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Unwrapping the Gift Box: Exploring School Children's Happiness and Unhappiness in Türkiye, from a Causality Perspective

Aysun Erginer

Nevşehir Hacıbektas Veli University, Nevşehir, Türkiye ORCID: 0000-0002-7590-4755

Ergin Erginer

Nevşehir Hacıbektas Veli University, Nevşehir, Türkiye ORCID: 0000-0002-7590-4755

Anıl Kadir Eranıl *

Ministry of Education, Türkiye ORCID: 0000-0001-7804-735X

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In the face of the distance between logic and emotion, it is a difficult process to examine the happiness of humankind, who is in a fight of existence with these ideas and feelings. Considering that the ultimate goal of pedagogy is to make people happy through education, it will immediately be understood that it will become even more difficult to investigate children's happiness. It was aimed to investigate the causes of happiness and unhappiness from the eyes of the teacher and the child, and the research was designed with a qualitative method. The data were collected by enabling teachers and prospective teachers to observe primary school children and by conducting interviews with them. A kind of conceptual photograph of children's happiness and unhappiness was tried to be taken from the data obtained as a result of the content analysis. The children explained their reasons for being happy almost with justifications related to not being unhappy. In order to be happy in the eyes of children, it is necessary not to fail, not to be alone or not? to compete, and it is necessary for them to be motivated. The happiness values of male and female children differ from each other.

Introduction

Throughout history, from Aristotle to Kant, Nietzsche, Freud, from children's books to scientific works (Brenifier, 2015; Davies, 2018; Eland, 2020; Labbé and Puech, 2016; Lama and Cutler, 2011; Lama, 2006; McHahon, 2013, 2010; Reece, 2014; Swerling and Lazar, 2018; Wiking, 2018) while generally there have been universal definitions and interpretations of happiness, most of the time these definitions and interpretations have also been criticized. Interesting metaphors in these criticisms – 'Happiness is an onion: if you peel it, the core disappears, if you slice it, you cry; the human being getting rid of evil spirit; an open window' - and historical sayings – 'The human being can think of historical happiness, but history is not the soil in which happiness grows, Hegel'; 'The concept of happiness is

* Correspondency: eranilanilkadir@gmail.com

such an indeterminate concept that, although every human being wishes to attain this, he can still never say determinately and consistently with himself what he really wishes and wills, Kant” – McMahon, (2013) demonstrate that this concept has abstract meanings and it is obvious that researching this abstract concept will be more difficult for the researcher, if the issue is the happiness of the children.

It is interesting that, while the strengths of the heart are always related to happiness, the strengths of the mind are not (Park and Peterson, 2006) and this situation necessitates explaining happiness with multidimensional variables. Happiness is not only a different concept but also one that can be evaluated with extensive parameters in terms of interpreting it from the point of individual perceptions. Evaluating it in terms of the living environments, being happy at home, at the workplace, while shopping, while working, respecting free time and holidays, while eating and in many other settings, is individually a perpetual demand. If happiness exists within the family, this could result in raising healthy children, and if there is happiness in the working environment, this could result in the increase of job performance and productivity. At the same time, the desired outcome of education is raising happy people. While dealing with the happiness of children, Thoillies (2011) thinks that not the happy pedagogic table applied at school or at home, but his or her own experiences formed with own justifications will lead the child to happiness. In this sense, the happy end that education tries to reach, wins through with the individual's acceptance of its own existence. For this reason, happiness, created by pedagogy at schools, find meaning through the decisions of the individual.

In observations directed to the happiness of children, apparently, they can become happy because of ‘so little things and situations that adults often do not understand clearly. It is important to comprehend it from their point of view why children become happy or unhappy. A situation that is not-that-crucial for an adult can indeed be vital in a child's world. For example, the disappearance or split of a toy can be the reason of a child's sorrow. Sometimes it is observed that children are disconnected from the real world but happy, they do not like being alone, and when they are alone, they fictionalize a very special world. It can be witnessed that children at young ages, compared to adults, have a big imaginary world. They express all concepts-concrete or abstract- of their lives in their own world with plentiful meanings attached and with rich interpretations. They do not like violence and easily succeed in being happy. It then seems possible to explain children's happiness with spirituality (Wallace, 2010; Holder, Coleman and Wallace, 2010).

In intercultural works (Ninomiya, Matsumoto and Nomura, et. al., 2021; Uusitalo-Malmivaara, 2012) related to definitions of happiness by children, it is mooted that the dominant factors of happiness generally vary according to an individual's country and culture. Ninomiya et al. (2021) investigated the indicators of happiness of Japanese, Finn and Mogul children in their research in this sense. According to the results, happiness for Mogul children is predominantly characterized by references made to family relationships. Finn children relate happiness to being autonomous and make references to the connection between personal success and happiness. Japanese children characterize happiness as beautiful experiences against not beautiful experiences and mention often reprimanding. There is no connection between their happiness and school success. The results of Mert and Kahraman (2018) and similarly Karabay and Aydın (2017) show that as the family relations of Turkish children increase, the level of their happiness also increases. According to results of a research conducted with Afghan and Turkish children (Ünüvar, Çalışandemir, Tagay and Amini, 2015), while Turkish children mostly responded to the question ‘What is happiness in



your opinion?’ with answers related to ‘game and fun’, whereas Afghan children responded with answers related to ‘security and protection’. In their research, O’Rourke and Cooper, (2017) examined the relationships between student happiness and the factors related to student happiness determined in the literature in order to better understand the happiness levels of children in primary school. The research found that friendship, belonging, and optimism are strong indicators of children's happiness.

In UNICEF's reports related to children's happiness (Bradshaw, Martorano, Natali and de Neubourg, 2013a, 2013b; Martorano, Natali, de Neubourg and Bradshaw, 2013a, 2013b, 2014; UNICEF Office of Research, 2013) Dutch children have been rated as the happiest children in the world. According to the researchers, Dutch children are ahead of their peers in childhood prosperity when compared to 29 of the world's richest industrialized countries. According to Acosta and Hutchison, (2017), reasons for Dutch children to be happy include factors such as little or no homework, being cared about regarding their views in various settings, not having any security problems and being allowed to play outside without supervision, spending more time with their parents, taking simplicity in family life, and being engaged in an understanding of education away from stress. In addition, there are opinions that the welfare or the economic prosperity of the society may put happiness into an objectionable position (Farrelly, 2008). According to the research results of Hayashibara (2019), the opposite situation can also be observed. Students in Bhutan have a significantly high level of happiness and do not care about material things.

There are attempts to dwell upon the reasons for happiness in terms of its relationship with the child’s personality traits. Klassen (2008), Holder and Coleman (2008) and Holder and Klassen (2010) have tried to evaluate children’s happiness as to their character and they observed that carefree, less sentimental, social, and not shy, independent children taking active roles in activities perceived themselves as happier, and others also perceive these children as happy. According to the results of the said research, evidence has been found that there is a strong relation between children’s character and happiness. After investigating what affects children’s happiness (Kim and Kang, 2008), it has been determined that school grades, the existence of supporters, economic level, the number of siblings and gender affect children’s happiness. It has been found that extrovert girls who communicate openly with their parents are the happiest ones. Cho, Shin, Choi, and Choi, (2009) also found that the level of happiness of girls is higher than that of boys. Demiriz and Ulutas (2016) found that boys were happier in their study on preschool children. In addition, the happiness of children in terms of being good varies according to gender (Copeland, Nelson and Traugher, 2010). It is thought that it is not appropriate to generalize the relationship between children’s character and happiness (Holder, Coleman, and Singh, 2012).

According to a study conducted by Çelik, Tuğrul and Yalçın (2002), little children realize happiness very easily through facial expressions and it has also been determined that they also easily recognize feelings, such as anger, which is the opposite of happiness, and sadness, after happiness. There is a foresight about children’s happiness that children are not happy enough in formal learning environments and they are happy in free settings. Therefore, it is known that some families prioritize their children’s happiness to school success, and they are in tendency to choose a school accordingly. Thus, it must be known what makes children happy (Başaran and Öğretir-Özçelik 2020). According to McCabe, Bray, Kehle, Theodore and Gelbar (2011), positive psychology exercises applied on students by teachers at schools make them happy. These exercises bring students in life satisfaction and encourage them to be happy.

Cho, Shin, Choi, and Choi, (2009) have found that the increased academic information intensity and extra academic activities with the rise of class level do not make the children happy. Besides, the effect of stress experienced within the family on the child's happiness cannot be explained to the fullest extent (McAuley and Layte, 2012). Furthermore, it is thought that cognitive results of happiness will not include certainty (Schnall, Jaswal, and Rowe, 2008). However, there are results showing that nature can make children happy (Barrera-Hernández, Sotelo-Castillo, Echeverría-Castro, and Tapia-Fonllem, 2020). In fact, giving makes children happy (Aknin, Hamlin and Dunn, 2012). It is meaningful that there is a negative relationship between household individuals with children and happiness (Glenn and McLanahan, 1982; Kohler, Behrman and Skytthe, 2005; Margolis and Myrskylä, 2011; White, Booth and Edwards, 1986). In addition, this relationship is said to vary in different cultures (Vanassche, Swicegood and Matthijs, 2013). Although not being accepted always as true, if we consider what the relevant research on adult's pinpoints respecting their laughing 15 times a day compared to children's laughing 300 times a day, children's happiness turns out to be a phenomenon that is worth researching.

Purpose of the Study

This study aims to investigate the reasons for happiness or unhappiness of primary school children. In this sense, it concentrates upon causes making primary school children happy and unhappy especially in school settings. Answers to the following research questions are sought in this regard:

- (1) What are the reasons making primary school children happy or unhappy according to teachers?
- (2) What are the reasons making primary school children happy or unhappy according to the students of those teachers?
- (3) What are the reasons making primary school children happy or unhappy according to prospective teachers (PT)?
- (4) What are the reasons making primary school children happy or unhappy according to the students of PT?

Method

Research design

The study was designed eclectically with a qualitative method based on observations and interviews and with two study groups that are expected to support each other in terms of validity evidence. As the main purpose was to investigate the reasons for happiness of primary school children, it emerged as a more convenient way, in terms of collecting validity evidence, to make the observations and interviews with the real class teachers and with the PT because their teachers are one of their reasons for happiness. Thus, in the research process, it was assured that not only the teachers but also the PT, as people from outside, observed and interviewed the students. With the selection of dual and purposeful sampling, the data of especially the second group and the data of the first group were tested whether they justify each other, and if the data of both study groups are consistent with each other.

Participants

The research consists of two study groups. The first study group involves in-service teachers observing and interviewing their students and the second group consists of pre-



service PT observing and interviewing other's students. In both study groups, the sampling process started with a teacher or prospective teacher, and the data collecting groups took their final shapes when they were joined together through the snowball method. After that, two student groups were formed based on the voluntary participation of children being the students of the teachers and PT. Table 1 shows the demographic data of both study groups.

Table 1. Participants

Study group 1	Study group 2
Characteristics of the teachers (9 teachers)	Characteristics of the teachers (6 PT)
In the first study, the observation and interview forms were applied by nine teachers working in Tokat, Nevşehir and Istanbul. The school of the teachers working in Tokat has multi-grade classes and the teacher worked with two children. The other teachers teach in self-contained classes. The two teachers working in Istanbul observed four children, the six teachers working in Nevşehir observed eleven children. Six of the teachers work in villages, one of them in the county, and two of them in the city center. Six of the teachers are class teachers, the others are English, Turkish and Social Studies teachers.	In the second study, the observation and interview forms were applied by six PT studying in the fourth grade at Nevşehir Hacı Bektaş Veli University, Faculty of Education, Department of elementary education. The PT were informed about the research during their internship, and they were asked whether they would participate in the study voluntarily or not. The voluntary PT were trained to apply observation and interview forms. Four of the PT carrying out observations and interviews are female, two of them are male.
Characteristics of the children (17 children)	Characteristics of the children (11 children)
Eleven of the observed and interviewed children are male, six of them are female. Two of the children are first grade students, ten of them are second grade students, three of them are third grade students and two of them are fourth grade students. The youngest child is six years old; the oldest child is ten years old. The total number of the observed and interviewed children is 17. Twelve of the children study at village schools, one of them studies at a county school and four of them study at schools in the city center.	Seven of the children are male, four of them are female. Two of the children are first grade students, four of them are third grade students and five of them are fourth grade students. The youngest child is seven years old whereas the oldest one is ten years old. The total number of the observed and interviewed students is eleven.

Data Collection

In order to better interpret how to investigate the reasons for happiness or unhappiness of children, pilot schemes were tried on 40 children primarily by the third researcher along with their colleagues working at the same school. The opinion was that enriched data could be collected by observing and interviewing children with the help of these pilot schemes. The researchers, with the support of the research methodology resources, prepared a participant observation form together and put the last touches on the observation form by developing a post-pilot scheme form. The application form was completed by providing validity evidence from two pedagogy experts before its application. The same process was repeated for the interview forms.

Data Application

In average within 10 days, the teachers firstly observed the children in in-class and non-class settings, then, they performed interviews with the observed children for at least 10 minutes. Within that period, they filled in the current mood of the children they regarded as happy or unhappy according to the instruction stated in the observation form. They asked four questions, being pre-prepared for the interviews with the children determined as happy or unhappy, to the observed children. The duration of teachers observing the children was in average ten days, and the average interview time was 15 minutes. The PT made observations for a month and interviews lasting 15 minutes in average at their internship schools they visited once a week (six hours).

Data Analysis

With the data obtained from observation and interview forms, themes and codes related to happiness or unhappiness of children were formed, and an attempt was made to conceptualize the data by content analysis. After the content analysis, the special quotations emphasizing conceptual structures, if available, were put in quotes in the discovery procedure.

Ethical Principles

This research was conducted in line with the ethical principles of the American Psychological Association [APA] and the Committee on Publication Ethics (COPE). Children's names used in the research are pseudonyms.

Results

The results of the study were analyzed separately for study 1 and study 2 and are shown in Table 2. Subsequently, details related to the tables are included.

Table 2. Table of children happiness

Children Happiness	
Study 1	
Teacher	<p>A. Motivators: Winning and being successful, getting attention, spending time with friends, doing an activity they like, eating things what they like, studying, doing a task given by the teacher, learning something new, receiving or giving them things, what they want.</p> <p>B. Doing something in common and sharing: Fun and social activities, spending time with friends, spending time with family, participating in in-class activities, sharing secrets, participating in lessons.</p> <p>C. Acting independently: Writing and reading stories, being alone.</p>
Prospective Teacher	<p>A. Motivators: Winning and being successful, getting attention, being liked and approved by the teacher, getting presents, eating things what they like, studying, being rewarded by their teachers, pink objects, learning new things, seeing the person what they most like.</p> <p>B. Doing something in common and sharing: Playing games and doing social activities, spending time with friends, spending time with families, in-school, and class activities, being helpful and sharing.</p> <p>C. Acting independently: Studying Maths, having their own room, reading stories.</p>
Children Unhappiness	
Study 1	Study 2

Teacher	<p>A. Things that decrease motivation: Fear of being unsuccessful and losing, experiencing lack of care, being given a nickname what things' they desire not happening, being forced to do things they don't want, getting negative reactions from the teacher, not being able to do something they desire.</p> <p>B. Themselves or something/someone they possess being damaged/hurt: Their family's or someone they love being hurt, an object they like being damaged, their friends' being unsuccessful or hurt, their being injured, getting harmed by animals.</p> <p>C. Having problems with people from immediate surroundings: Having problems with their friends, having problems with their teacher, having problems with their families.</p> <p>D. Losing something: Failing in rivalry, fear of losing their mother and being left alone.</p> <p>E. Not acting honestly.</p> <p>F. Separation: Being separated from their teacher, being separated from their school, their family not accompanying.</p> <p>G. Negative physical conditions: Hard tables and desks at school, noise in the classroom.</p> <p>H. Being excluded.</p> <p>I. Loneliness.</p>	Prospective Teacher	<p>A. Things that decrease motivation: Experiencing the emotion of failure, having problems with their friends, having problems with their teachers, being excluded, experiencing injustice and discrimination, experiencing lack of care, things' what they don't want to be done, someone's being angry.</p> <p>B. Themselves or something/someone they possess being damaged: Something they own being stolen or damaged, their teacher's getting sad, their friends' getting ill, someone from their family's being damaged.</p> <p>C. Separation: Becoming distanced from their friends and families, being alone at home, their teacher's not being in the classroom, schools' being closed.</p> <p>D. Negative physical conditions: Schools' being dirty, noise in the school environment.</p> <p>E. Ordinairiness.</p> <p>F. Misconduct.</p>
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The Reasons for Children's Happiness and Unhappiness According to the Observations and Interviews by Teachers in Study 1

Happiness.

When the observations and interviews of the teachers are investigated, happiness of children can be explained with various variables. These are motivators, doing something in common, sharing and acting independently.

Motivators: Motivators making children happy are as follow winning and being successful, getting attention, spending time with friends, doing an activity what they like, eating things what they like, studying, doing a task given by the teacher, learning something new, getting candy at school and receiving or being given things what they want. Winning and being successful: The children (G: Girls/ B(Boys) G2; B3; B9; B10; B1; B12; G15; B16 and B6 described some thoughts related to being happy. The statements of B1 and G2 are remarkable. For example, B1 relates happiness to winning by stating opinions like, [*'I don't like giving up bad job'. 'Playing chess is very enjoyable. I always beat Büşra'. 'If I realize that I'm weak, I'll be very unhappy'. 'Playing well at school matches makes me very happy'. 'Being successful in the class makes me very happy'.*] K2 seems to have put being compared to the center of her life with statements like, [*'I like being the winner in games". "I want to be successful in lessons and study at tertiary level". "I can finish books immediately in reading lessons". "My reading skill has improved much". "When I outstrip E... in reading, he calls his mother and tells her wrong things and complains about me. His mother disregards me but I am more successful than him. Eren should get it, now'.*] In both descriptions, it can be thought that children being happy and attribute it to their egos. Getting attention: The children G5; G7; B8; B9; G15; B16; B3; B14 and G4 become happy when they get attention. With their statements, G4 [*'I become happy when my friends approve me'.*], and B16, [*'I become very happy when my teacher loves me and gives a reward'.*] actually again condition happiness.

Spending time with friends: B3; G4; B8; B10; B12; B13 and G15 stated that they were happy to spend time with friends. Doing an activity, they like: B7; B8; B9; B11 and B17 are happy to do an activity what they like. With their statements, G4, [*Likes watercolor work*.] and G3, [*Prefers visual activities to written activities*.] emphasize which type of activities children enjoy. It is remarkable that all of the children, who are glad to do an activity what they like, are male. Eating things, they like: The children B6 and B8 told that they were happy to eat things what they like. Again, those who are happy to eat things they like are male children. Studying: B10, B17 and B12 said that they were happy to study. In his statement B12 [*Lessons and writing makes happy*.] specifies the type of lesson activity that makes him happy. It is seen that children who are happy to study are male children.

Doing a task given by the teacher: B13 and B12 stated that they were happy to do a task given by the teacher. B12 used the following expression: [*I become happy when my teacher draws a star in my notebook*.] Those who are glad to do a task given by the teacher are also male children. Learning something new: B10 becomes happy after learning something new. Receiving or being given things they want: G4 is happy to get a candy at school. B13 stated that he was happy to receive things he wants. From the results related to motivators, apparently male children are more dominant than female children.

Doing something in common and sharing: Doing something in common and sharing is another case making children happy. These are subjects like fun and social activities, spending time with friends, spending time with families, participating in in-class activities, sharing secrets, participating in lessons. Fun and social activities (For example, going for a picnic, watching movies, taking a trip and alike): The children G7; B8; B9; B11; B12; B14; B6; G2; B3 and B10 become happy by fun and social activities. From the statement of E8, [*I become happy by watching movies. However, If I continuously do the things making me happy, I'll get bored*.], it can be said that for this child it is not possible to be happy all the time and happiness should not be used up.

Spending time with friends: B3; G4; B6; B12 and B14 are happy to spend time with their friends. Spending time with family: B1; G2 and B10 stated that they were happy to spend time with their families. With the expressions of B1 [*Talking with my father is nice. He tells me his memories and we talk about my infancy*.], [*I love traveling with my father very much*.] and K2 [*Reading books to my parents and helping them with the housework makes me very happy*.], the children stated that they enjoyed spending time with their parents. Participating in in-class activities: The children B8; B13 and B17 said that they were happy to do in-class activities. Sharing secrets: B9 is happy to share secrets with someone. Participating in lessons: B3 is happy to participate in lessons. Among the codes under the theme of doing something in common and sharing, there is no result indicating that female children are happy in "classroom activities, class participation and secret sharing".

Acting independently: The feeling of acting independently is another reason making children happy. These can be arrayed as being glad to read stories and to be alone. Writing and reading stories: The children B6 and G7 expressed that they are happy to read stories and write. Being alone: G7 is glad to be alone. According to the obtained results, being alone is not a cause of happiness for male children.

Unhappiness.

When the observations and interviews of the teachers are observed, it is obvious that the reasons for children's unhappiness can be expressed with different variables. These are



things that decrease motivation, getting hurt or something/someone they possess being damaged, having problems with people from immediate surroundings, losing something, not acting honestly, separation, negative physical conditions, being excluded and loneliness.

Things that decrease motivation: Things that decrease motivation causing children unhappiness are reasons like fear of being unsuccessful and losing, experiencing lack of care, being given a nickname, things they desire not happening, being forced to do things they do not want, getting negative reactions from the teacher, not being able to do something they desire. Fear of being unsuccessful and losing: The children G2; G7; B10; B16; B1; B3 and B6 stated that fear of being unsuccessful and losing makes them unhappy. The statements of G2, [*When I outstrip E. at reading, he calls his mother and tells her wrong things about me.*], [*I'm more successful than ...*] and [*I get very angry when I don't understand the content of lessons.*] are remarkable. Lack of care: B1; G4; B14 and B16 expressed that they would get unhappy if others did not care about them. With his statement [*My family doesn't celebrate my birthday. Don't they like me?*], B16 expressed that not being remembered on his birthday made him unhappy. Being given a nickname: B9; B11 and B13 stated that being given a nickname makes them unhappy. The statement of B11 is remarkable. He shared, [*I become unhappy when children and my brother give me a nickname.*]

Things they desire not happening: G7; B8 and are unhappy B12 when things they desire do not happen. B12 stated, [*I become unhappy when I don't receive a thing I want.*]

Being forced to do things they do not want: G7 and B17 become unhappy when they are forced to do things they do not want. Getting negative reactions from the teacher: The children G15 and B16 become unhappy when they get negative reactions from the teacher. Not being able to do something they desire: B12 expressed that not being able to do something he desires makes him unhappy. From the obtained results, it can be understood that female children do not become unhappy when given a nickname. What is more, seemingly they do not confront such a situation and not being able to do something they desire is not a cause of unhappiness for them?

Getting hurt or something's/someone' in their environment being damaged/hurt: The causes of children's getting hurt or something/someone they possess being damaged are their family's or someone they love being hurt, an object they like being damaged, their friends' being unsuccessful or damaged, their being injured, getting harmed by animals. Their family or someone they love being damaged: G2; G4; B13; B16; E9 and G15 stated that they become unhappy when their family or someone they love gets hurt. The statements of G4, G2 and G15 are remarkable. For example, they emphasized the value of their family and people they love in statements like, [*I become unhappy when the dog which I love dies.*], [*I will get very unhappy when something happens to my mother.*], [*I become unhappy when my teacher gets ill.*]

An object they like being damaged: B11; B12, G2 and G5 said that they would get unhappy when an object they like gets damaged. G5 said, [*I become unhappy when they take something from me and give it back ripped up.*], B11, [*I become unhappy when children from the upper class make my ball blow up.*] and B11, [*I become unhappy when the tire of my bicycle bursts.*] From the statements of the children, it can be understood that they embrace objects they love, and it would be a cause of unhappiness if they got damaged. Their friends' being unsuccessful or hurt: The children B8; B10 and G15 stated that they become unhappy when their friends are unsuccessful or get hurt. Their being injured: G2 told that she

becomes unhappy when her body is injured. Getting harmed by animals: G2 told that she would become unhappy if she got harmed by animals. From the results, it can be understood that their being harmed by an animal or something else is a cause of unhappiness for female children. Having problems with people from immediate surroundings: Reasons for unhappiness based on having problems with people from immediate surroundings are having problems with their friends, getting negative reactions from their teacher, having problems with their family.

Having problems with their friends: The children G4; B6; B10; B11; B13; G15; G5; B9; G7 and B12 said that they become unhappy when they have problems with their friends. Having problems with their teacher: G15 and B16 become unhappy when they have problems with their teacher. Having problems with their teacher: B1; B3 and B6 are unhappy when they have problems with their families. Related to this topic, B1 said, [*I'll get angry if my friends trifle with things I tell them about my family and if they do not pay attention to things I say*']. That all the children having problems with their families are male children, is a remarkable result. Losing something: Failing in rivalry and fear of losing their mother and being left alone can be explained as the reasons for children's becoming unhappy due to losing something. Failing in rivalry: The children E1; K4 and K5 told that they become unhappy when they fail in rivalry. Accordingly, the comments of observers G1 and G3 are remarkable. G1 said, [*Got into an internal competition, cannot stand failure*']. and G3 said, [*Actually, she didn't get a star as she couldn't do her homework*'].]

Fear of losing their mother and being left alone: G2 and B16 stated that losing their mother and being left alone would make them unhappy. B16 said, [*I become very unhappy and scared when my parents argue. If my father kills my mother, I'll be motherless*']. It can be understood from the results that the case of losing something for some children is failing in a competitive situation; for others it is the fear of being left alone due to the loss of their mother and such situations are evaluated as reasons of unhappiness by children.

Not acting honestly: The reasons of unhappiness related to not acting honestly are cases of cheating and wrongdoing in games. The children B1; B8; B11 and B13 told that they become unhappy upon witnessing cheating or wrongdoing in games. Separation: The reasons for unhappiness related to separation are enlisted as: being separated from their teacher, being separated from their school and their family's not accompanying them.

Being separated from their teacher: The child B3 said that he becomes unhappy when he is separated from his teacher. Being separated from their school: G2 becomes unhappy when she is separated from her school. G2 said, [*I'll become very unhappy if our school gets closed*']. Their family's not accompanying them: B1; B10 and G2 are unhappy when their family is not accompanying them. From the results, it can be understood that being separated from their school is a bigger cause of unhappiness for female children.

Negative physical conditions: The reasons of unhappiness related to negative physical conditions are uncomfortable tables and desks at school and noise in the classroom. Uncomfortable tables and desks at school: B17 said that uncomfortable tables and desks at school makes him unhappy. B17 expressed this situation clearly by saying, [*I don't like the hard tables and desks at school*']. Noise in the classroom: B12 becomes unhappy when there is noise in the classroom and said, [*I become unhappy when there is noise in the classroom*']. The results showed that negative physical conditions of the classroom can be the reason for unhappiness for male children.

Being excluded: The reason for children's unhappiness related to being excluded is not being able to play games with their friends. B17 and G5 stated that they become unhappy when they are not able to play games with their friends. G5 said, [*'I become unhappy when Z... says that we should get crossed with I... because I feel sorry for İlayda'.*] G13 also said, [*'I observed that she'll become unhappy if she can't find anything to do when she is alone'.*]. Loneliness: Loneliness is amongst the reasons for unhappiness for children. The child B14 said, [*'I become unhappy when I'm alone'.*]

The Reasons for Children's Happiness and Unhappiness According to the Observations and Interviews by PT in Study 2

Happiness.

The observations and interviews of the PT underpin that the happiness of children can be explained with various variables. These are motivators, doing something in common and sharing and acting independently.

Motivators: Motivators making children happy are winning and being successful, getting attention, being liked, and approved by the teacher, getting presents, eating things they like, studying, being rewarded by their teachers, pink objects, learning new things and seeing the person they most like. Winning and being successful: B2; B3; G4; B5; G6; B8; B9 and B7 said that the feeling of winning and being successful would make them happy. B9 stated, [*'I become happy when I answer all test questions correctly'.*] G1 said, [*'Success in the lessons is very important for students. Usually, there is a grouping between boys and girls in the class. Generally, the teacher does the activities in this way'.*]. Getting attention: E5; K6; E7; E9; E3; K10; E8 and E7 are happy when they get attention. G5 stated, [*'They become happy from simple expressions coming from outside like "your hair looks beautiful", "your picture is beautiful, what does it tell?" and "the colors are beautiful".'*]

Being liked and approved by the teacher: The children G1; B2; B3; G6; B7 and B8 are glad to be liked and approved by the teacher. Getting presents: G1; G6; B8 and G10 stated that they become happy when they get presents. Eating things, they like: G6 and B8 become happy when they eat things they like. Studying: B9 and B11 told that studying makes them happy. It is a noteworthy result that those children who become happy when they study, are male ones. Being rewarded by their teachers: G4 becomes happy when she is rewarded by her teacher. Pink objects: pink objects make G6 happy. Learning new things: Learning new things makes G1 happy. Seeing the person, they are most like: Seeing the person he most likes makes B9 happy. Doing something in common and sharing: The reasons for children's happiness related to doing something in common and sharing are playing games and doing social activities, spending time with friends, spending time with family, in-school, and class activities, being helpful and sharing. Playing games and doing social activities: The children G1; B3; G4; B7; G8; B11; B2 and B5 are glad to be taking part in games and to do social activities.

Spending time with friends: G1; B5; B7; B8; B9; G10; B2; G4 and G6 are happy when they spend time with friends. Spending time with their family: Spending time with their family is a cause of happiness for G1; B2; B5; B7 and G10. In-school and class activities: B3; G4; B5 and G10 are glad to participate in school and class activities.

Being helpful and sharing: The children B2; B3; B9; B7 and B8 are happy when they are helpful and share. Those who think that being helpful and sharing is a reason for happiness,

are male children. Acting independently: The reasons for children's happiness related to acting independently are studying, studying maths, having their own room, and reading stories. Studying Math's: G6 and B11 are happy to study math's. Having their own room: G6 is glad to have her own room. Reading stories: B5 is happy to read stories.

Unhappiness.

When the observations and interviews of the PT are observed, it can be seen that the reasons of children unhappiness can be expressed with different variables. These are things that decrease motivation, separation, losing something, being hurt or something's/someone's in their environment being hurt/damaged, negative physical conditions, ordinariness, and misconduct.

Things that decrease motivation: Things that decrease motivation for children are experiencing the emotion of failure, having problems with their friends, having problems with their teachers, being excluded, experiencing injustice and discrimination, experiencing lack of care, negative reaction given by the teacher, things they do not want to be done and someone's being angry. Experiencing the emotion of failure: The children G1; B2; B3; G4; B5; B7; B8; B9; G10 and B9 said that they become unhappy when they experience the emotion of failure. The expression of B5 is a significant one in that manner. B5 said, [*It makes me unhappy when my opponents are strong during a game*']. Having problems with their friends: G1; B3; G4; G6; B7; B8 and G10 are unhappy when they have problems with their friends. Having problems with their teachers: G1; G4; B5; G6; B2; B7 and B3 are unhappy when they have problems with their teachers.

Being excluded, experiencing injustice and discrimination: G1; B3; G4; G6; B7; B8; B9 are unhappy when they are excluded from any setting and when they experience injustice and discrimination. Experiencing lack of care: The children B8; B9; G10 and G6 feel unhappy when there is lack of care. G10 said, [*I'm unhappy when my family doesn't help me*']. Things they don't want to be done: B8 is unhappy when things he doesn't want are done. Someone's being angry: B10 is unhappy when someone is angry with him. According to the results, doing things they do not want and someone's being angry are causes of unhappiness for male children. Being hurt or something's/someone's in their environment being damaged/hurt: The reasons making children unhappy are something they own being stolen or damaged, their teacher's getting sad, their friends' getting ill and someone from their family's being hurt.

Something they own being stolen or damaged: The children B3 and G4 expressed that they would be unhappy if something they own is stolen or damaged. Their teacher getting sad: B2 is sad when his teacher gets sad. Their friends getting ill: B3 is unhappy when his friends get ill. Someone's from their family being hurt: B9 is unhappy when someone from his family is hurt. It can be understood from the results that male children are unhappier in case of someone's being hurt. Separation: Separation, which is a reason for children's unhappiness, can be explained as becoming distanced from their friends and family, being alone at home, their teacher's not being in the classroom and schools' being closed.

Becoming distanced from their friends and family: The children B2; B3; G9 and G10 are unhappy when they become distanced from their friends and family. G9 and B3 said: [*My father smokes. I'm afraid that he'll die one day. I get sad and cry*']. and [*I am unhappy when I'm not able to join my friends while they are playing outside*].



Being alone at home: B7 is unhappy when he is alone at home. Their teacher's not being in the classroom: G10 said that she is unhappy when her teacher is not in the classroom. Schools' being closed: G4 is unhappy when schools are closed. Negative physical conditions: Negative physical conditions, which are reasons for children's unhappiness, can be explained as schools' being dirty and noise in the school environment. Schools' being dirty: The children B7 and B8 are unhappy when the school is dirty. Noise in the school environment: B2 is unhappy when there is noise in the school environment. According to the results, negative physical conditions disturb male children and cause unhappiness.

Ordinariness: Ordinariness, which is a reason for children unhappiness, can be explained as repeating the same things in the lesson. G1 is unhappy when the same things are repeated in the lesson. Misconduct: B9 expressed his opinion about misconduct, which is one of the reasons for children's unhappiness. He emphasized that being late is not a desired situation and a misconduct by saying that [*I become unhappy when I'm late for school*].

Discussion and Conclusion

When the results of the research are investigated, the most stunning result is that "*children tried to describe their happiness with antonymous concepts facing unhappiness.*" From the pilot schemes to the real application, most of the children explained the reasons related to happiness nearly with justifications related to not being happy. The main reason why children can become happy is connected to, almost in a crystal-clear fashion, that not being unhappy or not being made unhappy. It is thought that this situation can be explained by the fact that primary school children are in a more ego-centered and autonomous developmental period, or it can be assumed that today the stimulants around children are more abundant, richer and more technological compared to the previous age. Besides, the fact that children are fed from consumption-oriented behaviour models of the age may lead to this situation. However, the frightening thing is that, seemingly, it will not be easy to make the society happy that new generation children are going to design in the future. According to Ferssizidis, Kashdan, Marquart and Steger, (2013) 'the happiness of people becomes meaningful with positive psychology practices. Within the processes of resorting to the approaches of cognitive psychology, positive psychology data strive especially for the happiness of humanity. In other words, happiness is tried to be explained with mental health. In this case unhappy children in the future will also be the adult versions of mentally ill children. According to Aktın (2018), "it should not be forgotten that today's happy children are the hope of a peaceful world for tomorrow".

Children's happiness depends on a condition; the condition that there are no negative things that would make them unhappy or that these things are removed. To be happy in the eyes of children, it is necessary not to fail, to be alone or to compete and it is essential for children to be motivated. Considering that the measurement practicum of the Turkish education system, like many other education systems in the world, is focused on success and ranking, it is possible to see this situation as normal. According to Talebzadeh and Samkan (2011), 'If a solution to the unhappiness of children who spend most of their time at school is to be found with a conceptual modeling, this can only be possible with school happiness'. In this case, feeding education in schools with pedagogical values should be seen as a condition of bringing children to happiness.

When the reasons for children's happiness are investigated, it can be seen that things they love make them happy and this situation is also a part of being motivated. It is seen that male

children need more motivation to be happy. This case can be explained by culture codes. It can be thought that in Turkish society, seeing male children as head of the family in the future and trying to instill them responsibilities to protect females at school and in family education processes may cause this situation. Sharing or independently struggling with a problem by oneself and winning this struggle are among the reasons for children's happiness. Recalling children experiencing the middle childhood period formed the study group, it will be comprehended that this is actually linked to the nature of games played.

Although rarely, it has been observed that being alone makes children happy, as well. However, according to the research results, being alone is not a cause of happiness for male children. While colored objects are the favorites of female children, they are not in the field of interest of male children. Children like being given presents or being rewarded by the teacher. When children's happiness is evaluated with its real or metaphorical meaning, it is seen that the research results are similar to the research results of Aydın, Kara and Günbey, (2019), Yam (2019, 2020) and Şahin (2021). It is thought-provoking that the happiness of children is conditioned to their ability to love.

The main reason making children unhappy is lowering their motivation. In situations such as the fear of being unsuccessful and losing, experiencing the lack of care, being given a name and nickname, things they desire not happening, being forced to do things they do not want, getting negative reactions from the teacher, not being able to do something they desire, children become unhappy. Children experience unhappiness when they suffer a material or moral loss, when they are separated from their loved ones, when they have problems in their relationships, when they are excluded, when they are left alone, when they are injured and when they face dishonest behavior. Failure after competition is also not something children like. It is understood that the hard and uncomfortable desks in the classroom physically make children unhappy. Children do not like ordinariness or noise in the classroom. The influence of the adult authority figure is great in making children are happy or unhappy, and children are inclined to altering their behaviours and attitudes in relation to what the adults in their environment do, and the opposite can be a cause of unhappiness.

Especially male children do not like it when someone is angry with them or when they do something they do not want. Being separated from family and school is a bigger cause of unhappiness for female children. Thereupon, female children need more protection than male children. It is mostly male children who see helping and sharing as a reason for happiness. The research results of Badri, Al Nuaimi, Guang, Al Sheryani and Al Rashedi (2018) support that child happiness varies according to gender. Moreover, according to Van Hal, Bruggeman, Aertsen, Gabriëls, Marechal, Mortelmans, Rotsaert and Van Dongen, (2014), issues such as gender, parents' not living together, receiving pocket money, having a mobile phone are not related to children's happiness. Children are happy when they have many friends. Not being bullied, loving the teacher and school, not being bored, sitting at the computer for less than three hours a day and doing various activities are among the reasons making children happy.

Happiness of children can also be described with their unhappiness. From this respect, there arises a strong causal relationship between child happiness and unhappiness. However, conditioning happiness, success being the main cause of happiness is the biggest obstacle for children to be fully happy/to sustain their happiness. Considering that real happiness comes from the internalization of tolerance, it can be argued that today's negative media culture poisoning children is the biggest obstacle to children's happiness. In that case, it can be easily said that an enormous role falls upon policy makers in implementing positive psychology data

and modern cognitive pedagogical approaches in schools. Remembering what Jean-Jacques Rousseau accentuated years ago, we have to wake up again with the fact children learn by taking someone as an example and they need good examples, as this is a fact that has remained valid for nearly three hundred years. Furthermore, we, as adults; educators, parents and researchers have to make children's happiness our endeavour.

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