



Educational Policy Analysis and Strategic Research

Volume 15, Issue 1 March 2020

epasr.penpublishing.net

ISSN: 1949-4270 (Print) 1949-4289 (Online)

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To cite this article

Sezer, S. & Can, E. (2020). School Happiness: A Grounded Theory. Educational Policy Analysis and Strategic Research, 15(1), 44-62. doi: 10.29329/epasr.2020.236.3

Published Online	March 24, 2020
Article Views	16 single - 50 cumulative
Article Download	30 single - 64 cumulative
DOI	https://doi.org/10.29329/epasr.2020.236.3

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School Happiness: A Grounded Theory

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Abstract

In this study, it was aimed to develop a school happiness theory based on the opinions of the teachers, school administrators, parents, and students. This study was designed in a qualitative grounded theory model. The study groups were 18 teachers, 14 school administrators, 13 parents, and 20 students. Snowball sampling method was used to determine the study groups. Twelve main qualifications were identified related to the school happiness. These main qualifications were physical equipment, school environment, learning environment, communication and collaboration, education policy, social activities, school management, teacher qualifications, school distinct, student centeredness, learning activities, and student qualifications. The results indicated that the priority level of the main qualifications varies from one participant group to another. The teachers give priority school environment, school management, and physical equipment. On the other hand school administrators give more priority to the school environment, physical equipment, and education policy for school happiness. The parents give more priority to the physical equipment, school environment, cooperation and communication for school happiness. In addition, the students give more priority to the learning environment, school environment, and physical equipment. According to these results, it can be suggested that school society should be in cooperation and communication for effective school environment, physical equipment should be coordinated for talent education, learning environment should be organized considering multi-faceted development of the students to increase school happiness.

Keywords: Happiness, School happiness, Priority, Qualification, Grounded theory

DOI: 10.29329/epasr.2020.236.3

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Introduction

Happiness was defined by researchers in different ways. Happiness is defined by Huebner (1991) as the life satisfaction; by Seligman, Parks and Steen (2004), as the meaning of attaching to life. Lyubomirsky, Sheldon and Schkade (2005), define happiness as the positive feelings about life. Happiness can also be defined as the feelings of an individual such as joy, gladness, hope, physical and spiritual well-being (Köknel, 1992). Veenhoven (2008), defines happiness as the evaluation of life, as a whole. Similarly, Selim (2008) defines happiness as the satisfaction level of individuals. Diener (1984), describes happiness as the satisfaction generally taken from life, and the more positive emotions than the negative ones. Likewise, Seligman (2011), identifies the happiness as a multidimensional structure that includes meaning of life, positive feelings, responsibility, positive relationships and success. While the happiness of adults depends on many variables such as health, family life, social relations, security, freedom, moral values, income level, working conditions; the children's happiness can be related to the variables such as the meeting level of their basic needs, love, trust, communication, recognition, school success, health and play (Ahn, Garcia & Jimeno, 2004; Clair, 2012; Thoilliez, 2011). Since happy people perceive the world as safer and feel more self-confident, the happiness of individuals is highly functional for their life skills as well as the work performance (Boehm & Lyubomirsky, 2008; Fredrickson, 2013). In addition, happy people make decisions easily, cooperate more easily, and are more tolerant in their relations (Lyubomirsky & King, 2005; Pan & Zhou, 2013; Schnittker, 2008).

School happiness is expressed as the emotional well-being, which is result of harmony between the personal needs and the expectations of the stakeholders (e.g. students, teachers, school administrators and the other personnel) from school depending on the certain environmental factors (Engels, Aelterman, Petegem, & Schepens, 2004). According to Talebzadeh and Samkan (2011), the school happiness of students is associated with the certain factors such as physical factors, individual features, social-emotional factors, and instructional factors. It is clear that a happy school environment is crucial for revealing the students' talents and providing effective learning (Boehm & Lyubomirsky, 2008). Similarly, Bird and Markle (2012) argue that a happy school environment not only contributes to student's academic success but also improve other life skills, such as healthy communication, lifelong success, and self-fulfillment. The cognitive, emotional, personal and social development occurring during this time period make it the most convenient time for change by creating a strong basis for well-being throughout life (McKabe, Bray, Kehle, Theodore, & Gelbar, 2011). On the other hand, the decrease in school happiness can be able to lead to lower school success, loneliness, depression or drug addiction by weakening of friendship relationships (Yucel & Vogt-Yuan, 2016). Findings from research reveal that social psychological factors are more effective than physical factors for school happiness. In a study conducted by Yıldırım (2014), the findings show that the cooperation among staff, fair assessment and supportive feedback, positive school climate, student-oriented

teaching practices, classroom climate and personal development increase teachers' well-being in school. In addition, Aelterman, Engels, Van Petegem and Verhaeghe (2007) revealed that teachers' well-being is associated with the teacher-parent relations, supports from colleagues, self-efficacy, workload, positive attitudes towards innovations, and supportive attitude of principal.

Teachers play a crucial role in learning process. Happy teachers provide a non-threatening environment in learning process of students as the facilitator, planner, instructor, mediator, and explainer. According to Wolk (2008), by focusing on the following important principles it is possible to create more happiness feelings for students in school: encouraging to enjoy from learning, giving different options to the students, letting students to create any things, presenting of students' works, taking time to tinker, creating an attractive school space, spending enough time outside of school, reading good books, offering more gym and arts lessons, assessment of transform, and having some fun together. In a study UNESCO-led in Asia-Pacific countries, different qualifications were determined in terms of school happiness (Salmon, 2016). These qualifications are associated with the 'people', 'process', and 'space'. In this study, the qualifications related to the 'people' are friendship and relationship in the school community, positive teacher attitudes and attributes, respect for diversity and differences, positive and collaborative values and practices, teacher working conditions and well-being, and teacher skills and competencies. The qualifications related to the 'process' are reasonable and fair workload, teamwork and collaborative spirit, fun and engaging teaching and learning approaches, learner freedom in creativity and engagement, sense of achievement and accomplishment, extracurricular activities and school events, learning in a team spirit between students and teachers, useful, relevant and engaging learning content, mental well-being, and stress management. The qualifications related to the 'places' are warm and friendly learning environment, secure environment free from bullying, open and green learning and playing places, school vision and leadership, positive discipline, good health sanitation and nutrition, and democratic school management.

In recent years the number of studies related to the school happiness increases, in Turkey. These studies generally focus on subjective well-being of the students (e.g. Asıcı & İkiz, 2018; Certel, Bahadır, Saracaloğlu, & Varol, 2015; Gündoğdu & Yavuzer, 2012; Öztürk & Çetinkaya, 2015; Türkdoğan & Duru, 2012; Türkmen, 2012; Uçan & Kıran-Esen, 2015; Yalız-Solmaz, 2014). In some studies the researchers focus on the relationship between school well-being and different variables. Büyükşahin-Çevik and Yıldız (2016) focus on the relationship between hopelessness and happiness; Demir-Çelebi and Sezgin (2015) subjective well-being and moral maturity; Doğan, Sapmaz and Akıncı-Çötök (2013) self-criticism and happiness; Özdemir and Koruklu (2011) values and happiness; Öztürk, Meral and Yılmaz (2017) happiness and religiosity and Terzi (2017) job satisfaction and happiness. Sarıçam (2014) examined the effect of intolerance of uncertainty on students' happiness. Some of these studies the researches focus on the relationship between the subjective well-being, happiness and school success (e.g. Chaplin, 2009; Holder and Klassen, 2010; López-Pérez, Sánchez,

& Gummerum, 2015; Mahon & Yarcheski, 2002; McCabe, Bray, Kehle, Theodore, & Gelbar, 2011; Park & Peterson, 2006; Schnittker, 2008; Talebzadeh & Samkan, 2011; Uusitalo-Malmivaara, 2012; Uusitalo-Malmivaara & Lehto, 2013; Van Hal, et al., 2014; Weaver & Habibov, 2010). In these studies, the researchers focus directly on children's school happiness (e.g. Demiriz & Ulutaş, 2016; Salmon, 2016; Telef, 2014; Ünüvar, Çalışandemir, Tagay, & Amini, 2015; Wolk, 2008). In addition, in some studies the researchers focus on teachers' school happiness (e.g. Acton & Glasgow, 2015; Aelterman, Engels, Van Petegem, & Verhaeghe, 2007; Collie, Shapka, Perry, & Martin, 2015; Spilt, Koomen, & Thijs, 2011; Yıldırım, 2014). Limited studies were conducted on school administrators' happiness (e.g. Duran & Yıldırım, 2017; Ekinci, Sakız, & Bindak, 2017; Mehdinezhad, 2011) and parents' satisfaction (Clair, 2012; Gibbons & Silva, 2008). When the literature is examined, a theoretical context on school happiness based on the opinions of the school stakeholders found to be nonexistent. Therefore, in this study, it was aimed to reveal school happiness theory depending on the opinions of the stakeholders (teachers, school administrators, parents, and students). For this purpose, the following questions were sought:

1. What are the main components for school happiness?
2. What are the qualifications for school happiness frequently voiced by the participants?

Method

This study was designed in a qualitative grounded theory model. The qualitative method is used to obtain in-depth and comprehensive information on a topic (Denzin & Lincoln, 2005; Marshall and Rossman, 2006; Patton, 2014; Singh, 2007). The key philosophical assumption related to all types of qualitative research is that the reality is constructed by individuals via interaction with their social environments (Merriam, 1998). The purpose of grounded theory model is to go beyond description, to provide an integrated theoretical explanation of a process or action, to create or explore a theory (Corbin & Straus, 1990). In the theory building study, the researcher should determine whether the problem is suitable for the theory building research. Grounded theory is a pattern used when there is no theory to explain or understand a process (Creswell, 2015).

Study Group

The study group consists of 18 teachers, 14 school administrators, 13 parents, and 20 students. The snowball sampling method was used to determine the study group. The snowball sampling is a convenience sampling method which is one of the purposeful sampling. In this method, sampling continues until data saturation (Burns & Grove, 2005). Snowball sampling can be utilized by seeking information from various sample groups to identify primary research reports that are frequently referred to by various stakeholders interested in the phenomenon (Suri, 2011). The chain of recommended informants would typically diverge initially as many possible sources are recommended, then converge as a few key names get mentioned over and over (Patton, 2014).

Therefore, school happiness was examined by applying the views of participants having different demographic qualifications, as possible. Twelve of teachers were females and eight were males. Six of them were working in primary school, five were working in secondary school, five were working in academic high school, and four were working in vocational high school. Twelve of school administrators were males and eight were females. Six of them were working in primary school, six were in secondary school, four of them were working general high school, and four were in vocational high school. The average age was 52. The average age was 38.6. Nine of the parents were female and eleven male. The average age was 41.3. Eleven of students were female and nine were male. The average age of them was 17.3. Twelve of them were attending academic high school, eight of them were vocational high school.

Data Collection Tool

Data was collected by using semi-structured interview form developed by researchers. The semi-structured interview form composes two parts. In the first part, there were the questions determining the demographic features of the participants. In the second part there were the open-ended questions to determine the participants' opinions about school happiness. In the first stage, it was asked teachers to write the qualifications that they think as necessity for school happiness. In the second stage, participants differed and different questions were asked them to reveal the main qualifications for school happiness. These stages continued with other participants.

Data Collection

Data were collected through face-to-face interviews with the participants, gradually. First of all, it was asked from the participants that they should imagine a happy school. Then, it was asked them to write qualifications that they perceive as the necessity for school happiness. Every interview lasted about in 20-25 minutes. These procedure were conducted each participant group. These process were fulfilled in eight months.

Data Analysis

Data were analyzed by using descriptive analysis and content analysis techniques. In this process, the forms were separated according to the participant qualifications (e.g. school administrators, teachers, students, and parents) before analysis and coded as P1, P2, P3, P4 ... P20, respectively. Then, all data were inserted in excel table, and the opinions written in the same words were evaluated in the same category. Consequently, the sub-themes were created by considering the opinions which reflect the same content.

Validity and Reliability

Data were interpreted considering associated situation, the internal consistency of the sub-themes were supported based on the measures of internal homogeneity and external heterogeneity to ensure the internal validity. The sub-themes were determined depending on the theoretical structure, and all findings were presented without comment to ensure internal reliability (Creswell, 2015). Additionally, it was applied to the expert opinion in order to verify whether the opinions represent sub-themes. The lists containing each participant group opinions and the sub-themes were given two different faculty members in educational sciences field. It was asked from the experts that they should compare the opinions of the participants with the sub-themes in the lists, and then the matches were compared. It was applied the formula 'Reliability= Consensus/ (Consensus + Dissidence) × 100' to determine the reliability of the coding (Miles & Huberman, 1994, p. 64). For the teachers' opinions, the agreement between two coders was calculated as 91%, for school administrators 93%, for parents 94%, and for students 96%, In addition, in order to increase the validity of the research, triangulation was applied. Triangulation can be examined under different titles as data sources, method and researcher variation. The triangulation of data sources is to involve participants with different characteristics. Confirming the data obtained with different methods (interview, focus group interview and document analysis) increases the validity and reliability of the results (Yıldırım & Şimşek, 2013).

Procedure

This grounded theory study was planned and conducted in four stages respectively, (1) Coding for theory creation (2) Concept development, (3) Comparison of concepts, and (4) Creation of theoretical model (Strauss & Corbin, 1998).

Results

Data was analyzed by using qualitative content analysis. As a result of content analysis, 89 sub-themes were determined. Then, 12 main categories were determined related to the sub-themes. The main categories were created based on the opinions of the participant groups. Seven categories were created depending on the opinions of all participants. However, the views of different groups were influential in the creation of other five categories.

In Figure 1, the main categories according to the participants' views were given.

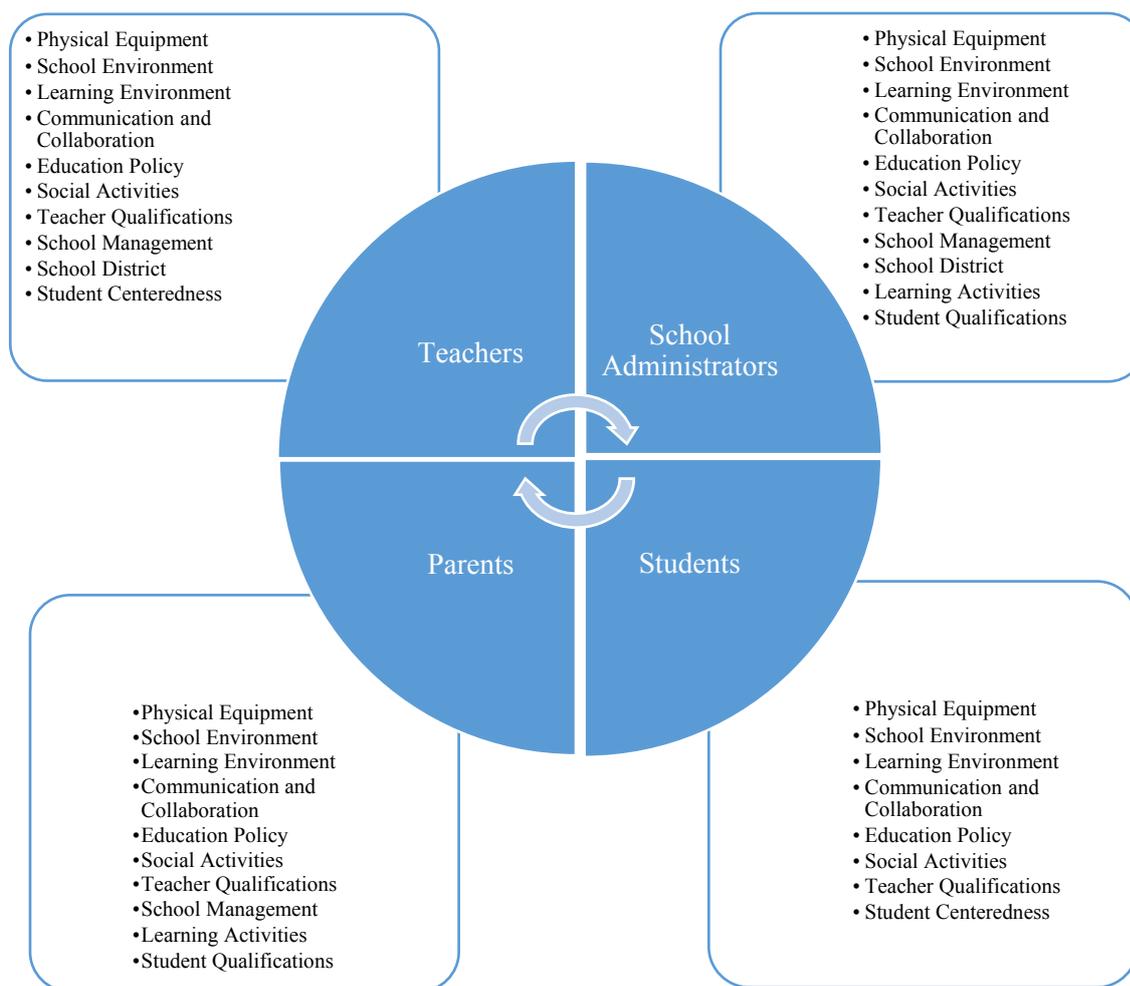


Figure 1. The main categories according to the participants' views.

In Figure 1, it is seen that physical equipment, school environment, learning environment, communication and collaboration, education policy, social activities, and teacher qualifications were defined as the main categories for school happiness according to the opinions of all participant groups. School management was defined as a main category for school happiness according to the opinions of the school administrators, teachers and parents. In addition, student centeredness was defined as another main category according to the opinions of teachers and students. Moreover, school environment was defined as a main category for school happiness based on the opinions of the teachers and administrators. Besides, student qualifications were defined as the main category based on the opinion of the school administrators, and learning activities were defined as the main category based on the opinions of the parents. In addition, school district was defined as the main category based on the opinions of the school administrators and teachers' opinions.

In this section, the most frequent opinions of participants related to the main qualifications for school happiness were presented. The common opinions of each participant group (teachers,

administrators, parents, and students) were determined and then the most frequent opinions were shown in the Table 1. The opinions with a frequency less than three were excluded.

Table 1. The frequencies of main categories and the sub-themes

Physical Equipment (f=123)	(2) School Environment (f=98)
Physical equipment must be sufficient [f=34]	School environment must be safe [f=29]
School must be hygienic [f=25]	Cooperation and solidarity must be prior [f=17]
Classroom size must be ideal [f=13]	School environment must be tolerant [f=13]
Playgrounds must be enough [f=12]	Working environment must be peaceful [f=7]
Appropriate places for social activities [f=9]	School look out for all students' happiness [f=6]
Technological equipment must be sufficient [f=8]	Teachers are happy in school [f=6]
Eating environment must be healthy [f=7]	School must be attractive for students [f=6]
Course tools must be adequate [f=6]	School must provide adequate guidance service [f=6]
Physical environment must be supportive [f=5]	School society must be in mutual respect [f=4]
Educational staff must be sufficient [f=4]	Organizational commitment must be high [f=4]
(3) Learning Environment (f=72)	(4) Communication and Collaboration (f=71)
Multi-faceted development [f=13]	School-parent cooperation should be strong [f=24]
Learning should be related to life [f=9]	Open communication in school [f=10]
Learning environment is emancipatory [f=8]	Teacher-parent cooperation [f=7]
Learning should be in cooperative manner [f=8]	Cooperation is strong among school community [f=7]
Assessment should be fair [f=7]	Collaboration should be strong among teachers [f=5]
Students should prepare for life [f=7]	Communication is respect-based in school [f=5]
Learning environment should be fun [f=6]	Communication is polite among teachers [f=4]
School environment is democratic [f=5]	Cooperation among teachers is friendly [f=3]
Readiness should be considered [f=5]	Teacher-student communication is gentle [f=3]
Students s should be interested in learning [f=4]	Teacher-management collaboration is high [f=3]
(5) Education Policy (f=57)	(6) Social Activities (f=56)
Talent education should be essential [f=14]	Social activities should be sufficient [f=20]
Education non-based on competition [f=10]	Sports activities should be sufficient [f=13]
Democratic and laic education [f=8]	Enough cultural activities [f=9]
Education should be planned student-centered [f=7]	Enough art activities [f=5]
Education should encourage positive behaviour [f=6]	Enough hobby activities for students [f=5]
Training should take place everywhere [f=6]	Students should exhibit their talents [f=4]
Education policies should be long-term [f=3]	
Education should not be based on recitation [f=3]	
(7) School Management (f=49)	(8) Teacher Qualifications (f=46)
School management should be fair [f=12]	Teachers should have professional competence [f=14]
Participatory decision making is essential [f=10]	Teachers should love their profession [f=9]
School administrators are school leaders [f=8]	Teachers should renew themselves [f=7]
School administrators should be objective [f=6]	Teachers must be in close interest to pupils [f=7]
School administrators are compatible with staff [f=4]	Teachers should be role-model [f=5]
Merit is essential in school management [f=3]	Teachers should be expert in their field [f=4]
School administrators are solution-focused [f=3]	
Administrators should appreciate teaching staff [f=3]	
(9) School District (f=27)	(10) Student Centeredness (f=17)
Parents should be interested in their children [f=7]	Students should be prior in school [f=4]
Suitable social environment [f=6]	Activities considering students' interests [f=4]
Suitable physical environment [f=4]	Priority should be given to students' needs [f=3]
School surroundings should be supportive [f=4]	Activities identified by students' participation [f=3]
Parents should support school [f=3]	Program should be prepared student-centered [f=3]
Well-educated parents [f=3]	
(11) Learning Activities (f=16)	(12) Student Qualifications (f=15)
Activities should be compatible with talent [f=4]	Students should have goals [f=3]
Learning activities should be enjoyable [f=3]	Students should be success-oriented [f=3]
Activities should make students happy [f=3]	Students should obey to the school rules [f=3]
Activities should be compatible with development [f=3]	Students should love school [f=3]

Activities should improve imagination [f=3]

Students without problems in family [f=3]

In Table 1, it is seen that the most frequent opinions in physical equipment main theme, the most frequent opinions are 'sufficient physical equipment' [f=34], 'hygienic school' [f=25], and 'ideal classroom size' [f=13]. In school environment main theme are 'a safe school environment' [f=29], 'cooperation and solidarity' [f=17], and 'tolerant school environment' [f=13]. In learning environment main theme, the most frequent opinions are 'multi-faceted development' [f=13], 'emancipatory learning environment' [f=8], and 'cooperative learning' [f=8]. In communication and collaboration main theme, the most frequent opinions are 'school-parent cooperation' [f=24], 'open communication' [f=10], and 'teacher-parent cooperation' [f=7]. In education policy main theme, the most frequent opinions are 'talent education' [f=14], 'education non-based on competition' [f=10], 'student-centered education' [f=7]. In social activities main theme, the most frequent opinions are 'sufficient social activities' [f=20], 'enough sports activities' [f=13], and 'enough art activities' [f=5]. In school management main theme, the most frequent opinions are 'fair management' [f=12], 'participatory decision making' [f=10], and 'objectivity' [f=6]. In teacher qualifications main theme, the most frequent opinions are 'professional competence' [f=14], 'teachers who love their profession' [f=9], and 'self-renewing teachers' [f=7]. In school district main theme, the most frequent opinions are 'parents who interested in children' [f=7], 'social environment' [f=6], and 'physical environment' [f=4]. In student centeredness main theme, the most frequent opinions are 'giving priority to students in school' [f=4], 'students feel valued' [f=4], and 'prioritizing the needs of students' [f=3]. In learning activities main theme, the most frequent opinions are 'activities compatible with talent' [f=5], 'enjoyable learning activities' [f=3], and 'activities that make students happy' [f=3]. In student qualifications main theme, the most frequent opinions are 'students have goals' [f=4], 'success-oriented students' [f=3], and 'students compliance with school rules' [f=3]. In Figure 2, the main components of the school happiness are shown.

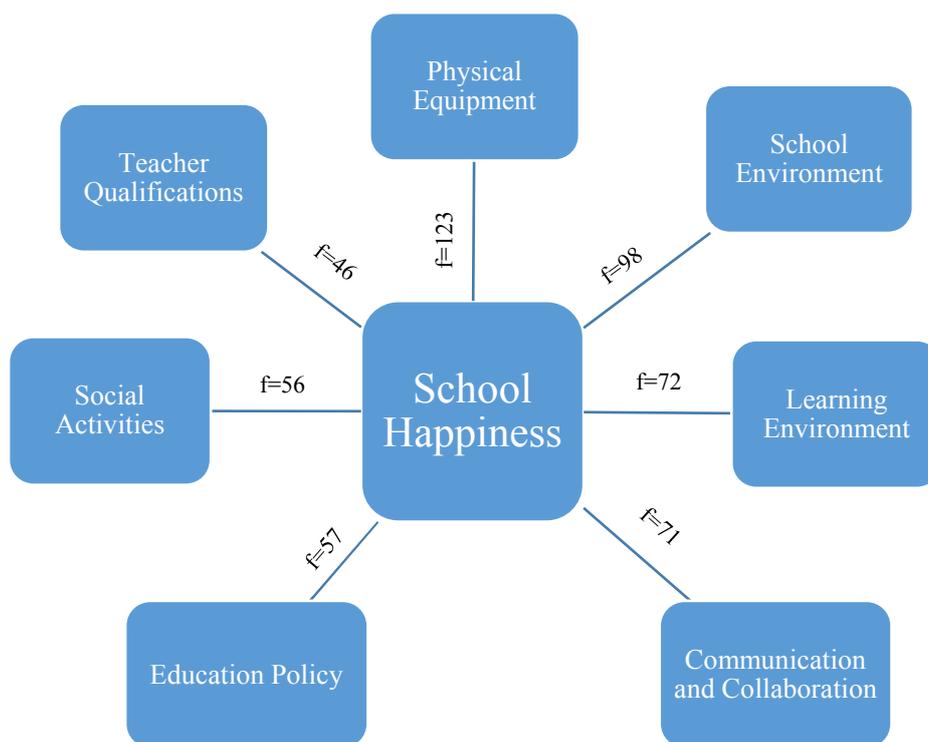


Figure 2. The main components of school happiness.

Discussion and Conclusion

In this study which aims to develop a school happiness theory twelve main qualifications were identified depending on the opinions of the teachers, school administrators, parents, and students. Based on the participants' views these main qualifications were physical equipment, school environment, learning environment, communication and collaboration, education policy, social activities, school management, teacher qualifications, school environment, student centeredness, learning activities, and student qualifications. The results also show that the common main qualifications are physical equipment, school environment, learning environment, communication and collaboration, education policy, social activities, and teacher qualifications. The physical equipment, school environment, and learning environment were the main categories that accepted by all participants as the most necessary qualifications for school happiness. It is clear that the physical equipment, school environment, and learning environment are seen as the key factors that affect the quality of life of the school community as well as the quality of education. Similar findings are seen in previous studies. In a study conducted by Engels, Aelterman, Van Petegem and Schepens (2004), the findings show that the atmosphere at school, contacts with teachers, involvement in class and at school, school regulations and infrastructure are among the best predictors of school happiness. Similarly, in a study by Singh (2014), the findings of teachers' behavior, school equipment, and social activities increase school happiness. In another study by Talebzadeh and Samkan (2011) the school happiness was associated with the physical factors, individual factors, social/emotional factors, and instructional factors.

The priority level order of main categories were school environment, physical equipment, communication and collaboration, learning environment, education policy, school management, teacher qualifications, social activities, school environment, learning activities, student centeredness, and student qualifications. Moreover, the results indicated that the priority level of the main qualifications varies from one participant group to another. School administrators give more priority to the school environment, physical equipment, and education policy for school happiness. In addition, the parents evaluate the physical equipment, school environment, cooperation and communication as more priority for school happiness. On the other hand, the students perceive the learning environment, school environment, and physical equipment as more prior. In addition, the parents evaluate the physical equipment, school environment, cooperation and communication as more preferred in terms of school happiness. Similar results are seen in previous studies. In a study by Ekinci, Sakız and Bindak (2017), the results show that the social, individual and physical environment of school are the main factors which affect school administrators' life quality. In the studies by Aelterman, Engels, Van Petegem and Verhaeghe (2007) and Collie, Shapka, Perry and Martin (2015) the main factors affecting teachers' well-being are school environment, support from school principal, and workload. In another study by Sarı, Ötünç and Erceylan (2007), the results show that the school management, social activities, communication, and teacher qualifications are the main factors which affect students' well-being in schools. In a study on school image by Bakioğlu and Bahçeci (2010) it was found that the parents give more priority to physical conditions and education quality of school as well as students' academic achievement.

The safe school environment, cooperation and solidarity among staff, tolerant school environment, sufficient physical equipment, hygienic school environment, non-crowded classrooms, and open communication were seen as the basic qualifications for school happiness. In addition, in learning environment and education policy main themes the participants prioritized the education qualifications which aim to multi-faceted development of students, based on cooperative learning in emancipatory learning environment, student-centered, and non-based on competition. In school management main theme, the participants prioritize the opinions that the school management should be fair and objective, participatory decisions making should be applied in decision making process. In teacher qualifications main theme the prioritized opinions are teachers should have professional competence, they should love their professions as well as renewing themselves. Moreover, the participants also underline the opinions such as sufficient social activities, sportive activities, and art activities. On the other hand, school administrators and teachers give priority to the parents' interest to the children, appropriate environment socially and physically for school happiness. The parents prioritize the opinions such as the activities compatible with students' talent, enjoyable learning activities, and the activities which make students happy. The teachers and students also prioritize the opinions including students are prior in school, students feel valued, and priority is given to students'

needs. The school administrators prioritize the opinions such as students who have goals, success-oriented students, and the students who obey to school-rules. In previous studies similar opinions are identified by researcher. In a study by Büyükşahin-Çevik and Yıldız (2016) it is found a statistically significant positive relationship between the self-esteem and happiness of the students. In other study by Uusitalo-Malmivaara (2011) the results show a strong relationship between global and school-related happiness and social relationships. Furthermore, the most popular happiness increasing factors were success in school, more free time and success in a hobby. In another study by Bird and Markle (2012), the school happiness was associated with the critical factors include personal goal setting, structured mentoring or life coaching, increasing gratitude, problem solving, and interpersonal skills. In addition, Asıcı and Ekiz (2018) found that supportive teacher behaviors, secure learning setting and positive peer interaction, academic efficacy and emotional efficacy significantly increase school happiness, but the success-orientedness and social efficacy have no significant effect. Similarly, Oishi, Diener and Lucas (2007) found that the people who experience higher level of happiness are more successful in terms of close relationships and volunteer work, but that those who experience slightly lower level of happiness are more successful in terms of education, political participation and income level.

The results show that the physical equipment, school environment, learning environment, communication and collaboration, education policy, social activities, school management and teacher qualifications were perceived as the common components of school happiness. In addition, the prioritization level of required qualifications for school happiness varies from one participant group to another. While the school administrators and teachers give more priority to school environment, but the students give more priority to learning environment. On the other hand, the parents give more priority to physical equipment. Moreover, the most prior opinions in each main theme were a safe school environment, sufficient physical equipment, school-parent cooperation, multi-faceted development of students, talent education, fair school management, teachers' professional competence, and sufficient social activities. It is clear that the participants emphasized on to safe and equipped school, and school-parent cooperation. Furthermore, talent education, fair school management, teachers' professional competence and sufficient social activities were seen as the key qualifications for school happiness.

Suggestions

According to the participants opinions it is appear that school administrators should more endeavour to create a safe and tolerant school environment for more happiness in schools. It can be suggested that the cooperation and solidarity should increase among the school community members to encourage a happy school environment. The sufficient and hygienic school environment are seen main qualifications for school happiness. Therefore, school administrators can give more priority to school-parent cooperation and create an open communication culture among the members of school

community to increase school happiness of them. It can be suggested that the policy makers in education, should give more priority to talent education and consider multi-faceted development of the students to ensure school happiness. The elimination and competition based approach in education should be renounced, and the priority should be given to the understanding of cooperative learning supported by rich social activities that will enable students to develop in a multifaceted way. School administrators should display fair management skills and give priority to participatory decision making. Teacher candidates should be trained as teachers who love teaching profession and should have professional competence. This study was planned in a grounded theory design. Further research can be planned in different research design in this topic. In this study, it was aimed to reveal main components of a school happiness theory based on the opinions of the participants. Further studies can be conducted on hygienic school, talent education, safe school, and so on.

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