class metaphor includes the achievement of common goals as well as the individual happiness of its components. One of the basic values of the happy class metaphor, perhaps the most important one, is Barnard's (1938) co-operation theory. The concepts such as balance, effectiveness, efficiency, and effectiveness defined in the co-operation theory, in which the basic functions of management are explained, constitute the basis for the happy class.

The happy class phenomenon is based on a balance between the degree to which the class realises common goals (effectiveness) and the degree to which individual needs are met (efficiency). In the classroom management perspective where Weber focused on structure, Taylor focused on management, Elton Mayo and his friends focused on human relations, Barnard and co-operation theory focused on the common goals and function of the classroom (Pugh & Hickson, 2016).

The core values in the UNESCO happy schools initiative, which aims to support holistic school happiness to improve the impact of happy schools on teaching, learning and well-being, are included in the happy class phenomenon. It is important to emphasise happy classrooms that propose better learning experiences rather than exchanging the happiness of students and teachers in classrooms for academic achievement. Happy classes emphasise learning environments where the common goals of schools are realised while supporting the learning, health and well-being of individuals, families and communities (UNESCO, 2016; Bin Mahfooz & Norrmén-Smith, 2022).

On the other hand, the classroom is not seen as a "happy family" in all aspects and at all times. The common values of the classroom and the individual values of its constituents may sometimes conflict. What is important here is co-operation and reaching a common acceptance area (Hoy & Miskel, 2012). Individuals in a classroom naturally have common values as well as individual values that each individual has separately (Fidan, 2014). The harmony of individual and common values in a classroom reflects positively on the happiness of the class (Sezgin, 2006).

CONCLUSION

In this study, happy class is defined as achieving common goals in the happiness of students, teachers and parents. In addition, it is seen that a happy class is expressed as a happiness spiral in which happy students, happy teachers and happy parents come together. In addition to these, it is stated that the individual sources of happiness of students, teachers and parents as well as the learning process play an important role in the completion of a happy class. As a result, it is emphasised that a happy class supports academic achievement by increasing motivation and improves students' emotional well-being.

The happy class phenomenon is in line with the UNESCO happy schools project, which aims to improve the impact of classrooms in the context of teaching, learning and well-being on the basis of student and teacher happiness. Happy classes are a learning vision in which the common goals of the classroom are realised while supporting individual student learning, health and well-being (UNESCO, 2016). The theoretical foundations of the happy class phenomenon refer to many organisational theories in the literature, including rational, natural, open and innovative.

The rational aspect of the classroom is considered together with the natural aspect. In addition, it does not neglect to feed on the postmodern perspective of open organisations. While the goal of happiness with all its components is taken as a basis, the data of chaos and chaos theories are also included. While producing ideas on the basis of happiness and cooperation, it is not ignored that conflict is a necessity of organisational life. Happy class is an approach that is aware of the transforming society and non-stop change and is dynamic and suitable for the age (Fidan, 2018).

The effort to understand, explain and manage the classroom is closely related to the effort to understand the world (Baum, 2002). The phenomenon of the classroom, which all individuals visit on their life journeys and even stay for a long time, can be reconsidered with the metaphor of happiness. The effort to make sense of the classes, which have an indispensable place in the lives of individuals, with happiness can make positive contributions to individuals' efforts to understand the whole world. The happy class endeavours to bring intelligibility and manageability to social life in a way. In addition, postmodern paradigm, multifaceted organisation approaches and neoclassical management theories, especially Barnard's cooperation theory, are embodied with the happy class metaphor.

The happy class phenomenon highlights the importance of a positive, engaging and supportive learning environment. Happiness in classes has a positive relationship with motivation and

academic achievement. While discussing the concept of happy class in the research, the balance between student, teacher, parent and class goals was taken into consideration. It also highlights the importance of the teacher's role and how a happy class can enhance the learning experience.

A happy teacher is an educator who experiences subjective well-being and satisfaction in the teaching profession. Teachers' happiness can have a positive impact on students' mental and physical health. In addition to facilitating learning processes by collaborating with students, teachers can also serve as role models, an essential component of happy classes. A great teacher can have inspirational qualities and be an inspiration to students, parents and colleagues. Among the reasons that make a happy teacher happiest, the satisfaction of doing his job is important. It is also emphasized that a happy teacher is influenced not only by professional success but also by personal and social factors.

Classrooms are shared learning spaces where nurturing students' lives and developing their knowledge helps shape their futures. Collaboratively creating a happy learning environment is vital to learning. This is a process based on student and environmental factors and is the joint responsibility of the teacher and the student. Components such as playing games, recess bells, fun lessons and peer interaction were stated as the factors that made students happy the most. These results provide important insight into how classroom environments and school experiences can be shaped to increase students' happiness.

Themes such as school management, teacher-student relationship, social interaction and academic success were identified among the reasons why parents are happy in a school. Among the components that make parents happiest, the happiness of their children and the academic success achieved through discipline and cooperation at school stand out. On the other hand, parents' transparent access to information in online classes has been associated with happiness. These results provide valuable insight into understanding the factors that influence parents' happiness at school and improving the school experience by taking these factors into account.

The happy class emphasises the achievement of common goals simultaneously with the individual happiness of all constituents. The theory of co-operation and the balance between effectiveness and efficiency form the basis of the happy classroom. The focus is on creating better learning experiences and supporting the well-being of everyone involved.

As a result, in this study, the happy class is discussed, which re-examines the class phenomenon from the perspective of happiness. The main purpose of this study is to reconstruct the class phenomenon in a more livable format. The happy class is positioned in the context of the happiness of teachers, students and parents and the common goals achieved. This position is supported by the happiness and class literature. At the end of the study, the following suggestions can be made:

- Happiness, which is a subjective concept, explains the necessity of constructing the happiness of each class uniquely.
- Although the concept of happiness can be defined infinitely, happy classes prioritise long-term happiness.
- Short-term happiness experiences of teachers, students and parents form the basis for long-term happiness and therefore happy classes.
- Teacher leadership should be supported in the context of happy class and teachers should be provided with practical trainings in the context of happiness.
- In the goal of a happy class, individual and organisational goals should be managed in a fair manner without giving preference to each other.
- Different studies that address the components of the happy class together can be brought to the field.

- It should be remembered that there are components of a happy class and that a happy class cannot be achieved with the happiness of only one component.
- Considering that the concept of happiness is a product of a balance between individual and environmental desires and goals, it is important that teachers and students are in classrooms compatible with their individual values.
- When choosing a class, the harmony between the values of parents, students and teachers and the common values of the class should be taken into consideration.
- The happy class can be tested practically in various researches.

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