HEART TO HEART HAPPINESS CLASS PROJECT

HAPPINESS WITHIN THE SCOPE OF POSITIVE PSYCHOLOGY PRACTICES IN EDUCATION TRAINING PROGRAM MONITORING AND EVALUATION REPORT

MARCH 2022

TEACHERS ACADEMY FOUNDATION

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EXECUTIVE SUMMARY

As part of the Heart-to-Heart Happiness Class Project: Happiness within the Scope of Positive Psychology Practices in Education Training Program aims to help teachers and students get to know the "happiness" concept and its components scientifically within the scope of positive psychology approach while at the same time adding to their state of well-being through training and other activities and improving their realistic and optimistic thinking habits which they can use for a lifetime. Interactions and studies that individuals whose attitudes toward individual happiness proved to be at a high level by the end of the educational program will experience during the program will hopefully help increase social interaction and the state of well-being in this regard. Therefore, the goal of the Heart-to-Heart Happiness Class Project is to go beyond existing awareness levels and change behaviors and attitudes. To this end, it was designed to include long-term and different studies. At the same time, the participating teachers had the chance to learn from their experiences with many tools, activities, and methods which they can also use in their professional life, be it for face-to-face education or distant education. Topics addressed under the educational program:

- Happiness and PERMA Model Conceptual Information
- Positive Emotions and Social-Emotional Learning Check List
- PERMA Model Components within the scope of Positive Psychology
- 6 - Core Virtuous Values 24 Characteristics within the scope Positive Psychology Practices in Education
- Relation between Social and Emotional Learning and Strength of Characters in Education and Classroom Practice Examples
- Personal Goal Plan

The program goals, results and outputs will be addressed in detail in the Change Theory Design and Method section.

Teachers who applied to Heart-to-Heart Happiness Class Project in the 2020-2021 spring term completed studies including webinars, 30 Goals and Happiness Diary together with students and parents. Teachers in this group first completed the educational program in the 2021-2022 academic year and following the training, received mentoring from the Teachers Academy Foundation (ÖRAV) trainers for two months. As part of the program, 1486 teachers working in different cities in Turkey completed the training.

Approximately 34178 students were reached by the participating teachers under the training program[1]. Concluded under the monitoring and impact evaluation investigations were the webinar evaluation survey attended by 1216 people, educational evaluation survey attended by 816 people, teacher pre-test attended by 695 people, teacher post-test practice attended by 188 people, student pre-test attended by 4,146 people, student post-test practice attended by 708 people, mentoring evaluation survey attended by 134 people and, finally, training of trainer evaluation survey attended by 16 people. Spreadsheet programs such as SPSS and Excel were used to analyze the quantitative data obtained. On the other hand, the computer-supported qualitative software program - MAXQDA was used for the qualitative data analysis.

Considering the population of teachers who completed the training and the number of people who participated in the evaluation survey, and taking into account the total population and the number of people who participated in the research, it was seen that the representation accounted for 90% confidence interval with a margin of error at ±2% Teachers who attended the training evaluation survey stated that the program positively affected their professional and personal development processes and that, thanks to the program they learned that happiness was untaught, yet a learnable concept. They emphasized that the training and the classroom practices carried out during the training contributed significantly to increasing the well-being of students in terms of behaviors and attitudes.

The first part of the monitoring and evaluation reports concluded under the Heart-to-Heart Happiness Class Project Training Program consists of the change theory design. This part addressed program goals, results, and outputs in detail. The next part, on the other hand, addresses the program's conceptual framework and its method. Section 4 addresses descriptive statistics as per the monitoring and evaluation results. Later on, the project's impact on teachers and students was analyzed in detail.

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[1] According to OECD data, state schools in Turkey have 23 students at elementary level. For detailed information, please see: TEDMEM (2021). Bir bakışta eğitim 2021: Türkiye üzerine değerlendirme ve öneriler. Türk Eğitim Derneği Yayınları. https://tedmem.org/download/bir-bakista-egitim-2021?wpdmdl=3866&refresh=621fd51f053301646253343 Accessed on: 28.02.2022.

1. THE THEORY OF CHANGE DESIGN

The theory of change is a theoretical model that helps articulate the goals of a program or project. Basically, it is a roadmap that helps organizations understand whether they have selected the right activities to achieve the set goals and what tools they can use to measure the impact of the program (Cronin and Dearing, 2017). The following are the elements comprising the theory of change of the Heart-to-Heart Happiness Class Project:

- Social impact goals
- Outcomes
- Project outputs
- Activities
- Resources

Figure 1 below shows the details about the change theory design regarding the Heart-to-Heart Happiness Class Project. Each component of the theory of change is discussed in detail.

Figure 1: Heart-to-Heart Happiness Class Project Theory of Change Design

1.1. Social Impact Goals

The Heart-to-Heart Happiness Class Project aims to establish a social impact that expands from educational environments to local with a focus on teachers to provide insights on students and parents. Within the scope of positive psychology approach to teachers and students, this program aims to help teachers and students get to know the "happiness" concept to empower their well-being. The program essentially tries to achieve the following social impact goals:

- Empowering the well-being of individuals and gaining them realistic and optimistic thinking habits which they can use for a lifetime.
- Helping individuals notice that they have goals consistent with their self and contributing to their self-development in line with goals and using their skills and talents.
- Helping increase social interaction and the state of well-being through interactions and studies that individuals, whose attitudes for individual happiness proved to be at a high level, will experience during the program.

1.2. Outcomes

The theory of change design regarding the Heart-to-Heart Happiness Class Project employed the "five stages of change" concept in determining the results expected to be observed in individual beneficiaries. Accordingly, the first stage of change is precontemplation. In this stage, an individual change has yet to show itself. The second stage of change is called contemplation. In this stage, the participant takes into account the training they have completed and reviews their thoughts about the potential necessity for changing their daily life practices concerning the state of well-being and happiness. In the third stage of change, preparation, the participant has decided on the changes aimed at empowering their well-being and made a step forward. The fourth stage, namely action, is shaped around several behavioral changes. In this project, this stage refers to the process where beneficiaries discover that happiness is a learnable concept and start implementing their achievements on happiness in their daily life practices. In this context, this is the stage most related to change and where change is most visible.

Finally comes the maintenance stage, where the project beneficiaries use their theoretical baggage about happiness to adopt an approach they can use for life. Program results in light of the five stages of change are as follows:

- Through teachers, students and parents got to know the happiness concept and its elements.
- They became aware of the fact that happiness is a learnable concept.
- They determined what activities could help them increase their individual well-being.
- They engaged in activities that will increase their individual well-being.

1.3. Project Outcomes

The following are the program outcomes mostly corresponding to physical and concrete values under the Heart-to-Heart Happiness Class Project:

- 486 teachers completed the training.
- 34178 students were reached.
- The training of trainer for Part-Time Trainers and Mentors completed.
- Through the mentoring program, a contribution was made to the professional and personal development of the participating teachers.

1.4. Activities

The project includes five activities: Webinars, 30 Goals Project, Happiness Workshop, Summer Holiday Happiness Journal and Activity Book and Online Training Program on the State of Well-Being and Psychological Resilience. The webinars, the first of this series of activities, were held online from May 25 - June 8. The webinar series opened with a session titled "What is Happiness?" "How Can We Be Happy?" which was moderated by Prof. Bengi Semerci on May 25, 2021 followed by a second webinar moderated by Clinical Psychologist İnanç Sümbüloğlu under the title "Relation between Games and Happiness".

The first activity under the Heart-to-Heart Happiness Class Project was concluded with a webinar called "The State of Well-Being and Psychological Resilience in Teachers" which was moderated by Psychological Counselor Kubilay Özaydın. Chronologically, this webinar was followed by 30 Goals, Happiness Workshop, Happiness Journal and Activity Book and Online Training Program on the State of Well-Being and Psychological Resilience. Through these activities, it is aimed to deal with happiness is a learnable concept in a scientific framework.

1.5. Resources

Resources employed during the program can be divided into two groups: human and technical resources. Expert trainers, part-time trainers, and professionals from the central team of the Teachers Academy Foundation, as well as organizations such as the Ministry of National Education constitute the human resources. The technical resources, on the other hand, are the Teachers Academy Foundation's eKampüs Distance Education Platform which enabled synchronous and asynchronous training courses and the webinar series, MEBBİS (Information Systems of the Ministry of National Education) and various Web 2.0 tools used during the program.

2. CONCEPTUAL FRAMEWORK

Happiness and subjective state of well-being are two concepts through which many different disciplines, from philosophy to psychology, have been addressed with varying perspectives from past to present. In this context, theoretical origins of the happiness and subjective well-being concepts addressed especially within the scope of positive psychological approach in today's world, are based on the Buddhist traditions and date back to intellectual corpora established by classical era philosophers including Aristotle, Seneca, and Epicurus (Morris, 2009). Today's world, where the culture of consumption is the main driving force behind all social interactions at the micro and macro level, perceives the happiness and subjective state of well-being as instant emotional states driven by hedonism and material factors; however, positive psychology brings a different perspective on these concepts.

The happiness and subjective well-being concepts, which have enjoyed popularity in academia and pop culture for the last several decades, have become even more critical during the COVID-19 pandemic. Historically talking, ideas suggested by Martin Seligman, a pioneer name in positive psychology in the United States of America in the 1990s, still preserve their relevancy. In this regard, happiness and kindness, recognized as the fundamental concepts in positive psychology, refer to the quantitative superiority of positive emotions and thoughts for individual life (Seligman, 2012a). The happiness concept is defined as positive emotions being experienced more often than negative ones and individuals being highly satisfied with their life. In contrast, the state of well-being can be described as an umbrella concept that demonstrates the level of kindness arising from individuals' subjective assessment of their lives. This umbrella concept can be divided into two factors by its very nature: The cognitive dimension of the state of well-being and the emotional dimension of the state of well-being. The cognitive state of well-being is a development depending on the individual's interactions with others in their social surroundings. The emotional dimension of the state of well-being, on the other hand, covers the intensity of the positive and negative feelings in the individual's mental state (Luhmann et al., 2012). In this context, while the positive state of well-being in a context that includes the positive elements in the individual's life, such as high satisfaction with life, the negative state corresponds to concepts such as stimulation in a distressed and negative manner (Karademas, 2007).

The Heart-to-Heart Happiness Class Project, which aims to empower the well-being of people from an individual level to a social level through teachers to provide people with sustainable habits and practices to adapt to their lives, employed the PERMA model established by Martin Seligman with regards to happiness and the state of well-being. The PERMA model gets its name from an acronym that stands for the five fundamental elements that comprise the components of happiness and the state of well-being. Here are the elements that constitute the PERMA model:

- Positive emotions
- Engagement
- Relationships
- Meaning
- Accomplishment

Positive emotions, the first component of Seligman's PERMA model, increase the individual's awareness level, contributing to a lively mind. According to Seligman, this liveliness also gains people problem-solving and stress-coping skills (Seligman, 2012a). Engagement, which can be explained as flow in the literature, is the PERMA model's second component. Basically, the engagement concept corresponds to the individual's being deeply engaged in a goal, formation, or activity in line with their interests (Khaw and Kern, 2014). Relations is the third component of the PERMA model and is based on the principle that the individual's positive relationships contribute to the empowerment of the state of well-being (Seligman, 2012b). Meaning, the fourth component is related to the individual's gaining awareness about their goal of existence. This component emphasizes that meaning provides the individual with awareness about how valuable and worth living their life is. The last component is achievement, for which one can draw precise lines objectively and subjectively, which helps the individual have specific goals and strengthen their self-sufficiency in line with such goals (Seligman, 2012b).

In light of the theoretical baggage suggested by Martin Seligman for happiness and subjective state of well-being, the program aims to provide beneficiaries with theoretical background for the happiness concept at an informational level.

3. METHOD

Monitoring and evaluation process were concluded within the Heart-to-Heart Happiness Class Project: Happiness within the Scope of Positive Psychology Practices in Education Training Program, using both quantitative and qualitative research techniques. Quantitative data was analyzed using spreadsheet programs such as Excel and SPSS, whereas qualitative data was analyzed using the computer-supported qualitative data analysis program MAXQDA. 13 different measurement tools were used during the follow-up and evaluation work:

- Student pre-test
- Student post-test
- Teacher pre-test
- Teacher post-test
- 1st Webinar Evaluation Survey (Prof. Bengi SEMERCİ)
- 2nd Webinar Evaluation Survey (İnanç SÜMBÜLOĞLU)
- 3rd Webinar Evaluation Survey (Kubilay ÖZAYDIN)
- Educational Evaluation Survey
- Evaluation Survey for the Training of Trainer
- Mentoring Process Evaluation Survey
- 30 Goals
- Happiness Workshop
- Happiness Journal and Activity Book

4. MONITORING AND EVALUATION NOTES

This section of the report includes the results of the analyses carried out for the follow-up and evaluation work performed in line with the social impact goals of the Happiness from Heart-to-Heart Class Educational Program. Firstly, there will be analysis regarding the survey form in which the participating teachers evaluated the educational program under some indicators, including content, structure, and time. Responses to the questions for program achievements available in the training evaluation survey will be addressed in detail in the following section of the report under the title "Outcomes".

4.1. The Evaluation of the Training Program

Heart to Heart Happiness Class Project: Happiness within the Scope of Positive Psychology Practices in Education Training Program was completed by 1486 teachers from various Turkish cities. 816 teachers participated in the educational program evaluation survey. Below are the descriptive statistics about the teachers who participated in the training evaluation survey.

4.1.1. Demographical Data

Participants who completed the Heart-to-Heart Happiness Class Project: Happiness within the Scope of Positive Psychology Practices in Education Training Program evaluation survey consist of teachers from 76 cities in Turkey. The cities with the highest participation are in parallel with the cities with high population density. Accordingly, Istanbul, Ankara, İzmir, Konya and Bursa are the top five cities with the highest rate of participation. In addition, places of duty of the teachers who participated the educational program and completed the training evaluation survey were analyzed also as per the Turkish Nomenclature of Territorial Units for Statistics (Turkish NTUS). According to the details in Chart 2 below, the regions with the highest participation are Aegean, West Anatolia, Istanbul and East Marmara, respectively. East Marmara, Mediterranean and Southeast Anatolia have equal distribution. Cities where no one participated in the program include Yalova, Çankırı, Sinop, Ardahan and Tunceli, respectively.

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[2] Developed for solid regional analyses, the Nomenclature of Territorial Units for Statistics is a statistical classification identified across the country with a view to collecting and developing regional statistics, performing socio-economic analyses for the regions, establishing the framework of regional policies and creating a comparable statistical database in accordance with the European Union Regional Statistical System. It is in line with the European Union statistical classification units. According to this classification, statistically speaking, Turkey consists of 12 Level 1 Regions, 26 Level 2 Regions and 81 Level 3 Regions (cities).

34 İstanbul
06 Ankara
35 İzmir
42 Konya
16 Bursa

Chart 1: Distribution of Participants by Places of Duty

The targeted teacher audience of the Training Program is classroom teachers at state elementary schools operating under the Ministry of Education. However, teachers from various fields at different educational levels who joined the program via MEBBİS also completed the training and took the evaluation survey. Statistically speaking, 62% of teachers who took the training evaluation survey (506 teachers) are classroom teachers. Classroom teachers are followed by teachers teaching in the field of Psychological Counseling and Guidance who account for 14% (113 teachers). The rate of pre-school teachers is 6% (50 teachers) and foreign language teachers account for 3%. Below you can see the chart indicating the distribution of subject areas.

Subject Areas

Mathematics
History
Biology
Philosophy
Special Training
Science
Social Sciences
Vocational and Technical
religious culture and moral knowledge
Turkish Language and Literature
Turkish
Foreign Language

Chart 3: Distribution of Subject Area

Distribution of Places of Duty by Statistical Regional Units

Region	%
Aegean	15%
West Anatolia	14%
İstanbul	13%
East Marmara	11%
Mediterranean	11%
Southeast Anatolia	11%
West Black Sea	6%
West Marmara	4%
Central Anatolia	4%
East Black Sea	4%
Middle East Anatolia	4%
Northeast Anatolia	3%

Chart 2: Distribution of Places of Duty by Statistical Regional Units
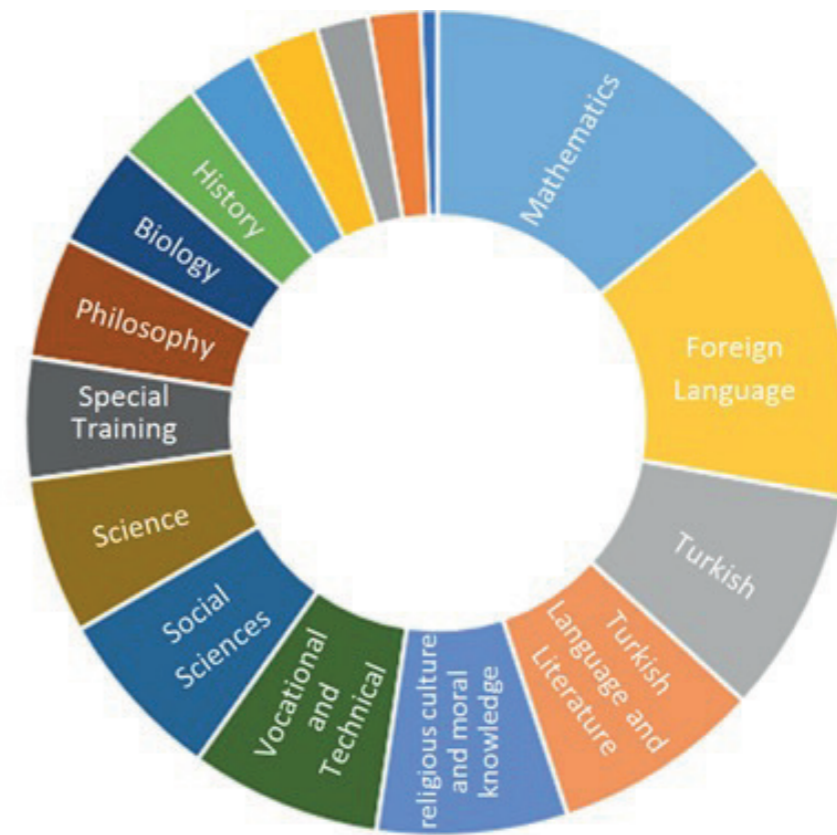
There are also differences among the participants who completed the training evaluation survey in terms of professional experience. Majority of the participating teachers consists of teachers with 21-25 years of professional experience. About 50% of the participating teachers consist of teachers with 11-15 years and 16-20 years of experience. The rate of teachers with a professional experience of 25 years and over is 14% while teachers with a professional experience of 1 to 5 years accounted for 6%. The fact that teachers with varying professional experience participated in the educational program confirms, in a sense, that teaching profession has a dynamic structure that requires constant change and development. The below chart contains the statistical data regarding professional experience of teachers.

Years of Professional Experience

Chart 4: Years of Professional Experience

4.1.2. The News tools for Being Aware of the Training Program

During the COVID-19 pandemic, which has had a global impact for about 2 years, teachers continued to use digital platforms to follow the news and share their thoughts. Social media tools, playing an important role in maintaining communication between colleagues despite the limiting circumstances of the pandemic, also ensured that teachers were aware of their professional and personal development. In the educational evaluation survey, participants were asked a question allowing them to choose more than one option, to find out through what means they heard about the Heart to Heart Happiness Class Project. Descriptive data on teachers' tools/means through which they heard about the program are presented below.

News Tools	Frequency	Ratio (%)
I got an e-mail.	92	8,2%
I was told about it by another colleague	63	5,6%
I was told about it by a colleague from the Teachers Academy Foundation.	31	2,8%
Instagram	28	2,5%
Facebook	11	1,0%
Twitter	5	0,4%
www.orav.org.tr	125	11,2%
eKampüs	138	12,3%
I take part in all courses offered by the Teachers Academy Foundation	162	14,5%
Other [please specify]	465	41,5%
TOTAL (N)	1.120	100%

*Number N exceeds the sample size.

Table 1: News Tools

News Tools

■ I got an e-mail.	■ I was told about it by another colleague
■ I was told about it by a colleague from the Teachers Academy Foundation.	■ Instagram
■ Facebook	■ Twitter
■ www.orav.org.tr	■ eKampüs
■ I take part in all courses offered by the Teachers Academy Foundation	■ Other [please specify]

Chart 5: News Tools

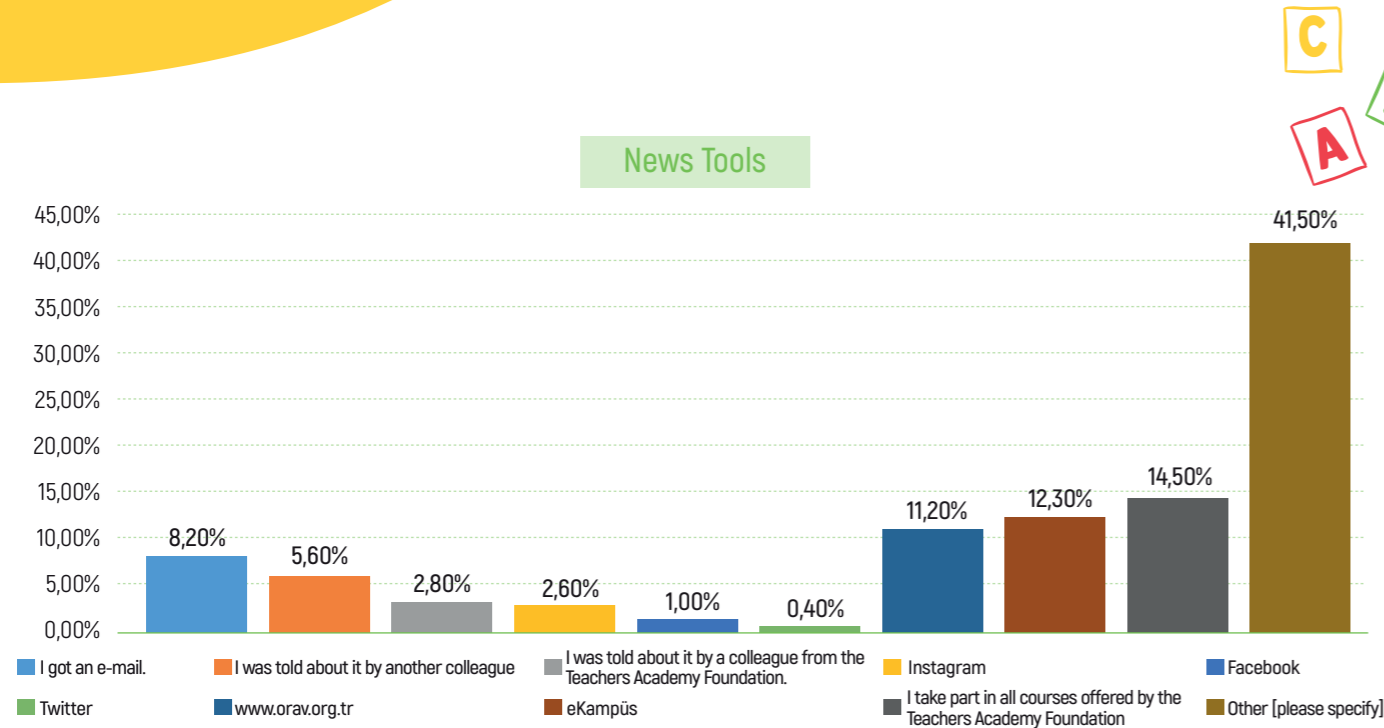Table 1 and Chart 5 offer the statistical data regarding the tools through which teachers learned about the Heart-to-Heart Happiness Class Project. What draws attention here with regards to the news tool, there is pattern that vast majority of the participating teachers ticked the option "Other". Looking at the responses given under the "Other" option, the participating teachers indicated that the mostly became aware of the Heart-to-Heart Happiness Class Project Training Program through MEBBİS, in addition to other responses connected with the existing options.

4.1.3. Satisfaction Level

The participating teachers rated the training they received 9.1 over 10 to state their satisfaction with the training. In order to find out if the online training vary according to professional experience, ratings given by teachers to indicate their satisfaction were compared against their professional experience for analysis purposes. Please see chart below that shows the distribution of teachers' satisfaction levels by their professional experience.

Distribution of Satisfaction Level by Years of Professional Experience

Chart 6: Distribution of Satisfaction Level by Years of Professional Experience

As per the above chart, the fact that the teachers have varying professional experience does not have a big impact on their satisfaction with the educational program. For example, the teachers with 1 to 5 years of professional experience have satisfaction levels equal to those with a professional experience of 25 years and over.

4.1.4. Learning Outcomes

One of the expected results in the Heart-to-Heart Happiness Class Project theory of change design is to help teachers grab an understanding with regards to the scientific definition of the happiness concept and its components within the scope of positive psychology. Acquiring this theoretical knowledge package refers to the program's short-terms expected results. A 5-point Likert-type scale consisting of 15 items was employed to learn about the statistical dimension of the training achievements (1= "strongly disagree", 2= "disagree", 3= "neither agree nor disagree", 4= "agree", 5= "strongly agree"). In general, the items in the scale cover the PERMA model and the expressions for components constituting this model. Data with respect to training achievements is shown below in two different charts.
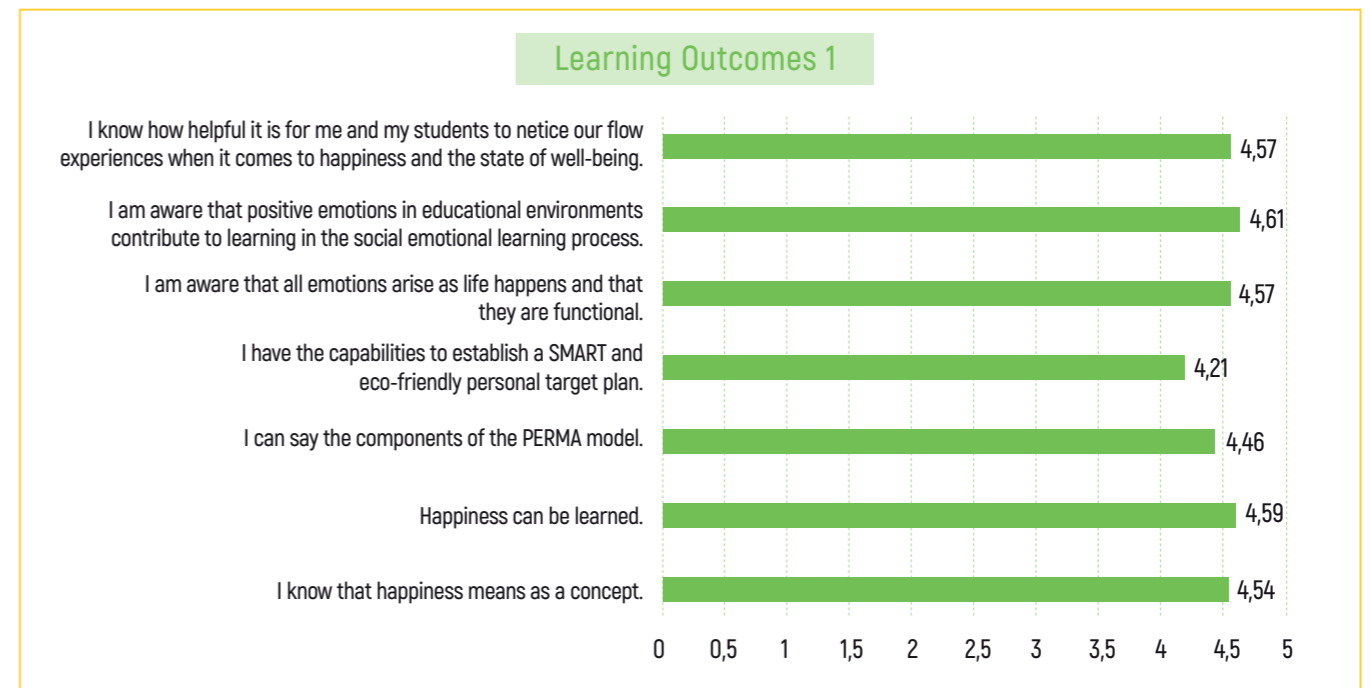
Learning Outcomes 1

Chart 7: Learning Outcomes 1

Learning Outcomes 2

Statement	Value
This training increased my awareness on happiness and the state of well-being.	4,61
In my class, I may carry aut projects to improve my students' happiness and their state of well-being.	4,5
I know how to benefit from characteristics powers in learning environments.	4,46
I know how to use my characteristics powers for happiness and the state of well-being.	4,48
I know my outstanding characteristic powers.	4,57
I am aware of how important it is to have personal goals and adequate internal resources to achieve these goals far happiness and the state of well-being.	4,58
I know the contribution of having a purpose to happiness and the state of well-being.	4,59
I know the contribution of a better quality social network to happiness and the state of well-being.	4,51

Chart 8: Learning Outcomes 2

The weighted average of the evaluation made by the participating teachers for the training achievements scale is 4.52 over 5. In light of the statistical dataset regarding the training achievements shown in Chart 7 and Chart 8, one can say that the short-term results of the Heart-to-Heart Happiness Class Project Training Program have realized. The teachers gained an understanding with regards to the definition of the happiness concept, components constituting the PERMA model and the positive impact of these components on the subjective state of well-being.

4.1.5. Training Evaluation

The participating teachers evaluated the educational program within the framework of indicators such as content, structure, planning and organization. As was the case with the training achievements, the teachers were again offered a Likert-type scale this time consisting of 13 items in order to receive feedback about the structure, content and organization of the training. The weighted average of the ratings given in this scale is 4.51 over 5. In light of the ratings given in this scale, one can say that the participating teachers found the educational program successful in terms of its content, organization and structure.
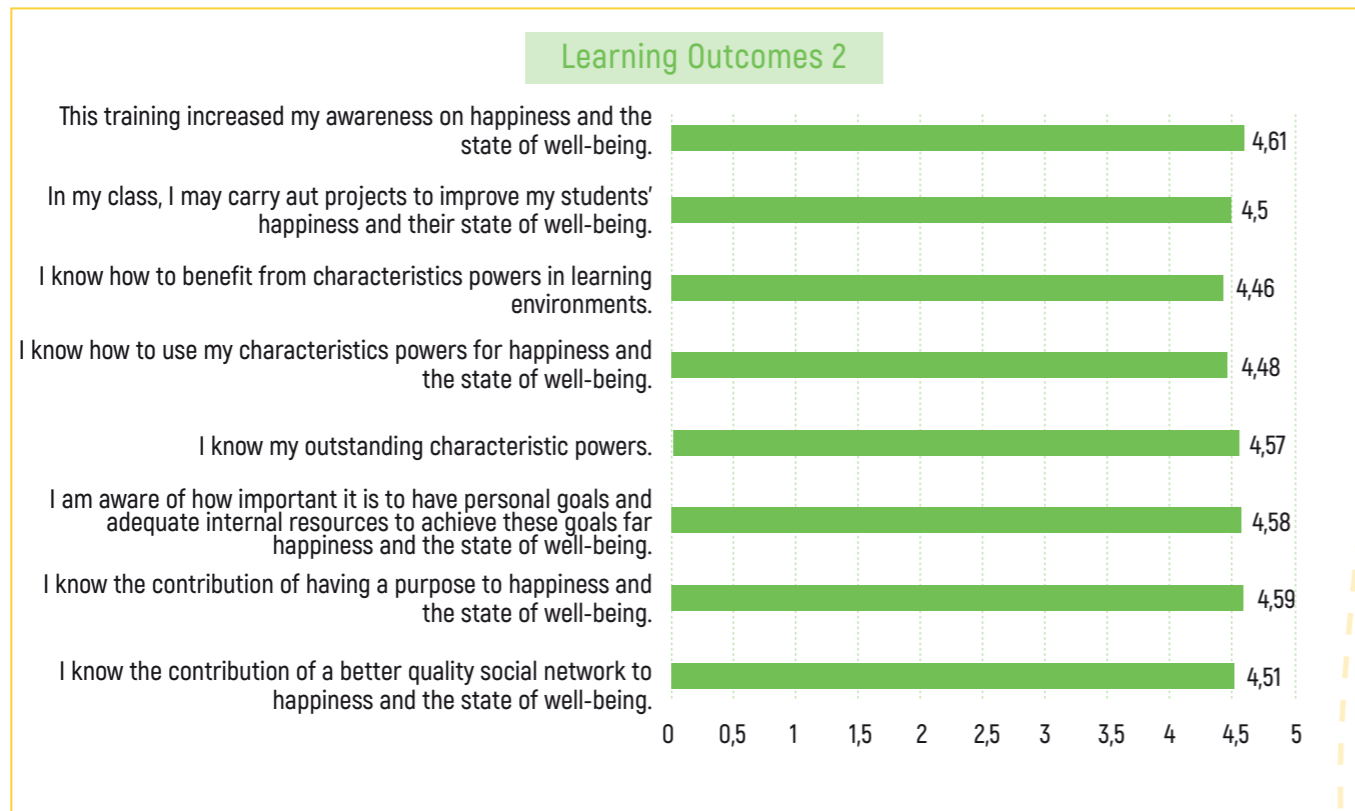
Training Overall Evaluation

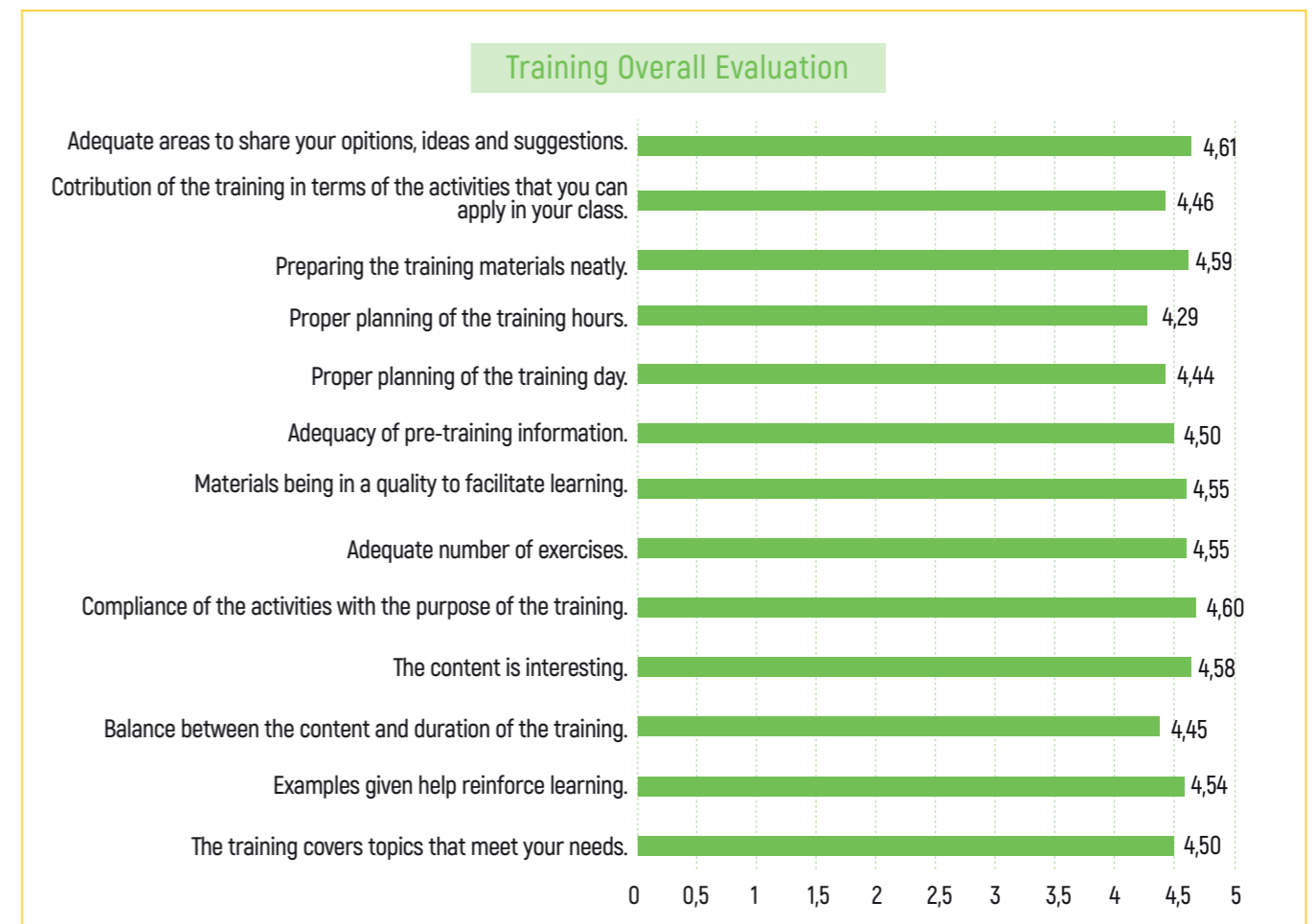| Statement	Value
Adequate areas to share your opitions, ideas and suggestions.	4,61
Cotribution of the training in terms of the activities that you can apply in your class.	4,46
Preparing the training materials neatly.	4,59
Proper planning of the training hours.	4,29
Proper planning of the training day.	4,44
Adequacy of pre-training information.	4,50
Materials being in a quality to facilitate learning.	4,55
Adequate number of exercises.	4,55
Compliance of the activities with the purpose of the training.	4,60
The content is interesting.	4,58
Balance between the content and duration of the training.	4,45
Examples given help reinforce learning.	4,54
The training covers topics that meet your needs.	4,50

Chart 9: Training Overall Evaluation

In addition, in order to receive comprehensive pieces of feedback on the training, the teachers were asked an open-ended question, "What would you include in this distance training? Or what would you do differently?" The teachers' responses to this question were analyzed using MAXQDA's MAXDicto module. In light of these analyses, 16 codes were created that cover the teachers' evaluations about the training.

These codes are as follows: **Timing, Classroom Practices, Synchronicity, Visual Resources, Face-to-Face Aspect, Examples, Interactive, Full of Activities, Resource Sharing, Technical Information, Game, Different Subject Areas, Web 2.0 Tools, Workshop, Small Groups and Education Environment.** Below chart shows the statistical distribution of these codes.
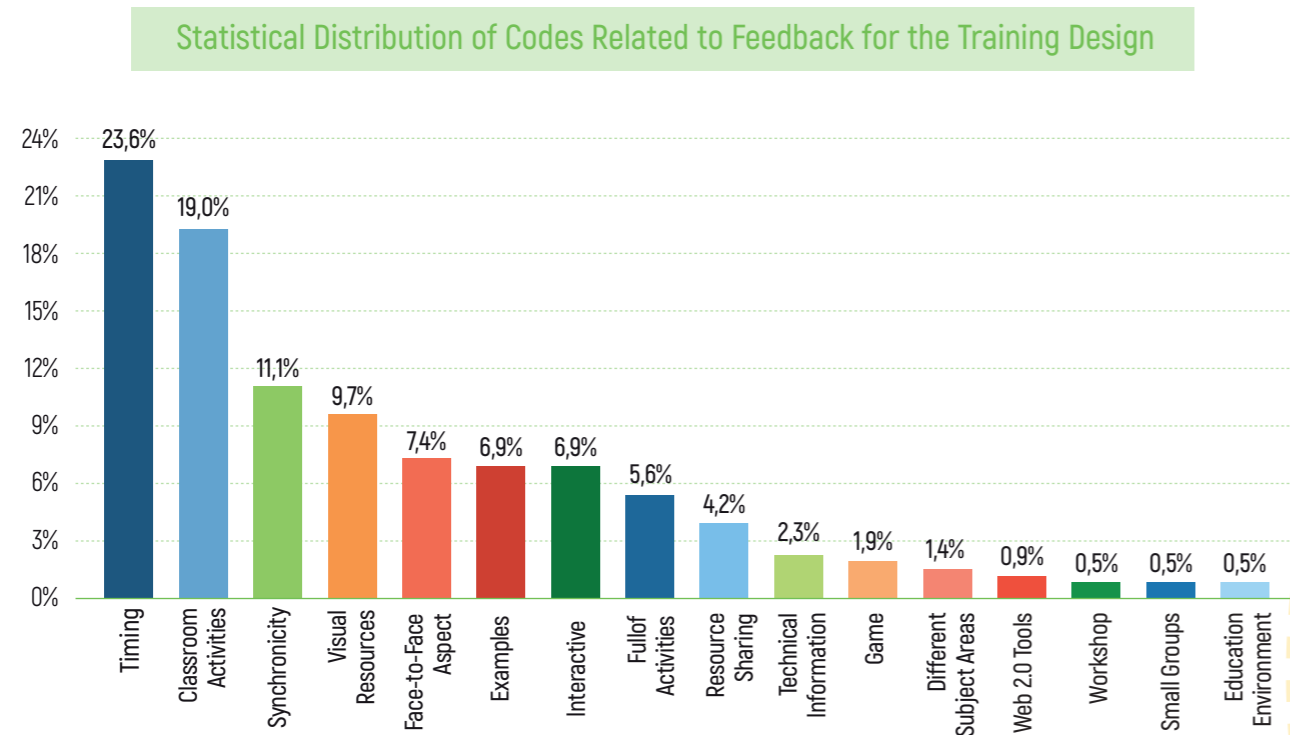
Statistical Distribution of Codes Related to Feedback for the Training Design

Chart 10: Statistical Distribution of Codes Related to Feedback for the Training Design

Chart 10 shows the statistical distribution of codes created in light of the feedback given by the participating teachers for the Heart-to-Heart Happiness Class Project Training Program. At this point, distribution rates of the codes such as Timing, Synchronicity and Classroom Practices offer a pattern regarding the feedback for the training's structure, content and planning process. This pattern can be analyzed under categories the "Training Design" theme and "Structure", "Content" and "Organization".

Below table shows that the set of analysis includes the participating teachers' feedback on the training design.

Theme	Category	Code	Participant Statements
Training Design	Structure	Synchronicity	"I would hold more synchronous sessions and share more live posts." "The number of days of synchronous training courses can be increased and their duration can be reduced."
		Face-to-Face	"If the conditions had allowed, I would prefer a face-to-face training."
		Interactive	"I would include activities that would ensure a more active participation by teachers."
	Content	Classroom Practices	"I would make more time for and provide more details about activities that could be applied in class." "I would increase the number of activities that could be used in class."
		Examples	"I would focus more on true-life examples." "Sample case method could have been used for Perma. For it to be more understandable." "More true-life examples."
	Organization	Timing	"Three hours is a long period for remote training, but this is more advantageous rather than it being split into days." "It would be better if we had three synchronous talks with less duration." "The duration was too long, creating the proper conditions and the hours gave me a hard time, other than that it was great."

Table 2: Feedback on the Training Design

Considering the datasets given both in Chart 10 and Table 2, it is seen that the teachers who completed the educational program evaluation survey offered feedback mainly for the planning and organization process of the training. Feedback received from the participating teachers suggested that synchronous sessions should be increased by extending the training over a period of time and that the sessions should be shorter. In addition, especially feedback on the content of

the training mainly focused on the idea that the training should include more interaction and more examples along with practices that could be transferred to educational environments. Feedback on the content of the training was in parallel with the findings of the 2021 research by the Teachers Academy Foundation on teachers' preferred methods to access professional and personal development training courses. Research shows that teachers highlighted that professional and personal development training courses should be designed in a way to enable classroom practices, case studies and an interactive participation (ÖRAV, 2021).

4.2. The Evaluation of the Mentorship Program

Mentoring in training courses for adults refers to facilitating learning and development in a positive and supportive way between someone who has more experience, knowledge, or expertise in a particular area and someone new to that area. Depending on the content characteristics and structure of the field, mentoring comes into question for different purposes. The theoretical underpinnings of mentoring are based on theoretical frameworks grounded in the fundamental approaches of developmental psychology, such as social constructivism, social learning and applied learning. This theoretical background helps outline the many benefits for participants, such as interpersonal communication and problem-solving, academic performance and motivation, and project management and teamwork. In the context of teacher education in the education world, the mentoring program is based on mutual learning between mentee and mentor. Mentoring contributes to developing deep learning skills, self-efficacy, and pedagogical competence in the teacher's professional and personal life.

For the Heart-to-Heart Happiness Class Project Training Program to achieve its social impact goals and for its designers to improve and more effectively evaluate educational content and structures in the future, the Teachers Academy Foundations' competent Part-Time Trainer staff and some of the teachers who completed their training participated in the mentoring program. During the 2-month-long mentoring program, two meetings were held for about 2 hours attended by mentees and mentors. Through these meetings, teachers could share their observations on the

social impact of the training extending from students to parents, both in their professional and personal lives. In addition, teachers received feedback on the tasks they were responsible for under the project, accompanied by their mentors. Teachers who participated in the mentoring program and completed the process were asked to take an evaluation survey. This evaluation survey expects the teachers to rate the mentoring process using indicators such as materials, products, communication, achievements, and attitude changes. The chart below shows the dataset regarding the evaluation survey for the mentoring program completed by the 134 participating teachers.
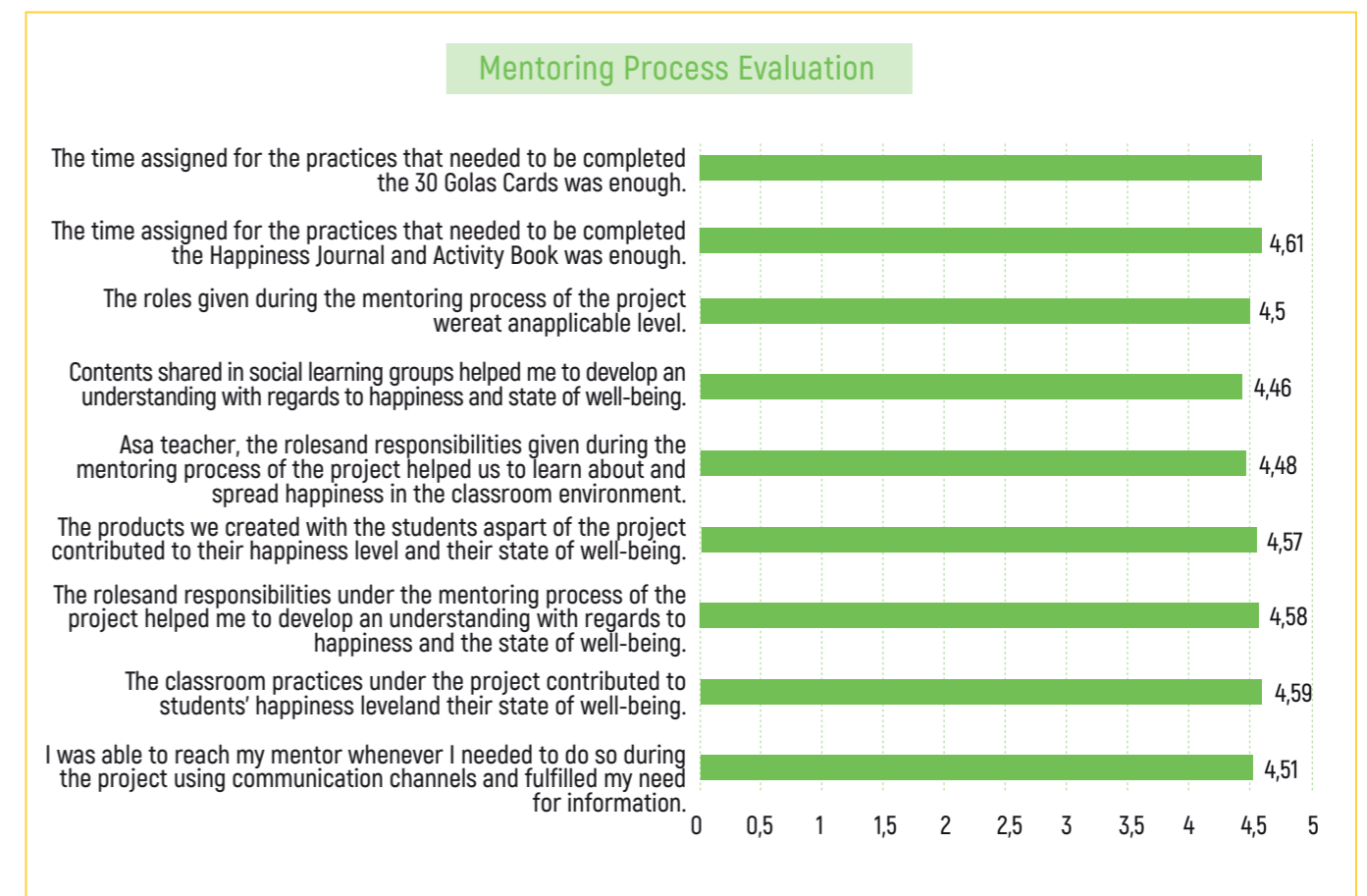
Chart 11: Mentoring Process Evaluation

A 7-point Likert-type scale consisting of nine items was offered to the participating teachers within the scope of the evaluations for the mentoring program (1= Strongly Disagree, 2= Disagree, 3= Somewhat Disagree, 4= Undecided, 5= Somewhat Agree, 6= Agree, 7= Strongly Agree). The weighted average of the scale where mentee teachers rated the process by different dimensions such as materials, products, communication, achievements is **6.02 over 7**. In assessing the communication with their mentors, teachers rated the statement **"I was able to reach my mentor and fulfilled my need for information" 6.28 over 7;** the following statement **"Content shared in social learning groups helped me develop an understanding for happiness and the state of well-being"** 6.18 over 7 to assess the roles of their mentors in program achievements; and finally they rated the statement **"Classroom practices under the project helped students with their happiness skills and their state of well-being"** 6.23 over 7 in assessing the impact of mentoring on the students' state of well-being. In addition, records of meetings held within the scope of the mentoring program were transcribed. Mentee teachers emphasized that this process contributed significantly both to their professional and personal lives. They highlighted that the activities carried out under the mentoring program empowered their state of well-being. Such feedback from the mentee teachers also proves that the program achieved its social impact goals. Below you can see the mentee teachers' opinions obtained through the mentoring meetings:

"Mentor teachers were very friendly and dedicated, but we weren't very well as students I guess due to busy work schedules, fatigue and not being able to make extra time for things like that. Perhaps something can be done about this time problem. Apart from this, I wished this enjoyable learning journey would never end. I owe my counseling teachers a debt of gratitude."

"I found the chance to express myself thanks to both the training and the mentoring program. It was a very useful process. I think the patience and positive approach of the mentor teachers was a source of happiness in itself. I think it will greatly help if the training is frequently announced to colleagues through MEBBİS and if projects and studies on different platforms within the scope of positive psychology topic are shared in the training."

"I would like to thank all trainers and coordinators for their great efforts. With great motivation, they helped us like what we do once and again. I noticed that joining this project will help me add a magical touch to myself and my students."

"In my opinion, the goals set had very rich contents. I and my students performed the activities with lots of fun. We not only enjoyed ourselves during the process, we also learned new things. Our approach to life has changed. Happiness is right next to us and it will only increase as we share it with others. We can create many events to make us happy."

"I thank all my teaching colleagues for their great efforts. They are very valuable people who do their job thoroughly. I was able to reach whenever I needed, and received a response. Thanks again for their efforts. It has been a project proving both to me and my students that happiness is contagious. Many thanks to all those for their efforts."

"This project has been one of the best seminars of my professional life, which provided a meaningful, valuable and sincere environments to express thoughts and feelings. I could receive responses to my questions related to the mentoring training. I felt myself more valuable. It greatly helped me develop. The interaction I had during the Happiness from Heart-to-Heart Class project excellently thought me that happiness was not an outcome, but a process-oriented living skill."

4.3. Happiness Webinar Series Evaluation Results

Three different webinars were held under the Heart-to-Heart Happiness Class Project Training Program from May 25 – June 8, 2021 featuring subject matter experts. In line with its goals, the educational program aimed to include teachers, students, parents and other secondary beneficiaries for the purpose of expanding the social impact from educational environments to local, from individuality to the social.

Under the follow-up and evaluation efforts, the beneficiaries were asked to complete a survey form to evaluate the webinar in terms of content and achievements. This section of the report offers qualitative analysis sets consisting of descriptive statistics related to the Happiness Webinar Series, as well as responses by the participants to open-ended questions. Below table shows the frequency and percentage distribution for three webinars.

Webinar Date	Frequency	Ratio%
May 25, 2021 Prof. Bengi SEMERCİ	655	54
June 1, 2021 İnanç SÜMBÜLOĞLU	296	24
June 8, 2021 Kubilay ÖZAYDIN	265	22

Table 3: Distribution of Survey Completion Rates by Webinar Dates

1216 people took the Happiness Webinar Series evaluation survey. More than half of the people who completed the survey joined the opening webinar titled "What is Happiness?" "How Can We Be Happy?" which was moderated by Prof. Bengi Semerci. The rate of those who joined the webinar moderated by Clinical Psychologist İnanç Sümbüloğlu under the title "Relation between Games and Happiness" was 24%. The first activity under the Happiness from Heart-to-Heart Class Project was concluded with a webinar called "The State of Well-Being and Psychological Resilience in Teachers" which was moderated by Psychological Counselor Kubilay Özaydın. The rate of those survey takers who attended the last webinar was 22%.

The Happiness from Heart-to-Heart Class Project, Happiness Webinar Series evaluation survey was taken by people from 72 different cities in Turkey. Below chart shows the distribution of participants by their cities.

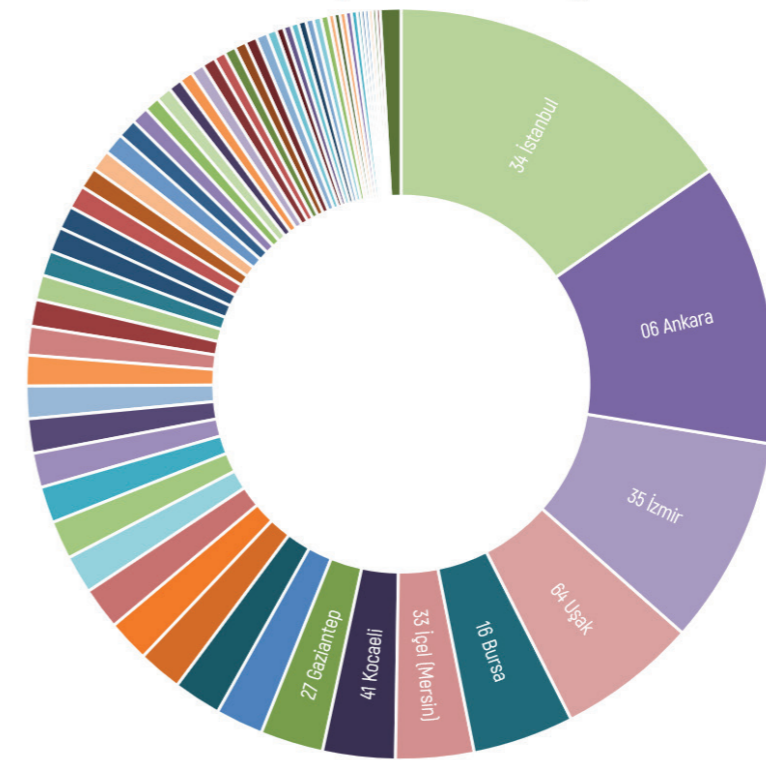Distribution of Webinar Participants by Cities

Chart 12: Distribution of Webinar Participants by Cities

People were asked to rate the webinar that attended on a scale of 1 to 10 in order to have an idea about their satisfaction with the webinar. The weighted average for the webinar series satisfaction level is 9. Below chart shows the data regarding satisfaction levels by webinar dates.
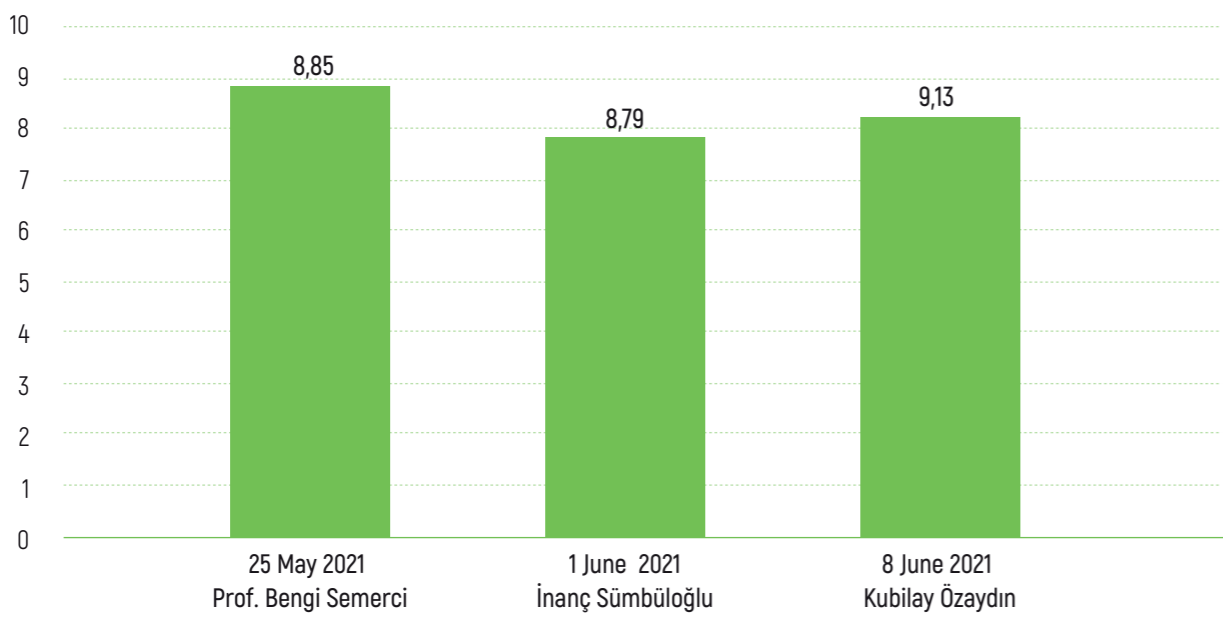
Satisfaction Level

Chart 13: Satisfaction Level by Webinar Date

In order to measure the achievements from this webinar series under the webinar evaluation survey, a 5 Likert-type scale consisting of five items was shared. In light of the ratings given by the participants, this activity helped individuals develop an understanding with regards to the happiness concept and components at an awareness level. Below chart shows the analysis for the webinar achievements by the date of each webinar.

Achievements by Webinar Organization Date

- 25 May 2021 Prof. Bengi Semerci
- 1 June 2021 İnanç Sümbüloğlu
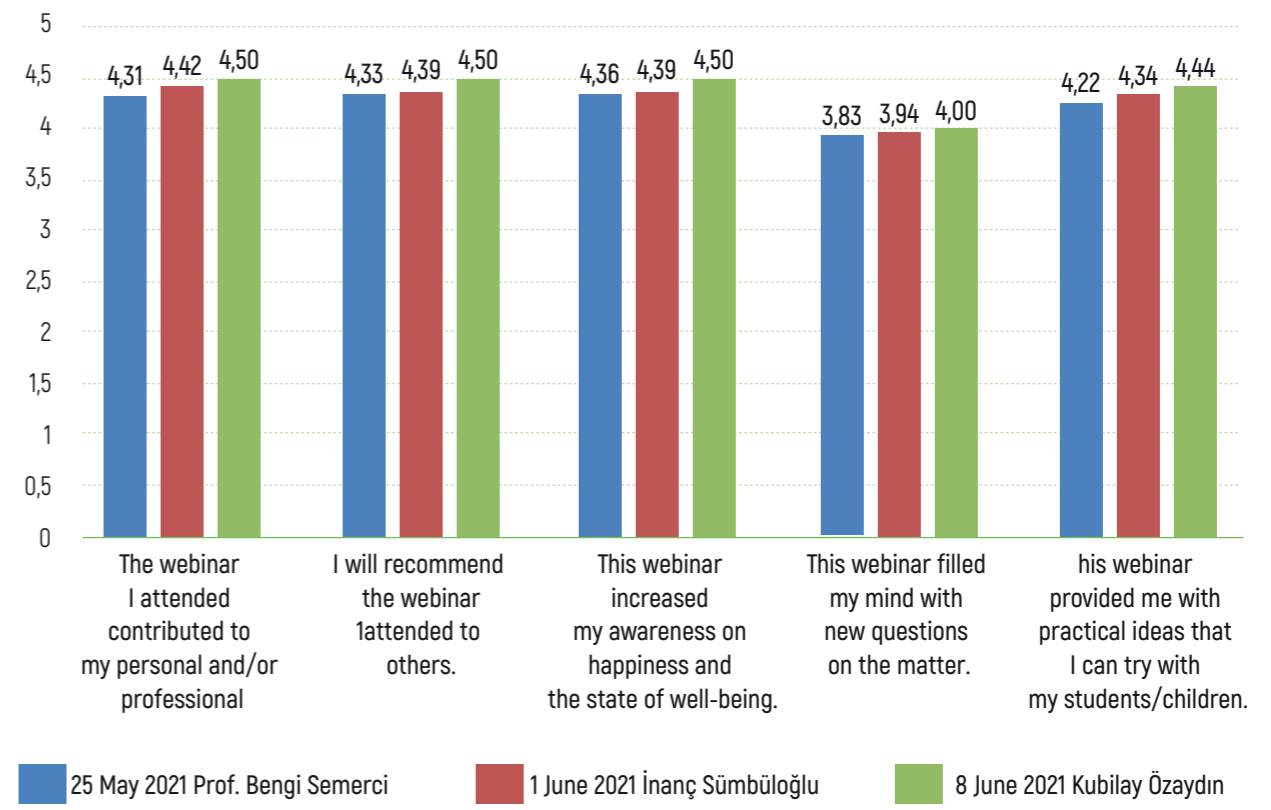- 8 June 2021 Kubilay Özaydın

Chart 14: Achievements by Webinar Organization Date

Given the statistical distribution in Chart 14, ratings for the statement "I will recommend the webinar to others" refer to social impact goals; ratings for the statement "This webinar increased my awareness on happiness and the state of well-being" to the program's expected results; and finally, the ratings for the statement "This webinar offered me practical ideas that I could practice with my students/children" to changes in the attitude/behavior dimension. To this end, one can say that the achievements from the Happiness Webinar Series meet the goals and results anticipated in the theory of change of the project.

5. IMPACT ON TEACHERS

A teacher pre-test and post-test practices were performed so as to understand the impact of the Heart-to-Heart Happiness Class Project Training Program on teachers. The aim here was to measure the change in targeted achievements and behaviors/attitudes dimensions on the part of the participating teachers. Scales offered to the participating teachers in pre-test and post-test practices were 5 Likert-type scales.

Targeted Achievements Change Chart
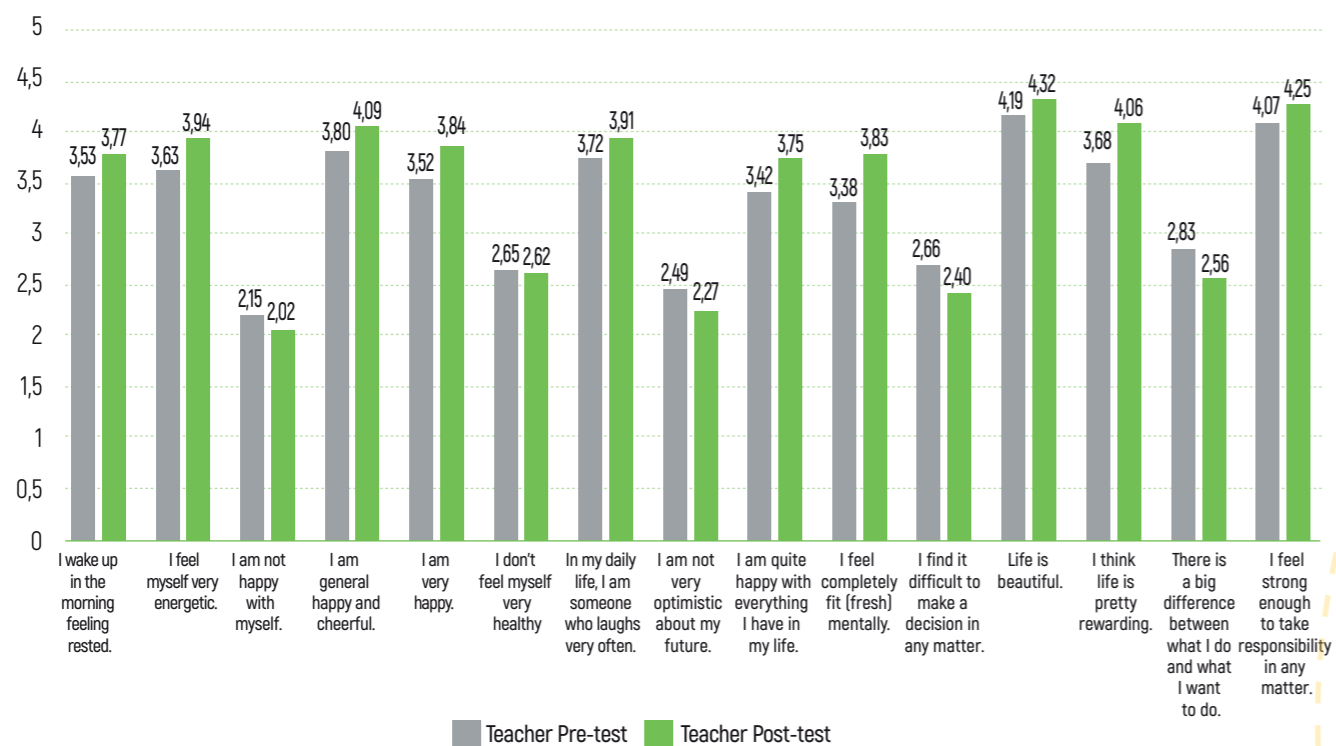

Chart 15: Targeted Achievements Change Chart

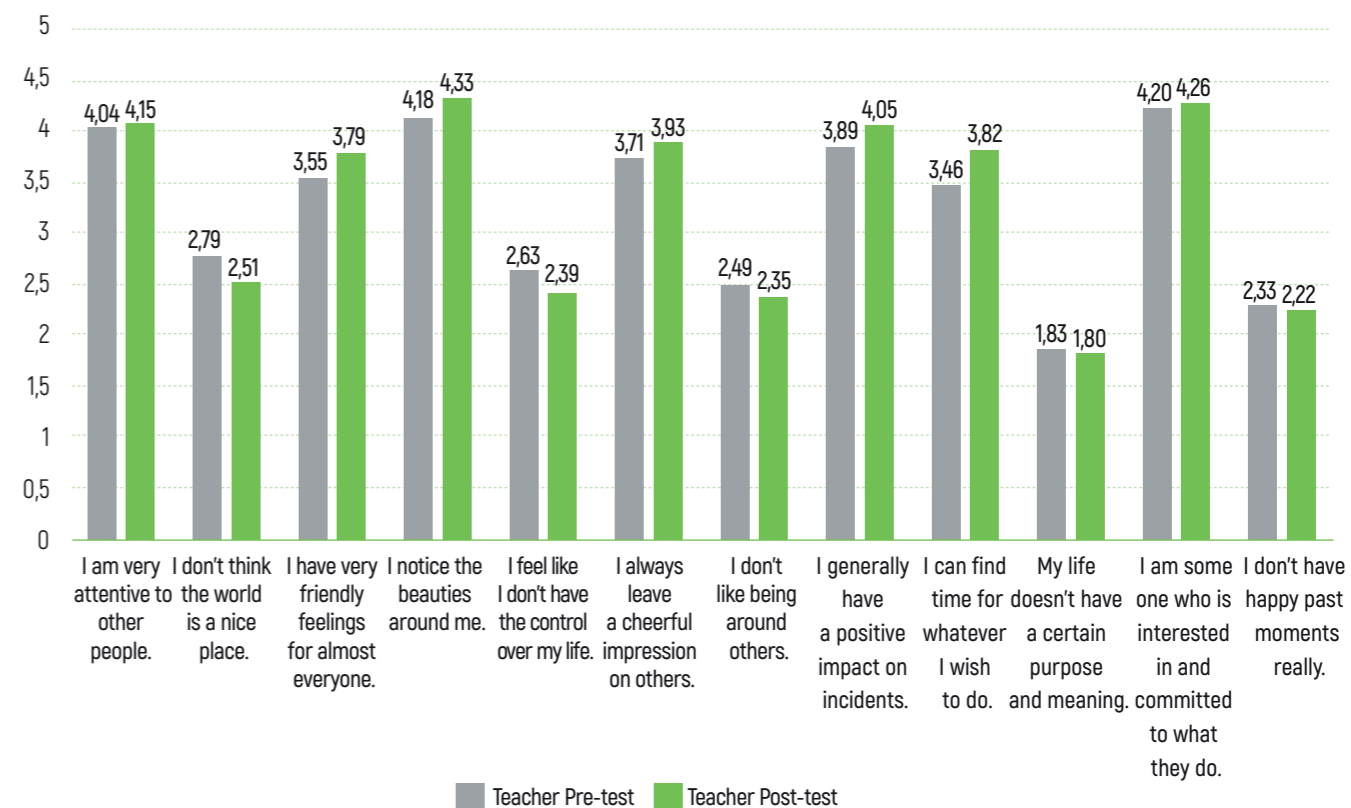### Targeted Achievements Change Chart 1

Chart 16: Targeted Achievements Change Chart 1
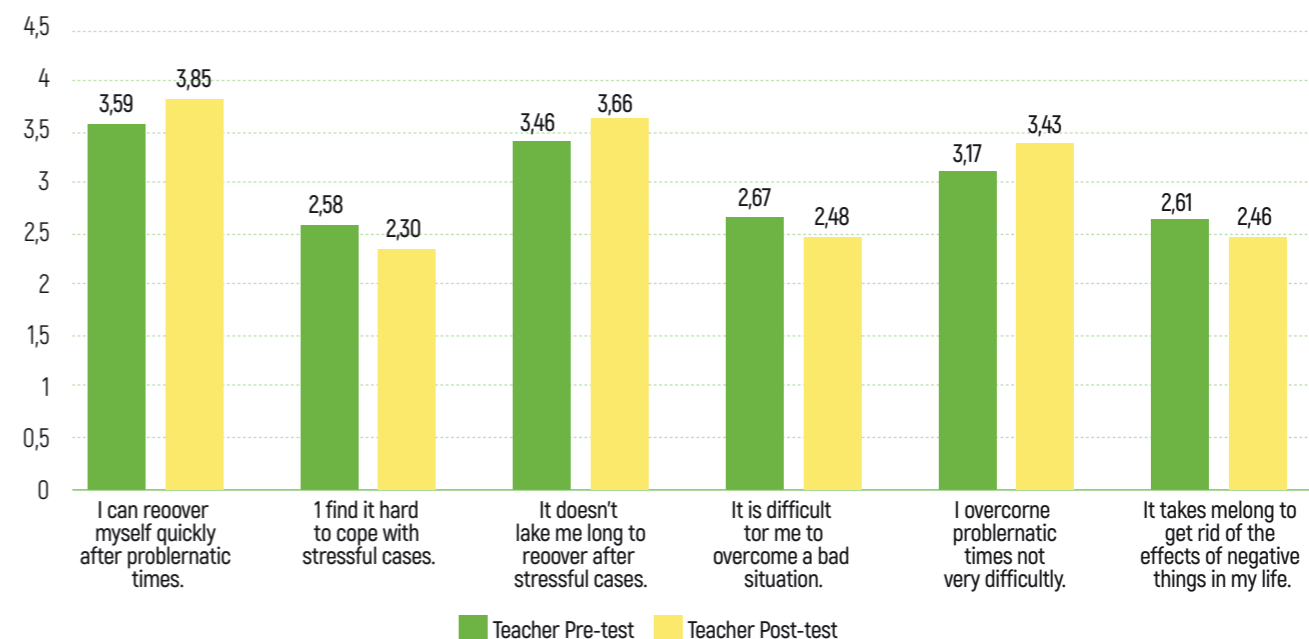
Targeted Achievements Change Chart 2

Chart 17: Targeted Achievements Change Chart 2

Chart 15, Chart 16 and Chart 17 include the rate of change regarding the targeted achievements observed in the teachers who completed the Heart-to-Heart Happiness Class Project Training Program. All three of these charts give statements directly related to the happiness concept and components of this concept. In fact, the statement in Chart 16 and showing a significant change momentum according to the pre-test and post-test results "I am quite attentive to other people" refers to the relations component of the PERMA model and the statement "I am attentive and committed to the things I do" refers to the meaning component. In each three charts, there are also negative statements for control purposes. "I am not happy with myself" in Chart 15, "I feel like I don't have the control over my life" in Chart 16 and "It would take me a long time to get rid of the effects of the problems in my life" in Chart 17 are examples to negative statements. The fact that these statements strained statistically in the post-test shows that in a general sense the educational program achieved the targeted achievements expected in teachers.

5.1. Impact on the Teachers' Well-Being

Considering teachers' happiness and subjective state of well-being together with their roles in adapting to and leading social changes, all teachers are in a highly unique position when it comes to constructing a happy nation and affecting the happiness of the future. Most recently, in the first months of the COVID-19 pandemic which brought communities to a halt globally, schooling entered an unknown area. In this process, the state of well-being of teachers is directly related to the happiness level and state of well-being of students during the online process of pandemic. It was observed that the Happiness from Heart-to-Heart Class Project that started in the 2020- 2021 spring term had important contributions to the well-being of teachers. The teachers were asked an open-ended question, "What can this training change about you? For example, what will you do differently after this training?" The responses to this question were analyzed using MAXQDA's MAXDicto module. In the responses given by the teachers to this question, there is a pattern that is directly related to the components of the PERMA model. It was also observed that the set of concepts that cover topics such as empathy, psychological resilience addressed under the Heart-to-Heart Happiness Class Project Training Program was not limited to the level of knowledge, but also positively contributed to the subjective well-being of teachers at the level of attitudes and behaviors. In this context, in light of the responses by the teachers, four main categories were identified under the theme "Teacher's Well-Being":

PERMA Model, Self-recognition, Social-emotional Development and Happiness. Codes determined under these four main categories and the participating teachers' statements can be seen in table below.

Theme	Category	Code	Participant Statements
WELL-BEING OF THE TEACHER	PERMA Model	Positive Emotions	"Being more patient, looking at things more positively, smiling rather than thinking for a moment and losing temper… I want to try all these, both in my personal life and in my class." "It can help me get rid of my negative emotions and become more forgiving. I will set myself current and applicable goals."
		Engagement	"I will be consistent in continuing my efforts to achieve my goals." "I will work more and with discipline to achieve my goals."
		Relations	"I will improve myself in terms of relations. I will choose happiness." "I will pay more attention to emotions of the people around me; I will change the dynamics of my relations in a positive manner."
		Meaning	"This training refreshed the way I see life. I will try to be more positive and productive in my professional and private life while at the same time trying to understand the meaning of incidents and phenomena."
		Success	"I will do my best to plan what needs to be achieved, to be hopeful, to feel positive and negative emotions, and to draw important outcomes."
	Self-Recognition	Strength of Characters	"It helped me become aware of my characteristics power and improve myself." "I will try to transfer the PERMA model into my life better in order to improve my characteristics powers and make my better aspects more active." "I will focus on my characteristics powers more and take my steps accordingly."
		Recognizing the Emotions	"I will focus on researching the ways of learning happiness and helping happiness to spread. This training was very helpful. From now on, I will look for ways to better understand my emotions and know my characteristics better."
	Social-emotional Development	Empathy	"From now on, I will make more time for empathy, tolerance, games and fun."
	Happiness	Happiness Can Be Learned	"Happiness can be learned and taught. I will focus on that. "I will try to tell all my students and other around me that happiness is something that can be learned"

Table 4: The Effect of the Educational Program on the Teachers' Well-Being

5.2. Impact on the Teachers' Professional Development

In order to understand the impact of the Heart-to-Heart Happiness Class Project Training Program on the teacher's professional development, the training evaluation survey form included the following open-ended question "Which of the practices would you like to experience with your students right after this training?" as part of the follow-up and evaluation efforts. Also, as part of the pre-test and post-test, the following open-ended question was asked so as to understand the attitude-related changes in teachers' professional practices "What difference/change do you plan to make in your teaching habits as a result of this project?" The teachers' responses to these questions were analyzed using the computer-assisted qualitative software program MAXQDA. In this context, three main categories were identified under the theme "Impact on the Professional Development": Classroom Practices, Communication and Professional Motivation. Codes created in light of these categories and the teachers' statements can be seen in table below. As a result of the review of Table 5 which includes the analysis of the responses to the question "What difference/change do you plan to make in your teaching habits as a result of this project?", it was observed that the educational program significantly contributed to the teacher's professional development. The participants emphasized that they developed many teaching practices from teacher-student relations in the sense of teaching itself to classroom practices.

Theme	Category	Code	Participant Statements
The Effect of Education on Professional Development	Classroom Practices	PERMA Model	"Activities in the PERMA model will be my source of inspiration. By the way, we continue to carry out the happiness card activities." "The PERMA model has been very influential for me. I guess I will have to work on that." "Among the things I think will work in general are the so glad... Happiness Journal and Activity Book, virtuous and strength of characters. Plus, the PERMA model greatly helped me provide a happy classroom environment."
		Happiness	"In classroom guidance, I may carry out projects to improve my students' happiness and their state of well-being." "I will turn my class into a happiness classroom and create achievements full of happiness." "I will teach my class more happily keeping in mind that happiness is something that can be learned."
		Strength of Characters	"I will discover my students' strengths and arrange my projects accordingly." "I will continue to use motivating sentences intensely to help reveal their strengths."
		Differentiated Teaching	"I will be more attentive towards individual differences in my class
	Communi-cation	Teacher-student relations	"This training greatly helped me communicate with each of my students in a better and powerful manner." "I will talk with my students more and learn their ideas about happiness, and will provide a happy classroom environment." I will try to share happy moments; we will talk more and will collaborate more."
	Professional Motivation	Motivation	"I want to take myself and my students to a higher position in terms of motivation." "I have more faith in myself to be better, influential and more successful if I take a more positive approach."

Table 5: Impact on the Teacher's Professional Development

In order to make a comparison of the teachers' targeted practices and perspectives before and after the educational program, at the beginning and end of the program the following question was asked as part of the pre-test and post-test: "What difference/change do you plan to make in your teaching habits as a result of this project?" There is a certain pattern in the responses given to this question by the participating teachers: The teachers highlighted that the theoretical baggage they have acquired with regards to the happiness concept and components constituting this concept at the end of the educational program helped them develop positive attitudes in their professional and social lives starting from their daily life practices. Table 6 below includes the participating teachers' professional goals in terms of happiness and subjective state of well-being as at the beginning and end of the educational program. In light of these statements, when we consider the professional goals and personal ones as two different sets, we can see that intersection set of these goals is happiness. Therefore, the teachers emphasized that they have increased their level of happiness and subjective state of well-being in their individual worlds and had the chance to transfer it to educational environments.
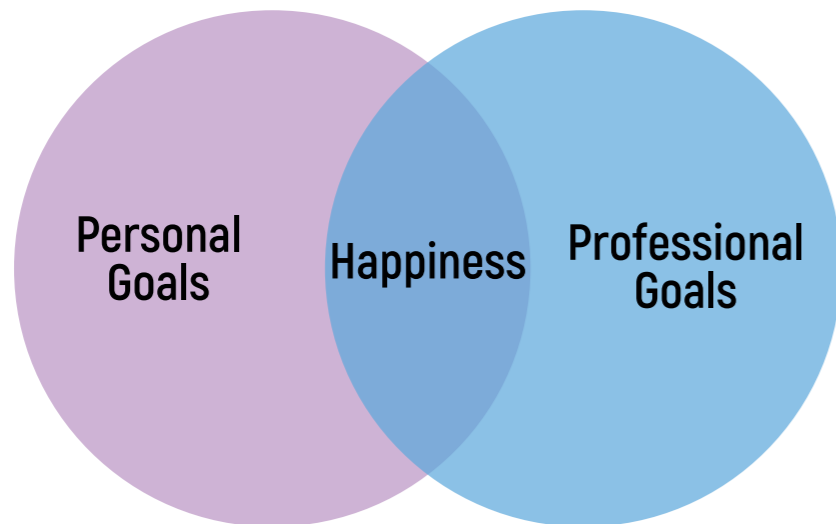

Figure 2: Teachers' Professional Goals Before and After the Program

Teacher Pre-test	Teacher Post-test
"Being able to transfer this energy to my students, children, family and close circle will add to my happiness."	"I feel like I get affected by the negative experiences I have less in terms of my psychology and that I am better at overcoming such situation. My next goal will be to work this way and spread this energy to my surroundings."
"Not only will I be happier, but I will spread happiness to my close circle."	"I think I should start with myself when it comes to happiness, so I will try to start things from here. A happy teacher means a happy student."
"I believe I will be able to look at life more positively. I think my subjective state of well-being will increase. I think I will be able to spread this happiness to others."	"A happy brain perceives the world more positively. Creating a happy class, a happy environment is my biggest goal now. A student who is happy in their class is more active in lessons."
"I think that negative situations can be turned into a positive one and that it's always possible to avoid thinking negatively and reflecting negativities to anyone."	"Firstly, it changed the way I look at life, it made me see what aspects of my life I should change, it helped me make myself-my life have better quality, and I hope to reflect the changes in myself on my children more and influence them accordingly."
"The pandemic and those terrifying things we hear every day, to some extent, shook my belief in the fact that the world is actually a nice place. I want to regain this belief and look at the future with more hope."	"My goal is to do no matter what it takes to turn negativities to positive in teaching by finding a way to be happy even in challenging times."
"I will positively affect both my personal development and professional development. I will be able to make more motivating and enjoyable activities with my students. I will also be able to approach my students emotionally."	"Despite everything, I will tell all my students the importance of happiness, love and sharing. And I will teach them that as much as receiving love, giving love will also make them happy. A happy and loving person will be healthier."
"I applied for this project because I considered it a guide to give tips on how I can get rid of my negative emotions that I have yet to solve this day. In this context, I met six hat models. I am happy to see that it's up to me to make my life more productive, happier and more beautiful, and that I'm not alone in this training as I saw many others being happy by improving themselves."	"Following the project, I noticed that as the students' sharing areas increased, their happiness behaviors also increased. In realizing course achievements, I plan to produce projects and materials that will increase the activity of students in the interaction field. Although I'm a high school teacher, the activities were beneficial for my students."

Table 6: Expectations of Teachers: Pre-test and Post-test Comparison

6. IMPACT ON STUDENT

The well-being of students is an umbrella concept that covers more than one factors as is the case with other individuals in the society. In this regard, the well-being of students includes the social, mental, physical and emotional health. Enjoying life and being satisfied with life is, on the other hand, an integral part of the well-being of students. Therefore, the well-being of students refers to the individual's way of perceiving themselves and life.

Schools are not just places where students have academic capabilities, but are also a meeting point where they get to know themselves, notice their characteristics power and interact with others. Accordingly, while organizations offer educational activities to help students gain the necessary academic capabilities, they also act like places which prioritize and contribute to the well-being of students. We can list the factors contributing the well-being of students as follows:

- Attending activities that are meaningful and important to them
- Having a sense of belonging in the society they live in
- Being part of positive connections
- Having the necessary motivation to achieve success

Given these factors that contribute to the well-being of students, the well-being of students can be divided into three groups, namely physical state of well-being, emotional state of well-being, and mental state of well-being.

Firstly, the physical state of well-being of students refers to the individual's physical health in schools and other environments. The physical state of well-being in educational environments is only possible by providing the trusted atmosphere and protective health maintenance that encourage regular exercise.

The emotional state of well-being of students, on the other hand, refers to the individual's getting to know themselves and developing skills to understand life as a whole both with its negative and positive aspects. Schools are the only places that provide students with resources and opportunities required to acquire psychological resilience and boldness skills.

Finally, the mental state of well-being refers to the student's noticing their individual potential, improving their creative-thinking skills and being in harmony with their peers.

Under the Heart-to-Heart Happiness Class Project Training Program, classroom practices were used to increase the well-being of students. The participating teachers stated that following this educational program, their students developed strong communication skills and found it easier to focus on their classes. Below you can see the teachers' statements about the attitude- and behavior-related changes they observed in their students after the program.

"It affects them positively when it comes to behaviors, they are now more understanding to each other, and they spend lovely times together without hurting each other. Happy children come to life happy and are more willing to learn."

"I now have students who are honest and have high respect for humans, they simply became individuals who know how to be happy and how to make others happy."

"Students who understood that school is not only a place where one needs to go due to obligation also improved their life quality by being happy and learning new things through fun."
"They now know themselves, their friends, emotions better. The find their own solutions to their problems. They take responsibility for their actions. They are now better at expressing themselves verbally and visually. They are able to have anger management skills."
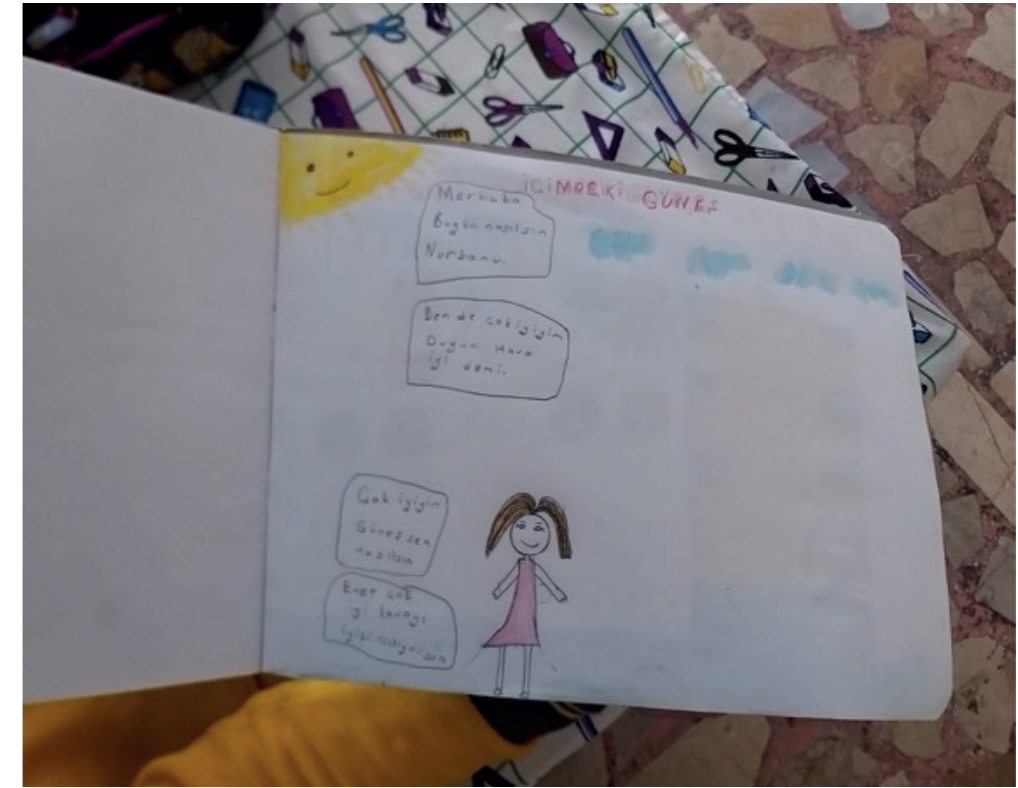
"My students know themselves better. They were able to express themselves better. Through the so glad... activity, they notice that they have many things to be happy for in their lives. Thanks to the activities, they had some quality time with their families and this just made them very happy."
"Contrary to what they believed, happiness is not only about fulfilling physical needs, but is something that comes from making life meaningful...and now they are about to discover this for themselves. I hope that the seeds we plant will turn into strong trees. Happiness trees..."
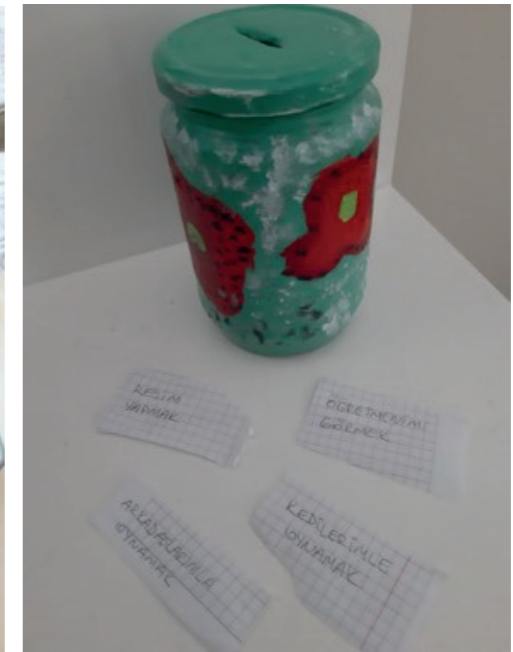
Picture 1: Examples from Students - 30 Goals: "Picture of Happiness"

Picture 2: Examples from Students - 30 Goals: "The Sun Within Me"

"Especially during the pandemic, I got many feedback from students who had enjoyable moments by turning onto the activities, instead of complaints like "ugh! I'm so bored." (a teacher's opinion)

Picture 3: Sample Student Works: My Happiness Piggy Bank"

"They noticed that if they are healthy, then there are many values to be happy for in life. They understood that happiness is not to be sought after, as it is already near us but we just ignore it. Happiness is not just for us. They understood that we will be happier when we make others happy." (a teacher's opinion)
In order to understand the impact of the Happiness from Heart-to-Heart Class Educational Program on students, a pre-test and a post-test were made, along with the teachers' observations, to measure the changes expected in the students' knowledge and attitude levels as part of the Follow-up and Evaluation efforts. A scale was designed that consists of statements corresponding to physical, emotional and mental situations that refer to the student's state of well-being.

Given the results of these 5 Likert-type scales, it was observed that there was a significant increase in the students' knowledge and attitude levels. In fact, the average of the rating given for the statement that directly refers to the physical state of well-being "I often sleep between the same hours" was 3.47 over 5 in the pre-test and it increased to 3.67 in the post-test. Likewise, the rating for the statement that corresponds to the emotional state of well-being and psychological resilience "I try again if I couldn't obtain my desired outcome at first" increased from 4.1 to 4.25. The students' pre-test and post-test results can be seen in Chart 18 comparatively.

Targeted Achievements Chart

Chart 18: Targeted Achievements Chart: Student Pre-test and Post-test Comparison

6.1. Happiness from the Perspective of Children

In order to learn what the happiness concept meant in the world of children, the students were asked to offer the first three words that came into their minds as a response to the following open-ended question in the pre-test and post-test: "For me, happiness ………."   The responses given by the students to this question were analyzed on MAXQDA. Figure 3 and Figure 4 below include the clouds of words consisting of the responses given by the students with regards to the happiness concept.
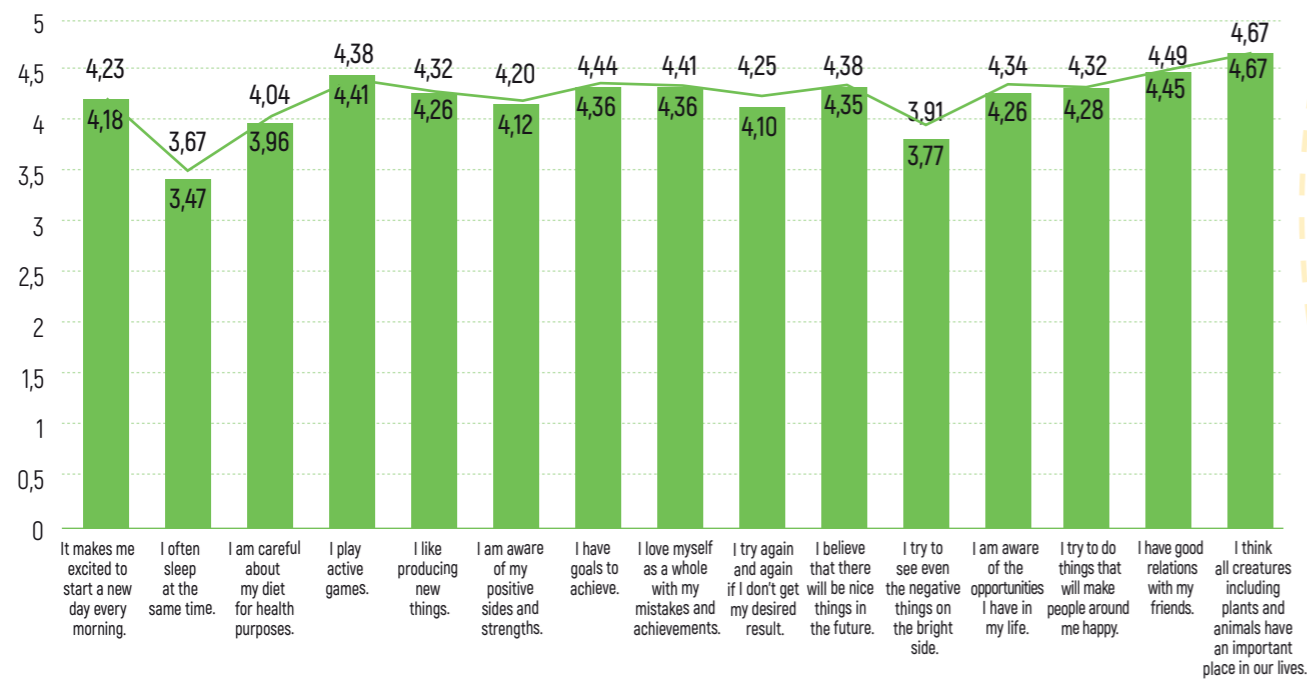

Figure 3: Happiness from the Perspective of Children: Student Pre-test

Figure 4: Happiness from the Perspective of Children: Student Post-test

Comparing the clouds of words in Figure 3 and Figure 4 in terms of intensity, we see that the definitions made by the students in the pre-test and post-test for the happiness concept were in parallel with each other. The word "family" stood out in the pre-test and post-test. In addition, the responses by the students in the pre-test and post-test correspond to the components of the PERMA model.

In order to perform comprehensive analyses as to what happiness means in the world of children, codes were created in light of the responses. Using these codes, conceptual maps were established by employing MAXQDA's Visual Tools module. The conceptual maps established in light of the pre-test and post-test results are shown below.
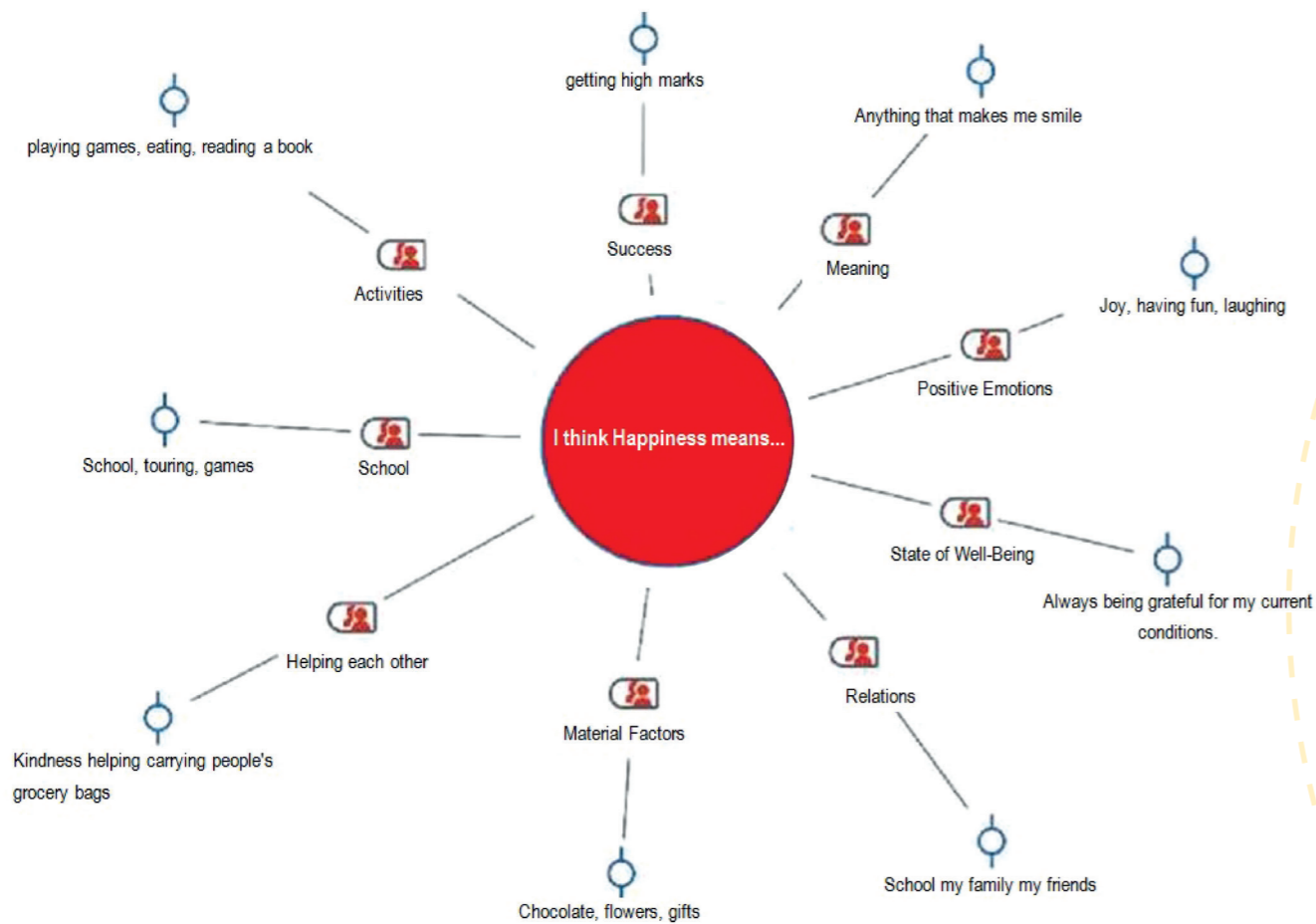

Figure 5: The Definition of Happiness from the Eyes of Students Student Pre-test

Comparing the conceptual maps in Figure 5 and Figure 6, we can say that the students' responses to the happiness concept were similar in the pre-test and post-test. What draws attention in both conceptual maps are the presence of the Material Factors code. According to the statements for the material factor code in the pre-test, the students defined happiness via material elements such as gifts, chocolate, toys.

In the post-test, on the other hand, the material factors code also included money. At first, you can find it odd to see a response pattern that directly points out to the material world in an educational program whose aim was to gain teachers and students the awareness that happiness was something that can be learned and change attitudes accordingly.

In addition, the fact that when an adult defines happiness using the material culture it is acceptable, but when it is a child who defines happiness using material elements it is something strange corresponds to a certain concept in the literature: Childhood as a social construction. The conventional approach to childhood often recognizes it as a biological category. Studies progressing from this perspective take a more distant approach to the consumption culture of the adults' world when children come into play. However, studies that accept childhood as a social category rather than a biological symptom underline those children and childhood take their share from the current culture of consumption just like adults (Buckingham, 2011). In conclusion, it is very normal that the results of the pre-test completed by the students under the Happiness from Heart-to-Heart Class Educational Program contained not only components consisting happiness, but also included statements referring to a hedonist happiness shaped around material factors.
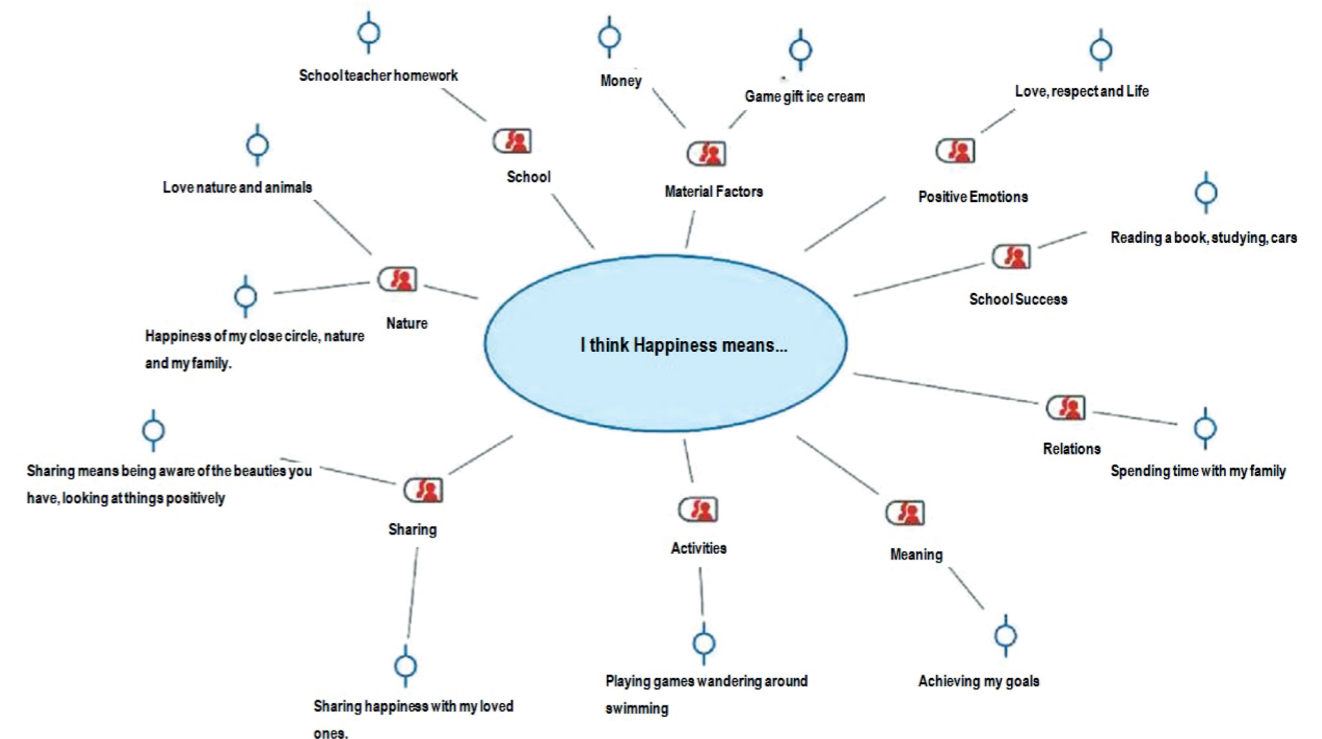
Şekil 6: Çocukların Gözünden Mutluluk Tanımı: Öğrenci Son-test

CONCLUSION AND RECOMMENDATIONS

Despite being caricatured to some extent in many fields from pop culture publications to daily language, the subjective state of well-being refers to much more than coping with the negative situations faced. The state of well-being which is an umbrella concept that covers ideas as to the meaning of maintaining a good life has a multi-dimensional definition that includes aspects such as physical, emotional and mental aspects. Especially for the last several decades, there has been a visible momentum with studies that center upon happiness and the state of well-being.

The psychological resilience and the state of well-being concepts have maintained their importance during the COVID-19 pandemic that has been continuing to affect all communities globally for about the last two years. Switching to online education due to the measures to prevent the spread of the pandemic brought forward the state of well-being of teachers and students. The well-being of teachers has a critical importance on the school climate, students and, at macro level, on communities. The subjective state of well-being is directly related to the presence of highly qualified teachers, construction of adaptable educational environments and the state of well-being of the community from students to parents.

The goal of the Heart-to-Heart Happiness Class Project was to contribute to increasing the subjective state of well-being of students and parents through teachers, and therefore, constructing a happy nation with a high level of well-being. 1486 teachers completed the training under the program. 34178 students were reached through the Heart-to-Heart Happiness Class Project Training Program.

The teachers attended a mentoring program that lasted for two months, following a six-day training. The mentee teachers and the mentors had a mutual learning process. The program aims not only to increase the awareness levels of individuals, but also to adopt a life practice that they can maintain for life by integrating it to their professional and private lives using the set of concepts they acquired.

Through activities such as the Happiness Webinar Series and Happiness Workshop established with the attendance of teachers, students and parents, individuals were provided with a fundamental awareness on their level of knowledge when it comes to the happiness concept.

With the opening of schools in the academic year 2021-2022 in a face-to-face educational scheme, teachers and students performed classroom practices under the project. The teachers emphasized that such classroom practices helped students understand that happiness is something that can be learned, cope with the boredom and negative feelings they have experienced during the pandemic.

Finally, the teachers stated their expectations and recommendations with regards to the training program. Feedback from the teachers were mainly about planning and the structure of the program. Accordingly, recommendations included increasing the number of synchronous sessions while shortening their time, and holding interactive sessions where participants can take active roles.

Results of the research completed under the follow-up and evaluation efforts indicate that happiness and the subjective state of well-being showed positive changes at the behavioral level of both students and teachers. In addition, a longitudinal study can be recommended for future research designs in matters such as happiness in which a long-term behavioral change can be expected. For example, a group selected from among the teachers and students who attended the educational program in the last term can be included in the research in the future and the subjective state of well-being can be assessed on an annual basis.

At the Teachers Foundation Academy, we are very happy to be a part of this project that aims to construct a happy nation through teachers and responds to such an important social need in a time when psychological resilience and state of well-being are more important than ever before considering the pandemic that has negatively affected all nations, and we truly feel the participants' expectations and suggestions.

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