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EXPLORING 9th-GRADE STUDENTS' WELL-BEING IN A PUBLIC SCHOOL CONTEXT IN TURKEY

THESIS BY
Dila BARAN

Supervisor: Dr. Aysun YURDAIŞIK DAĞTAŞ
Member of Examining Committee: Dr. Senem ZAİMOĞLU
Member of Examining Committee: Dr. Deniz ELÇİN (Siirt University)

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(The original copy is wet signed in the institute directorate)
Univ. Inside - permanent member-Supervisor-Head of Examining Committee:
Dr.Aysun DAĞTAŞ

(The original copy is wet signed in the institute directorate)
Univ. Inside - permanent member:
Dr. Senem ZAİMOĞLU

(The original copy is wet signed in the institute directorate)
Univ. Outside - permanent member:
Dr. Deniz ELÇİN
(Siirt University)

I confirm that the signatures above belong to the academics mentioned.

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Dila BARAN

DEDICATION

To my beloved family…

ACKNOWLEDGEMENTS

ABSTRACT

EXPLORING 9th-GRADE STUDENTS' WELL-BEING IN A PUBLIC SCHOOL CONTEXT IN TURKEY

Dila BARAN

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One factor that impacts students' academic performance and success in life is their psychological state. Well-being is considered one of the most crucial elements of this psychological state and is defined as a condition "in which a person can realize their full capacity, work successfully and creatively, establish strong interpersonal relationships, and contribute to the community" (Beddington et al., 2008, p. 1057). For many years, psychology and education have both employed and extensively investigated the idea of well-being. Well-being is a broad subject and it is influenced by several factors; including the school context, social relations, structural features and facilities of the school, and many more. As a result, the context must be taken into account while discussing this topic. In line with the information, this study aims to explore the well-being of 9th-grade students in the public school context. In the study, variables (school context, school engagement and safety, students' gender, relations with peers and teachers, and their perceptions of school life) related to students' well-being levels were examined by using a mixed-method technique. The quantitative data were collected using The EPOCH Measure of Adolescent Well-being, adapted by Kern et al. (2016). In addition, qualitative data were collected using semi-structured interviews. When the survey findings were evaluated, the students' overall well-being score was moderate, and there was no significant difference in terms of gender. Besides, when the interview responses were analyzed, it was revealed that students were happy in the school context, communicated well with teachers and peers, participated in various activities, and felt safe in the school context.

Keywords: student well-being, school context, 9th-grade students, epoch measure, mixed-methods research

ÖZ

TÜRKİYE'DE BİR DEVLET OKULU BAĞLAMINDA 9. SINIF ÖĞRENCİLERİNİN İYİ OLMA HALLERİNİN İNCELENMESİ

Dila BARAN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
Tez Danışmanı: Dr. Aysun YURDAIŞIK DAĞTAŞ
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Öğrencilerin akademik performanslarını ve hayattaki başarılarını etkileyen faktörlerden biri de psikolojik durumlarıdır. İyi olma hali, bu psikolojik durumun en önemli unsurlarından biri olarak kabul edilir ve "kişinin tam kapasitesini gerçekleştirebildiği, başarılı ve yaratıcı bir şekilde çalışabildiği, güçlü kişilerarası ilişkiler kurabildiği ve topluma katkıda bulunabildiği" bir durum olarak tanımlanır (Beddington vd., 2008, s. 1057). Uzun yıllar boyunca psikoloji ve eğitim, iyi olma hali fikrini hem kullanmış hem de kapsamlı bir şekilde araştırmıştır. İyi olma hali geniş bir konudur ve okul ortamı, sosyal ilişkiler, okulun yapısal özellikleri ve olanakları ve daha pek çok faktörden etkilenir. Sonuç olarak, bu konu tartışılırken bağlam dikkate alınmalıdır. Bu bilgiler doğrultusunda, bu çalışma 9. sınıf öğrencilerinin devlet okulu ortamında iyi oluşlarını incelemeyi amaçlamaktadır. Çalışmada, öğrencilerin iyi oluş düzeyleriyle ilişkili değişkenler (okul ortamı, okula bağlılık ve güvenlik, öğrencilerin cinsiyeti, akranları ve öğretmenleriyle ilişkileri ve okul yaşamına ilişkin algıları) karma yöntem tekniği kullanılarak incelenmiştir. Nicel veriler, Kern ve diğerleri (2016) tarafından uyarlanan EPOCH Ergen İyi Oluş Ölçeği kullanılarak toplanmıştır. Buna ek olarak, yarı yapılandırılmış görüşmeler kullanılarak nitel veriler toplanmıştır. Anket bulguları değerlendirildiğinde, öğrencilerin genel iyi olma hali puanının orta düzeyde olduğu ve cinsiyet açısından anlamlı bir fark bulunmadığı görülmüştür. Ayrıca, görüşme yanıtları analiz edildiğinde, öğrencilerin okul ortamında mutlu oldukları, öğretmenleri ve akranlarıyla iyi iletişim kurdukları, çeşitli etkinliklere katıldıkları ve okul ortamında kendilerini güvende hissettikleri ortaya çıkmıştır.

Anahtar Kelimeler: öğrenci iyi oluşu, okul bağlamı, 9. sınıf öğrencileri, epoch ölçeği, karma yöntem araştırması

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ABBREVIATIONS

EPOCH **:** Engagement, Perseverance, Optimism, Connectedness, Happiness.

PERMA **:** Positive emotions, Engagement, Relationships, Meaning, Accomplishment

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1. INTRODUCTION

1.1. Background Of The Study

The *well-being* of a person can have a beneficial or negative impact on many aspects of their lives. An individual's success and achievements, quality of life, interpersonal connections, and even physical health are all directly impacted by their well-being. Even though there are no uniform definitions of well-being and other concepts associated with optimal psychological functioning as Coleman (2009) states; Beddington et al. (2008, p. 1057) describe well-being as a condition "in which a person can realize their full capacity, work successfully and creatively, establish strong interpersonal relationships, and contribute to the community. In general, two viewpoints have been used to describe well-being. The psychological definition of well-being is the predominance of positive traits, whereas the clinical definition of well-being is the absence of unfavorable circumstances (Fraillon J., 2004). Additionally, in this study, the concept of well-being was considered as feeling good, having more positive emotions and less negative emotions.

For many years, well-being is being researched and given more attention in the field of education and it is a very common study for both adult and young learners. The reason why so much attention is given to the well-being of students is that schools are an institution where people spend the majority of their time and therefore are important in terms of the personality and psychological development of the person. The school context influences students' academic, physical, emotional, and, most significantly, psychological growth. This situation made it necessary to examine the psychological effects of the school context on the student in detail.

Similarly, many researchers have drawn attention to the school context and its impact on well-being. It has been shown that the educational setting has a significant role in understanding student behavior. According to Kern et al. (2014), schools play a significant part in promoting well-being for today's youth because the majority of kids and teens spend a lot of time in educational settings. Similarly, it is stated that the perception of the classroom and school learning context should be considered a moderator of students' general well-being (Kaplan & Maehr, 1999). Moreover, Norrish (2013) stated that because adolescence is a crucial developmental time that affects how people operate throughout their lives, placing special emphasis on student well-being in school is important. Furthermore, it was indicated that educational institutions are the

best places to offer chances for health, security, advancement in education, and moral growth (Peterson, 2006)

Teachers are found to have a significant influence on students' well-being as well. According to Petegem et al. (2006), the well-being of instructors and the well-being levels of their students seem to be directly correlated. The same study found that the well-being of students increases when they view their teachers to be inspiring, supportive, and kind, whereas well-being diminishes when they perceive their teachers to be stern and reprimanding.

In addition to all of the previous studies, the current research examined the well-being of 9th-grade high school students in their school context. This study has focused on the well-being of adolescents for several reasons. First of all, adolescence is a step from childhood to adulthood so the individual experiences many changes both physically and mentally during this period. Through this maturation process, the person is confronted with numerous new situations and therefore experiences many emotional fluctuations. They are prone to rapid and drastic mood swings. While this period offers development opportunities, it also brings risks to physical and mental health (*Ergenlik Dönemi*, n.d.). Eskin (2000) examined adolescent mental health problems and found that mental health problems were quite common in the adolescent group. Similarly, researchers have primarily concentrated on negative behaviors that occur during adolescence. Among the frequently examined negative behaviors are aggression and anger (Gündoğdu, 2010), peer bullying (Çelen, 2020), depression (Petersen et al., 1993), loneliness (Woodhouse et al., 2011), and sadness (Santiago-Menendez & Campbell, 2013).

The fact that adolescence brings with it so many problems has revealed the necessity of examining the psychological state of students in adolescence. However, psychology research in the literature is more concentrated on negative emotions and there is a lack of research that focuses on positive emotions. The concept of *positive psychology* emerged from this idea and was put forward in 1998 by Seligman, who is considered to be its founder. Positive psychology states that psychology should not only focus on mental disorders but also aims to contribute to the well-being of individuals by examining their strengths (Csikszentmihalyi & Seligman, 2000). Well-being is thought to have an important place in an individual's school, private, and family life, so this research is based on the well-being of adolescents from a positive psychology perspective.

From the same perspective, it is also important to include *positive education* in all of the school's courses for the students. Positive mental health or thriving within the school

community is the main objective of positive education according to Norrish (2013). Seligman (2011) further defines positive education as conventional instruction that emphasizes academic skill development, supplemented by strategies that foster well-being and advance mental health. Incorporating well-being into the curriculum in schools will ideally reduce depression, boost life satisfaction, promote social responsibility, facilitate learning, and even improve academic performance (Waters, 2014). Similarly, Caprara et al. (2000) stated that academic success, less hazardous behaviors, and improved physical health in adulthood have all been associated with the good psychological traits that come from *positive schooling*. Given these benefits of positive education, it is emphasized that educational institutions need to consider how to improve and promote the well-being of their students.

Another common perspective in the field of well-being is the PERMA perspective proposed by Seligman (2011). Seligman states that many different components of well-being may be quantified, hence it cannot be defined by a single factor. A feeling of meaning or purpose in life, positive relationships with others, pleasant emotions, engagement, and accomplishment (PERMA) are the five distinct but linked areas that Seligman (2011) uses to describe well-being. Complementing this viewpoint, another theoretical approach was put forward by Kern et al. (2016) which is called the EPOCH model. This model is used to assess the five positive well-being characteristics; engagement, perseverance, optimism, connectedness, and happiness. EPOCH, derived from PERMA, is not yet a widely used point of view, especially in Turkey. For this reason, this model will be the main focus of this study. Another logic for utilizing the EPOCH model in the current study is that this model is more suitable for measuring adolescent well-being while PERMA is more appropriate for adults.

The following headings will describe the problem statement, significance, and purpose of the research. Additionally, the research questions and limitations of the research will be mentioned.

1.2. Statement Of The Problem

Well-being is thought to have an important place in the happiness and success of the individual. For this reason, it can be observed that the majority of researchers value this subject. Many diverse groups and professions have been explored on this topic, but in the field of education, well-being studies primarily concern students and teachers (Horn

et al., 2004; Gibbs & Miller, 2013; Jennings, 2014; Ağaçbacak, 2019; Alves et al., 2020). The students are the primary emphasis of the current examination.

It is significant for the development of students to conduct research with them because they grow not only academically but also emotionally in the school context. This topic has received considerable attention also in Turkish literature, however, some gaps have been identified in the previous research. To begin with, most of the studies were conducted in relational models and well-being was examined in terms of different variables such as thinking styles and gender (Gürel, 2009), goals of life and hope with well-being (Deniz, 2020), subjective well being and self-compassion (Şimşek, 2019), self-efficacy and subjective well-being (Beyhan, 2020), social media dependency and psychological well-being (Söner & Yılmaz, 2018), the impact of teachers' well-being on students (Harding et al., 2018), teacher and student relationships (Maele & Houtte, 2010; Wentzel, 2009), the impact of school climate (Lombardi et al., 2019), etc. But the amount of studies based on a single school context is comparatively less. Because well-being is a broad subject; the school atmosphere, social interactions, structural features and facilities of the school, and many other factors all influence well-being. The educational context in which the student is educated should be taken into account in addition to all of these features to get a holistic result. This means the context must be considered while discussing this field of study. To understand how the qualities of the school affect the student, this study aimed to assess students' levels of well-being based on a specific school setting.

Secondly, adolescent research is crucial because it is regarded as an important time for laying the groundwork for behaviors that may have an impact on their mental health and on their ability to function as adults in the future. Physical, emotional, and behavioral changes occur during adolescence, and these changes can be positive or negative. Adolescence is considered an essential and crucial stage in the developmental process because of these characteristics. Students' high subjective well-being levels were said to have prevented them from going through unpleasant situations in that period and helped them navigate adolescence in the best way possible (Yaldız, 2021). For this reason, even though the majority of study on students has focused on adolescents (Kardaş & Yalçın, 2019), it is thought that examining students in different school contexts will also contribute to the literature.

In addition, looking at the literature, studies focusing on the psychological states of individuals generally focused on negative emotions such as anxiety, loneliness, fear, and

depression. In comparison to studies on psychological issues, psychological health is significantly less studied (İşgör, 2017). For this reason, this research has been handled from the positive psychology perspective, which emphasizes the positive traits of an individual. Thus, the subject of positive psychology was not only the elimination of mental disorders but also the structuring of positive qualities. By examining students' positive traits, which have not received as much attention, this study expects to make up for it. Based on the concept of positive psychology, this research also examined the positive emotions of students in addition to the negative emotions they felt in the school context.

Moreover, as in other subjects, it is important to examine the subject of being well from different perspectives. When the research is examined, it can be seen that the subject of being well has been investigated in terms of different scales and theories. However, there are some limited studies based on the EPOCH model that focuses on the strengths of the individual from a positive psychology perspective (Demirci & Ekşi, 2015). This study intends to assess teenagers' well-being using the EPOCH theory, which has not received enough attention, especially in Turkey.

Even though many academics place a high priority on this subject, some shortcomings identified in the literature have been discovered. This study aims to fill these gaps found in the literature while addressing the following questions: "What is the well-being of 9th-grade students in a public school context in Turkey, and what is the effect of school characteristics on the well-being levels of students?"

1.3. Significance Of The Study

Adolescence is a critical period for the development of the individual. This period, which is a step from childhood to adulthood, is a duration in which the individual matures socially, psychologically, physically, and mentally. Moreover, it is well acknowledged by researchers that both positive and negative emotions are experienced, that mental health issues are more prevalent in adolescence than in childhood, and that emotional ups and downs are more intense in this age group (Eskin, 2000). Adolescents' mental health is extremely important due to all of these factors. Many researchers have drawn attention to the fact that the educational setting has a significant impact on the well-being of an individual. It also has been reported that schools have a crucial socialization role in creating and sustaining strong cultural values and encouraging well-being for today's young since most children and adolescents spend a lot of time in the educational setting

(Kern et al., 2014). Similarly, it has been discovered that the school setting is crucial to teenagers' growth, especially in their later years (Sarková, 2010). This situation has revealed the necessity of examining adolescent students in their contexts, which means their school context.

Based on this information, it is critical to assess the adolescent students' psychological health in a school context taking into account the characteristics of the school. This is quite different from the current studies since many studies have examined the effect of different variables on well-being, but the features of the school context were not of primary importance. In addition, most research on the development of psychological health has generally concentrated on adulthood, and childhood and adolescence periods have been put into the background (Özdoğan, 2021). For this reason, the well-being of adolescents in a school context was examined in this study while also taking into account the peculiarities of the school context.

This study's significance is further underscored by the fact that students' perspectives regarding their well-being were directly solicited from them during the data collection process. Studies that focus on well-being are mostly done quantitatively. But in this research, both a quantitative method -a questionnaire- and a qualitative method -an interview- were used. According to Fielding and Fielding (1986, s.12), numerous advantages can be attained in studies that combine quantitative and qualitative research methodologies. This approach, known as the mixed method, enables us to get over the drawback of utilizing just one technique, to have a comprehensive view of the situation, to provide ease of explanation with the use of numerical and verbal values together and it will also help to increase the meaning strength of the explanation in the same way (Tunali et al., 2016). Employing a mixed-method strategy, it is also intended to advance a thorough comprehension of how and why the school climate influences students' mental health.

The reason this study differs from others is that it was conducted with students shortly after the February 2023 earthquake, which destroyed much property and human life. An earthquake is a natural disaster that has the power to disrupt people's lives and create serious psychological effects in addition to structural devastation (Nakajima, 2012, p.150). Therefore it is believed that the participants' residence in Adana, one of the cities in the earthquake zone, and their direct exposure to the disaster had an impact on the findings.

Overall, this research aimed to measure the well-being of 9th-grade students in a public school context. While doing this, students' opinions were taken; and variables such as the characteristics of the school and the gender of the students were taken into consideration. Within this framework, the well-being of students has been discussed from the perspective of positive psychology, which aims to strengthen the positive characteristics of the individual. The findings of the research are expected to be beneficial in terms of adolescent students' psychological growth in a school context.

1.4. Purpose Of The Study

When studies on well-being are evaluated, the relational model is primarily used and it has studied how different elements impact students' well-being. Numerous factors have been found to have an impact on well-being in examinations. However, the school context, which is one of the most important factors, has not been given the necessary importance, especially in Turkey. Considering how much influence the school context has on the well-being of the students, it is thought that school characteristics should be prioritized more.

As Fraillon (2004) stated student well-being cannot be viewed separately from their school context. It is also substantial how students define the school context and how they feel in that context because students not only develop academically at school but also experience their emotional growth there. They also carry the life experience they gained from school into their social lives and shape their future (Kocabaş, 2019). Therefore, when looking at students' well-being levels, evaluating them within the school setting is necessary.

In this study, well being of adolescents in the school was the main domain of exploration. The aspects of the school context were taken considered while assessing the high school students' levels of well-being for more comprehensive outcomes. Moreover, by conducting interviews with a certain number of students individually, it was also intended to obtain the perspectives of the students regarding their emotional states in the educational setting.

For this reason, the purpose of the study is to explore the well-being of 9th-grade students in a public school context by considering student perceptions. In the study, variables (school context, school engagement and safety, students' gender, relations with peers and teachers, and their perceptions of school life) related to students' well-being levels were examined. The students' viewpoints were maintained in the foreground while

accomplishing this. Students' opinions are collected through surveys and interviews and analyzed by the researcher afterward.

Since it is believed that gender may also have an impact on their well-being in addition to the school setting, as a student-level variable, the research findings will also be examined about the gender of the participants. Thus, the findings of the study also aid in our understanding of how gender affects their well-being levels.

The following questions constitute the foundation of the study:

1. What is the well-being level of 9th-grade students in a public school context in Turkey?
2. Is there a difference related to students' gender on their well-being levels?
3. What are students' perceptions of their well-being concerning school context?

1.5. Limitations Of The Study

This research is limited to 9th-grade students at a single high school. Because different school contexts have distinct effects on students' well-being; if we want to examine the effect of context, we also need to conduct research in various schools. In this way, we can better comprehend how differences between schools affect their well-being levels. Besides, it would not be sufficient to do this research only with 9th graders. It is necessary to study other age groups as well. In this way, we can also see the effects of the age difference.

Classroom settings are another thing we need to consider when assessing students' well-being. To get greater knowledge about the school and classroom atmosphere, we could also interview educators so that their observations can be taken into account.

1.6. Literature Review

The purpose of this literature review is to examine the research on students' well-being in the school context. When examining the literature, it soon becomes clear that well-being has been a frequently emphasized subject, especially after the 21st century. However, looking at the literature, the number of studies focusing on the student's well-being in the school context is insufficient. Likewise, the situation in Turkey is no different. This literature review covers two main areas. The first section of the study concentrates on research conducted in Turkey, while the second section focuses on research conducted worldwide. Additionally, sub-headings related to the subject

(positive psychology, student well-being, engagement, social relations, school safety, gender) are mentioned and described in the following part.

Since children spend the majority of their time at school during their educational life, it's important to comprehend their feelings in that setting. Nevertheless, a small number of studies have been conducted on students' well-being in Turkey and the effect of the school climate on it. While high school and university students were the primary subjects of most of the studies (Cenkseven, 2004; Dost, 2004; Koca & Ekşi, 2021; Özdoğan, 2021; Yaldız, 2021), students in primary and kindergarten have not received adequate attention. Additionally, the associations between various variables and student well-being were investigated, and substantial associations between different variables and well-being were revealed (Kardaş & Yalçın, 2019). However, considering that the school context factors also have a significant effect, studies that are solely concerned with this subject should also be prioritized.

1.7. Studies on Well-Being

In one of the influential research on this topic, Kardaş and Yalçın (2019) examined in-depth the well-being research carried out in Turkey between 2000 and 2015. According to the research results, well-being research was limited in the early 2000s and this field has gained importance, especially after the 2010s. However, they also reported that most of the research in this field was done with university and high school students and should be done with other groups as well. Additionally, they noted that positive psychology research which focuses on an individual's positive traits has grown rapidly in recent years. This situation reveals the importance of positive psychology and this is presumably what inspired the subsequent investigations in this field that are discussed below as well as the current study.

The research that shows the most similarities with the current research was conducted by Özdoğan in 2021. In the study, the psychological well-being of high school students and the effect of student and school-related characteristics on well-being were examined. The results of the study revealed that school characteristics have an important impact on students' well-being levels. This finding is similar to the result of Yalçın's research on adolescents in 2021. Another notable conclusion of the study is that adolescents' psychological well-being is significantly influenced by the quality of their friendship relations. A similar result is seen in the study of Bakalım and Taşdelen Karçkay (2016) and both studies emphasized the importance of social support from family and friends

and its positive impact on psychological well-being. However, the population of Özdoğan (2021)'s study is limited to a single province, and as the researcher says "the research should be repeated in more diverse and larger urban centers" (p. 145).

Yaldız (2021) conducted a study that is similar to this investigation. The study examined the variables influencing high school students' subjective well-being, and similar results to the previous research were discovered. Because it was discovered in both research that having fulfilling relationships with friends and family improves an individual's well-being. The study also revealed that pleasant emotions have positive effects on well-being. The same conclusion is drawn from a significant study on well-being (see Diener, 1984). Both studies reveal that individuals who experience positive emotions also have high subjective well-being. These findings highlight the significance of the emotions of students and their effect on the individual.

Looking at the world literature, it is discovered that the number of studies focused on school climate is insufficient (Cohen et al., 2009). For this reason, only a few studies on this subject will be mentioned in this review. The study conducted by Lombardi et al. (2019) on high school students is one of the two significant studies. The study's findings suggest that the school climate is crucial in promoting students' pleasant experiences. Additionally, it has been found that the school climate indirectly influences student engagement, participation in school activities, and well-being. The study by Aldridge and McChesney is another significant investigation (2018). In this study, studies conducted between 2000-2017 on the factors that may affect student well-being at school were analyzed. Results showed that positive social relations (with teachers and peers), positive perceptions of school safety, and school attachment were all associated with students' psychological well-being. Consequently, both studies (Aldridge & McChesney, 2018; Lombardi et al., 2019) revealed a similar significant result: there is a strong correlation between school climate and student well-being.

Finally, other researchers, Kutsyuruba et al. (2015), came to nearly the same conclusions as the studies mentioned above. The study revealed that a positive school climate, a safe school context, and students' well-being are interrelated. This research is important because it contains elements that are important for student well-being and identifies the positive connections between them.

This review of the literature has demonstrated the impact of the school context on student well-being. Although few studies focus only on the school context, the common feature of all of them is that they reveal that school can positively or negatively affect

student well-being. However, since most of the research focuses on particular factors in schools, it is believed that this area needs to be expanded. The literature review continues with a detailed explanation of positive psychology and student well-being and factors that are thought to have an impact (student engagement, social relationships, school safety, and gender), as well as a discussion of related prior studies.

1.8. Positive Psychology

Historically, the science of psychology has primarily concentrated on illness and dysfunction (Özdoğan, 2021). Although it is not entirely wrong, it has also led to the relegation of health-oriented work in psychology to the background (Magyary, 2002). As a result of the problem-oriented focus of psychology, studies focused on increasing the individual's life satisfaction and happiness have been neglected. In other words, problem-oriented approaches are not wrong, but inadequate because they ignore positive characteristics. The positive psychology movement, which is a branch of science that has emerged to complete this deficiency, is an approach that focuses on human strengths.

Due to his studies on this subject, Seligman is considered by many researchers as the founder and pioneer of the field of positive psychology (Demir & Türk, 2020). Seligman can be said to have pioneered the reintroduction of positive emotions, states, and traits into the field of psychology with the studies that he made (Seligman & Csikszentmihalyi, 2000). According to Seligman (2011), well-being is the most crucial and central concept of positive psychology. Therefore, he attaches importance to the well-being of the individual in his research. Based on positive psychology, Seligman introduced the PERMA model with five core elements of psychological well-being in 2011. The EPOCH model, which is based on PERMA and emphasizes the strengths of the individual from a positive psychology perspective (Demirci & Ekşi, 2015, p. 14), forms the basis of the current research.

Positive psychology differs from common psychology by focusing on positive experiences and the strengths of the individual instead of focusing only on illnesses and negative behaviors. In this way, it aims to increase the individual's quality of life and enable the person to experience a higher level of happiness (Koca & Ekşi, 2021). The necessity of emphasizing positive traits is also supported by the WHO's (World Health Organization) definition of health in 1964 (Greenspoon & Saklofske, 2001). Because according to WHO, "health is a condition of complete physical, mental, and social well-being and not merely the lack of disease or disorder" (World Health Organization, 2006).

This viewpoint contends that in addition to curing a person's disease, improving their well-being and quality of life is essential. This should not be perceived as positive psychology focusing only on the individual's positive characteristics and ignoring psychological problems. Because positive psychology also sees the individual as a whole and accepts the negative aspects as well (Demir & Türk, 2020).

Another definition of positive psychology comes from Peterson (2000). According to Peterson, positive psychology is a field of science that deals with positive characteristics that contribute to the individual's attachment to life and improve the person's life quality. Peterson's definition is in agreement with the WHO's definition of a healthy person.

One of the fields influenced by positive psychology is education. This has led to a new paradigm called *positive education*. This view, which is usually discussed within positive psychology rather than as an independent approach (Tekinalp & Işık, 2021), focuses on the development of students' positive characteristics in the school context. Seligman (2011) defined positive education as an approach that helps an individual's academic development and also nurtures their well-being and mental health. Norrish et al. also state that the goal of positive education is to increase the flourishing and positive mental health of the individual within the school context. (Norrish et al., 2013, p. 148). Similarly, Waters (2011) stated that a positive education approach has a favorable impact on both academic achievement and students' well-being. Peterson (2006) claimed that educational institutions are the best places to offer these chances. He urged educators to broaden the scope of their work in the school to include the development of character and overall well-being of students.

The benefits of positive education reveal the necessity of increasing positive psychology practices in educational settings. Because the school context exists for the education of individuals and to help them acquire positive behaviors. Therefore "by implementing positive psychology techniques in educational institutions, the traits that the individual should possess can be attained" (Demir & Türk, 2020, pg. 12).

1.9. Student Well-Being

Student well-being refers to ''a positive emotional state that is the result of a harmony between the sum of specific context factors on the one hand and the personal needs and expectations towards the school on the other hand'' (Engels et al., 2004, p.128). It entails having access to services that promote both physical and mental health as well as feeling secure, supported, and valued in an educational setting.

School is one of the contexts that have a significant impact on students' well-being. Since people at a growing age spend the majority of their time in school, it offers a crucial setting for the development process of adolescents (Eccles and Roeser, 2004). Harding et al. (2018) supported this argument by reporting that aspects of the educational setting can impact an individual's mental health and well-being.

While a high level of positive emotions felt in the school context indicates a high level of student well-being, students who feel unhappy at school can be said to have low well-being. There are several reasons why it's crucial to consider students' well-being and their feeling in the school setting. It is thought that students with high well-being are academically successful, establish positive relationships, have high participation in school and classes, and are better at stress management. On the other hand, students with low well-being may face problems such as low academic performance, inability to cope with negative emotions, showing undesirable behaviors, and experiencing mental health problems.

Consequently, it is important to examine well-being, which has an important place in students' lives, and the factors affecting it. Tian et al. (2015) also mentioned the importance of assessing adolescents' subjective well-being and the importance of examining the subjective well-being of adolescents in more specific areas such as the school context. However, the literature review reveals that the number of studies examining students' well-being in the school context is insufficient. While the majority of study focuses on the negative characteristics of the student (Kocabaş, 2019), there is hardly any research in the literature that examines positive traits from a positive psychology approach.

One of the remarkable studies on this subject is conducted by Løhre et al. (2010) with students from different schools. The study's findings identified some of the elements influencing students' well-being in a school setting. According to Løhre and colleagues, significantly associated factors with students' well-being are obtaining essential academic support and school work satisfaction. Moreover, problems in the classroom and during breaks have proven to be negatively associated. Another important result of the study is that contrary to expectations, supportive teachers do not have as much of an impact. The conclusion is in contrast to certain earlier research findings (Suldo et al., 2009; Tian et al., 2015).

Yaldız and Kılınç's (2021) investigation of the variables influencing the subjective well-being of high school students is another noteworthy study. The results, which

included student opinions, highlighted the beneficial impact of positive social relationships and academic achievement on students' mental health while problems in these areas can have a negative psychological impact.

1.10. Student Engagement

One of the key elements determining students' well-being is their level of school engagement. Arastaman (2006) defined the term as a student's interest in school and lessons, feeling belonging to the school, and liking school. It has a significant role in the protection of an individual's mental health and is an important factor in preventing undesirable behaviors. This means school engagement can be regarded as a positive psychological state for the students.

The significance of engagement has been stressed by numerous researchers. Skinner et al. (2008) stated school attachment protects against possible problems of adolescence by providing an important role in an individual's life. Soyyiğit (2022) believes that with the increase in adolescents' engagement in school, depressive symptoms are observed to decrease. Soyyiğit also reported that a student's academic success will be influenced by the bonds they develop with their peers and by how strongly they are attached to their school. Similarly, Erdoğan (2019) declares that increasing students' engagement with the school is crucial to prevent dropouts and help them feel like they belong there.

Contrarily, it has been discovered that unfavorable thoughts about school have a negative impact on students in a variety of ways. The concept of *"school burnout"* can also be used to explain these negative thoughts. Salmela-Aro, Kiuru, et al. (2009) defined school burnout as being worn out from the pressures of studying, having a negative outlook on education, and feeling inadequate as a student. Salmela-Aro and Upadyaya (2014) studied school-related burnout and engagement among adolescent students and they found that life pleasure was positively correlated with school engagement, whereas depression symptoms were positively associated with school burnout. Moreover, students who are burned out by school are more likely to struggle in class, leave school early, and suffer from a variety of other detrimental psychosocial effects. (Salmela-Aro, Savolainen, & Holopainen, 2009).

Arslan (2021) also emphasized the importance of school belongingness in his research on high school students. The results of the research showed that students who are excluded from the school context experience mental health problems and have low subjective well-being. Based on the findings of the same research, feeling belonging to

the school context enhances the well-being and mental health of adolescents whereas feeling dissatisfied or lack of belonging can cause a range of mental, emotional, and behavioral issues.

All of these factors led to the decision that it was necessary to assess and expand the students' level of engagement. Student engagement can be increased by making the physical structure of the school suitable for the needs of the students, offering social opportunities to the students, developing open communication with them, creating a context where students can easily express their thoughts, implementing the academic and social programs in the school, and making students feel safe in the school context (Akgül, 2021). Doing so is crucial because students with low engagement may exhibit negative and undesirable behaviors in school, which may negatively affect their academic achievement and well-being. Besides, preventing burnout and promoting engagement in the school setting can play a key role in supporting young people's well-being (Salmela-Aro & Upadyaya, 2014). Based on the previous research findings, we can discuss the importance of student engagement in their well-being, school life, and academic success.

1.11. Social Relations

For the school context to have a healthy atmosphere, it is important that students have strong communication with their teachers and peers. The positive interaction students have with their friends and teachers is closely related to their academic achievement, school engagement, social and emotional development, motivation, feelings towards school, and, most importantly, their well-being. This is because peers and teachers are the most important contextual factors that provide resources for adolescents' social and psychological development. Martin and Dowson (2009) supported this idea by stating that communication with people who have great importance in their lives greatly affects young people's success in social, academic, and emotional domains. Similarly, Larsen and Prizmic (2008) explained that socialization affects an individual's subjective well-being, brings out positive emotions, and reduces negative emotions. Given that they spend most of their time at school, apart from the positive effects, negative communication between teachers and students can have negative effects on both sides.

One of the numerous aspects that affect students' entire school experiences is their relationship with their teachers. According to Van Maele and Van Houtte (2010), it is undeniable that teachers play a significant role in how well students integrate into society and how they experience school. For this reason, many researchers have focused on the

student-teacher relationship. As an example, Goodnow (1992) stated that students who have good relationships with their teachers and peers are more motivated toward school. Additionally, Van Petegem et al. (2007) claimed that student perceptions of teachers' behaviors have an impact on student well-being. Moreover, Blankemeyer et al. (2002) declared that, throughout the school years, students' academic success and social functioning have been significantly correlated with their perception of the emotional support they receive from their teachers.

The impact of peer relations on the development of positive feelings towards school cannot be ignored. Arastaman (2006) supported this by stating that students with strong peer relationships also have high levels of school engagement. As social beings, humans need peers with whom they can share their lives and receive support in difficult moments in every period of their lives. Particularly, adolescence is a period when the importance of friendship relationships increases for individuals. During this time, "peers have mainly taken the position of the family, which is of great importance in childhood" (Köse, 2015, p. 1). Adolescents begin to see their friends as a support against the authority of teachers at school and family at home. In addition, positive peer relationships prepare adolescents for social life. On the other hand, the concept of loneliness is painful for adolescents. Because positive friendship relationships develop a sense of community as well as a sense of belonging (Kocabaş, 2019). For this reason, positive friendships among adolescents who spend most of their time in the school context make them happy and have a direct impact on their well-being. In a study on this topic, Köse (2015) looked at the impact of adolescent peer interactions on happiness and discovered that these relationships have a direct and favorable impact on their well-being. Similarly, Köknel (1991) found that peer groups help adolescents' mental health by reducing anxiety and tension and reinforcing positive personality traits.

Another theory that emphasizes the positive effect of social interactions with teachers and peers on learning is the sociocultural theory proposed by Vygotsky (Vygotsky, L.S., 1986). In the theory, Vygotsky stated that children are in communication with their context and social communication affects the mental processes of the individual. For this reason, it is of great importance for students to develop positive relationships with their context in terms of their development and learning. Because healthy social relationships can help individuals to establish emotional connections, receive support, and take part in society. This situation will directly affect the well-being of the individual.

1.12. School Safety

A safe school context is essential for effective learning, students' well-being, and healthy personality development (Çalık et al., 2011). Because schools not only provide individuals with academic knowledge and skills but also prepare them for life and help them acquire the right behaviors. For this reason, it is important for schools to be a place where children feel safe. Effective teaching and learning are very difficult to achieve when an individual does not feel safe. Netshitahame and Van Vollenhoven (2002) supported this idea by saying that teaching and learning cannot take place in an unsafe context.

Barton (2009) defined school safety as preventing students from encountering any negative situation both inside the school and in and around the school grounds. Students in a safe school context will have low levels of anxiety, feel happy, and therefore have high levels of well-being. This will directly affect the student's psychological state and academic success. On the other hand, in an unsafe school context, individuals feel bad, have high levels of fear and anxiety, and therefore have low academic achievement and life satisfaction. It is thought that the psychological impact of school security on students will affect all areas of their lives and their subjective well-being and that psychological threats at school will cause both physical and psychological harm to students.

The significance of school safety is further supported by a study conducted in Turkey. Sürücü et al. (2018) examined the relationship between secondary school students' perceptions of school safety and their subjective well-being. The results of the study revealed a positive and valuable relationship between school safety and the subjective well-being levels of students. They added that students feel better and experience more pleasant feelings as their perceptions of school safety rise. In addition, this paper aims to reveal high school students' perception of safety at school and its effect on their well-being.

1.13. Gender and Well-being

Another factor thought to affect students' well-being at school is their gender. However, when domestic and international studies are analyzed, it is understood that gender cannot be a predictor of well-being on its own. Because some studies have shown that male students have higher well-being levels (Lucas & Gohm, 2003; Arikan & Sari, 2016). Conversely, several research revealed that the well-being of female students was higher (Dilmaç & Bozgeyikli, 2009; Tomyn & Cummins, 2010). Besides, in some

studies, well-being did not show a significant difference according to gender (Andrews & Withey, 1976; Samdal et al. 1998; Öksüz et al., 2017; fuj).

The research of Løhre et al. (2013) has yielded important findings on the gender effects as well. The study's findings indicated that the well-being of males and females is affected by different factors in the school context. While female students' school well-being is negatively impacted by their sense of loneliness, for male students, academic help from their teachers is important and increases their well-being.

Most findings reveal that well-being is affected by various factors as a whole. Due to this, the current study examines how gender affects student well-being while also taking into account the significance of other variables.

2. METHODOLOGY

This section contains information about the research design, setting and participants, instruments, and data analysis.

2.1. Research Design

In the research which aimed to evaluate 9th graders' well-being in a public school context, a mixed-methods research design was utilized. Mixed methods research refers to studies that collect data using both qualitative and quantitative methods or approaches, evaluate it, then combine the findings and draw conclusions (Tashakkori & Creswell, 2007). Utilizing a mixed technique in this research aims to combine qualitative and quantitative data to better understand and interpret the research problem. While measuring students' well-being levels with a questionnaire constituted the quantitative part of the research, a qualitative part of the research was interviewing students to understand their viewpoints and collect in-debt data regarding the factors that affect their well-being.

2.2. Setting and Participants

The sample of the research consists of 9th-grade students in a public school in Adana. Participants were chosen because they are relevant to the topic and they suit a certain profile; therefore, a non-random purposeful sampling method was used. The total number of students participating in the research was 110. To look at the effect of gender on students' well-being, all 110 students' demographic information was gathered. Table 1 provides details on the gender distribution of the participants.

Table 1.

Gender Distribution of Participants

Gender	*N*	*%*
Female	55	50%
Male	55	50%
Total	110	100%

Table 1 shows that 50% of the 110 students are female (n=55) and 50% are male (n=55) which means that the number of male and female participants is equal by chance.

A convenience sampling technique was used to select participants for the interview in order not to put pressure on the students. Students who wanted to participate voluntarily from a total of 5 classes were taken one by one to a separate classroom and interviewed.

The study was carried out at a state school in Adana/Turkey. The school has 24 classrooms, 5 of which are for 9th graders. There are 56 teachers and 742 students in total and the school employs two counselors. Advisory classes and one-on-one meetings are regularly conducted with students which has a significant positive impact on their well-being.

The school facilities include a library, laboratory, project room, 2 study rooms, sports halls, art and music classrooms, and school security. The school offers social groups that all students attend and can select based on their interests. Additionally, since the school is very close to the district center, there are transportation options such as bus, minibus, and metro that provide convenience for students.

The school has both social and academic achievements. For example, they won provincial titles in sporting events, also ranked first in Turkey in scientific activities. The school's university placement rate was 100% in previous years. Later, this rate dropped to 60% due to their selection as one of the 5 project schools in the province and the fact that they have been admitting students without exams for the last 3 years. Today, this rate is on the rise again.

2.3. Data Collection

In this study, The Turkish version of the EPOCH Measure was applied to all the participants. Additionally, one student from each class was interviewed using questions prepared by the researcher. Both sets of data were collected on predetermined dates and times in a school context. The following provides explanations of the data tools.

2.3.1. The EPOCH Measure of Adolescent Well-Being

The EPOCH measurement was adapted by Kern et al. (2016) from Seligman's (2011) PERMA model to be suitable when applied to youth. The resultant model includes five positive traits that, when combined, produce higher levels of well-being. 5 sub-dimensions of the scale are engagement, perseverance, optimism, connectedness, and

happiness. The scale contains 20 items and the average of the four items are used to calculate the scores for each domain.

2.3.1.1. The Reliability of The EPOCH Measure of Adolescent Well-Being

The Cronbach's alpha internal consistency reliability coefficients of the original scale ranged from .74 to .86 for the sub-dimensions. It was calculated as .90 for the whole scale. The test-retest coefficient obtained as a result of the application performed with 3 weeks intervals varies between .55 and .71 for the sub-dimensions. The test-retest coefficient of the total score of the scale was calculated as .75 (Kern et al., 2016, p. 16-21)

2.3.2. The Turkish Version of the EPOCH Measure

The Turkish version of the EPOCH Measure was adapted by Demirci and Eksi (2015) (see Appendix D). Five academicians who were proficient in English grammar translated the EPOCH scale from English into Turkish. The English and Turkish forms were then assessed by two specialists in the field of educational sciences. There are a total of 20 items on the scale; 5 sub-dimensions, and 4 items in each dimension. Each item was prepared according to the sub-dimensions of well-being and aimed to measure the well-being of the students. The scale's items are graded from 1 (never) to 5 (always) on a 5-point Likert scale. The high score obtained from each sub-dimension of the scale indicates that the individual has the characteristic evaluated by the relevant sub-dimension. The scale also gives a total well-being score; the highest score that can be obtained is 100 and the lowest score is 20. The Turkish form of the scale was applied to a total of 262 adolescents studying at three different high schools and the data was evaluated. The scale provides the opportunity to evaluate the strengths and weaknesses of the individual with its multidimensional structure (Demirci & Eksi, 2015).

To apply the questionnaire, permission was obtained from the experts who developed the scale via e-mail (see Appendix E). Also, required permissions were acquired from the participants and the institution to conduct research with students. Prior to starting the study, students were encouraged to participate after being informed of the benefits of well-being based on the literature. The data were collected in a school setting during the lesson. It took approximately 10-15 minutes to complete the questionnaire for each class.

2.3.2.1. The Reliability of The Turkish Version of the EPOCH Measure

Demirci and Eksi (2015), who adapted the scale to its Turkish form, found that the internal consistency coefficients for the sub-dimensions of the scale ranged from .72 to .88. The scale's total score's internal consistency coefficient was computed to be .95, and it was found that the scale's adjusted item-total score correlation coefficients varied from .41 to.77 (Demirci & Eksi, 2015, p. 16-18).

In the reliability test conducted by the researcher, the Cronbach alpha value was examined and the total reliability of the questionnaire was found to be 0.89. Accordingly, it can be said that the scale has a high level of reliability.

2.3.3. Interview

To get additional information, a semi-structured interview was preferred. The reason for choosing a semi-structured interview was to provide a significant degree of flexibility to the interviewer and keep the interview primarily conversational and contextual. The open-ended questions (see Appendix C) were prepared by the researcher and the same questions were asked to each participant in the same sequence. The students were the ones who had already taken part in the quantitative phase.

The interview data was also collected in a school setting. All interviews were conducted by the researcher. Interviews took place during extended breaks or when the course instructor permitted. Following the completion of the questionnaire, each student who took part in the interview was led to an empty classroom individually. To begin with, a consent form was signed by students taking part in the interview (Appendix F). Prior to the interview, a short conversation was held with the students. Doing so aimed to soften the atmosphere and relax the student so that the student was prevented from feeling questioned. They were first briefly informed about the content of the interview. Questions started to be asked once they declared that they were prepared. Each of them was interviewed for an average of 10 minutes. A total of 11 questions were asked during the interview. The questions were intended to comprehend students' perspectives relating to the subject. The researcher developed the questions by the EPOCH measurements' five sub-dimensions. With the consent of the participants, an audio recording was done during the session. In the end, the interview was transcribed by the researcher.

2.4. Data Analysis

Epoch measurement was applied to the participants to answer research question 1 "What is the well-being level of 9th-grade students in a public school context in Turkey?" and research question 2 "Is there a difference related to students' gender on their well-being levels?". The questionnaire was conducted to all 9th-grade students in the research school and took approximately 10-15 minutes to apply, depending on each participant's response duration.

The quantitative data were analyzed by using the Statistical Package for the Social Sciences (SPSS) program. Both descriptive and inferential statistics were used to examine the data. The analysis methods were employed for analyzing and summarizing research findings. While inferential statistics employ techniques to conclude a population from a sample, descriptive statistics are used to describe or summarize data (Byrne, 2007).

First, the questionnaire's reliability was tested and the Cronbach alpha value was evaluated. Following the application of descriptive analysis, normality analysis was used to determine whether the test was parametric or non-parametric. Finally, by analyzing the mean value, the students' well-being levels were found. To measure the difference between genders, a frequency table was designed, then Independent Sample T-Test was applied for variables with 2 groups (female-male).

12 selected students were interviewed for the 3rd third question of the study "What are students' perceptions of their well-being concerning school context?" The qualitative data were also gathered in a school setting. All interviews were carried on in Turkish and the voices of the participants were audio-recorded. Afterward, the researcher translated their responses into English. The data obtained through these interviews were first transcribed, then coded and analyzed. Accordingly; while analyzing qualitative data, the interviewed students were given code names such as S1, S2, etc. Finally, after the data analysis, codes were supported with direct quotations.

As a result, while quantitative data provided a measure of the students' overall well-being, qualitative data helped with the interpretation of the perspectives of each student individually.

3. FINDINGS

This study aimed to measure the well-being levels of 9th-grade students in a public school. For this reason, the students were first given the EPOCH adolescent well-being scale, and their gender information was gathered. Descriptive analysis was applied to find out the well-being levels of the students while gender differences were determined using inferential analysis.

The results were then supported by interviewing 12 participants, which is one of the qualitative research techniques. Students' responses were transcribed and then analyzed by using a content analysis method to conclude what students think of their well-being in the school context. For this, the student responses were first examined, and the most frequently occurring terms were classified as codes.

In this section of the study, the analyzes and the findings obtained are presented.

3.1. Descriptive Statistics for the First Research Question

To find an answer to the first question of the study, "What is the well-being level of 9th-grade students in a public school context in Turkey?", a questionnaire, one of the quantitative research methods, was applied. The EPOCH scale consists of 5 sub-scales; the average of all of them gives the overall happiness level of the individual. First, Cronbach alpha values were interpreted to examine the sub-branches' reliability level and the overall questionnaire. Table 2 presents the normality analysis and reliability analyses.

Table 2.

Reliability Analysis and Normality Assumption Analysis

EPOCH	N	Mean	S.D.	Kolmogorov Smirnov (p)	Skewness	Kurtosis	Cronbach's Alpha
Connectedness	110	14.00	4.03	.00	-.18	-.89	.81
Engagement	110	11.75	3.66	.02	.25	-.41	.72
Happiness	110	11.48	3.77	.00	.01	-.37	.80
Optimism	110	7.61	3.10	.00	.39	-.69	.79
Perseverance	110	10.80	3.60	.00	.09	-.90	.74
Total	110	58.43	14.32	.20*	-.09	-.30	.89

*p<0,05

As shown in this table, when the Kolmogorov-Smirnov Analysis is applied, it is seen that the EPOCH scale shows a normal distribution (p>0.05). In addition, since the kurtosis and skewness values of the subheadings of the scale do not exceed the -2 and +2 limits, parametric tests will be used in the analyses. A Cronbach Alpha coefficient between 0.60 and 0.80 indicates that the scale is moderately reliable, while a coefficient between 0.80 and 1.00 indicates that the scale is highly reliable (Kılıç, 2016). Table 1 analysis can be concluded to have a high level of overall reliability based on the information provided. While Connectedness (.81) and Happiness (.80) sub-headings of the scale are at a high-reliability level; Engagement (.72), Optimism (.79), and Perseverance (.74) sub-headings are at an adequate level.

The students' average general well-being score is 58.4 out of 100, as can be seen in Table 1. Looking at the sub-headings, the students' connectedness is found to be 14.0, engagement 11.7, happiness 11.4, optimism 7.6, and perseverance 10.8. We can determine the students' levels of well-being using these values.

Table 3 shows the Descriptive Analysis of the Turkish Version of the EPOCH Measure.

Table 3.

Descriptive Analysis of EPOCH Measure Frequency Table

	Items	Almost Never		Sometimes		Often		Very Often		Almost Always		M	SD
		n	%	N	%	n	%	n	%	n	%		
Connectedness	1. When something good happens to me, I have people who I like to share the good news with.	6	%5.5	22	%20	13	%11.8	34	%30.9	35	%31.8	3.64	1.26
	10. When I have a problem, I have someone who will be there for me.	11	%10.1	32	%29.4	27	%24.8	12	%11	27	%24.8	3.11	1.34
	14. There are people in my life who really care about me.	7	%6.4	25	%22.7	24	%21.8	26	%23.6	28	%25.5	3.39	1.26
	16. I have friends that I really care about.	1	%0.9	20	%18.3	14	%12.8	31	%28.4	43	%39.4	3.87	1.15

Category	Item												
Engagement	5. When I do an activity, I enjoy it so much that I lose track of time.	7	%6.4	20	%18.2	28	%25.5	30	%27.3	25	%22.7	3.42	1.20
	7. I get completely absorbed in what I am doing.	11	%10	27	%24.5	31	%28.2	23	%20.9	18	%16.4	3.09	1.23
	11. I get so involved in activities that I forget about everything else.	29	%26.4	32	%29.1	22	%20	17	%15.5	10	%9.1	2.52	1.28
	12. When I am learning something new, I lose track of how much time has passed.	16	%14.7	40	%36.7	22	%20.2	20	%18.3	11	%10.1	2.72	1.21
Happiness	4. I feel happy.	10	%9.1	35	%31.8	39	%35.5	21	%19.1	5	%4.5	2.78	1.00
	6. I have a lot of fun.	12	%11	38	%34.9	29	%26.6	15	%13.8	15	%13.8	2.84	1.21
	8. I love life.	24	%22	25	%22.9	32	%29.4	19	%17.4	9	%8.3	2.67	1.23
	20. I am a cheerful person.	16	%14.5	19	%17.3	22	%20	34	%30.9	19	%17.3	3.19	1.31

Optimism	3. I am optimistic about my future.	25	%22.9	24	%22	24	%22	23	%21.1	13	%11.9	2.77	1.33
	13. In uncertain times, I expect the best.	36	%32.7	30	%27.3	20	%18.2	14	%12.7	10	%9.1	2.38	1.30
	15. I think good things are going to happen to me.	21	%19.1	30	%27.3	24	%21.8	24	%21.8	11	%10	2.76	1.27
	18. I believe that things will work out, no matter how difficult they seem.	27	%24.8	35	%32.1	22	%20.2	19	%17.4	6	%5.5	2.47	1.19
Perseverence	2. I finish whatever I begin.	3	%2.7	27	%24.5	30	%27.3	31	%28.2	19	%1.,3	3.33	1.11
	9. I keep at my schoolwork until I am done with it.	50	%45.5	31	%28.2	16	%14.5	11	%10	2	%1.8	1.95	1.08
	17. Once I make a plan to get something done, I stick to it.	17	%15.6	39	%35.8	21	%19.3	23	%21.1	9	%8.3	2.71	1.20
	19. I am a hard worker.	24	%21.8	26	%23.6	19	%17.3	27	%24.5	14	%12.7	2.83	1.36

When the Connectedness sub-category of Table 3 is analyzed, in response to item 1, 74.5% of the respondents stated they often or almost always have people around whom they like to share the good news when something good happens. It is also apparent that more than half of the participants think that there are people who will be there for them when they have a problem (Item 10, 60.6%); 70.9% think that there are people in their lives who really care about them (Item 14). In addition, 80.6% of participants think they have friends they really care about (Item 16).

Under the Engagement sub-category; 75.5% of the respondents state that they often or almost always lose track of time while doing an activity they enjoy (Item 5). Moreover, 65.5% of respondents said that they are able to focus on what they were doing (Item 7), while 44.6% said that they are almost never or sometimes so focused on an activity that they forgot everything else (Item 11). This shows that more than half of the students do not immerse themselves too much in an activity. Similarly, less than half of the students (48.6%) forget the time when learning something new (Item 12).

Looking at the Happiness sub-category, while 59.1% of the students stated that they often or almost always feel happy (Item 4), 55.1% stated that they often or almost always love life (Item 8). In addition, 54.2% of the respondents said that they mostly have fun (Item 6), while 68.2% believe that they are cheerful people (Item 20).

Under the Optimism sub-category, more than half of the students (%55) stated being optimistic about their future (Item 3) while %53.6 often or almost always believe good things are going to happen to them (Item 15). However, only 40% of the participants hope for the best in situations of uncertainty (Item 13), and similarly, 56.9% of them almost never or sometimes believe that everything will work out in seemingly difficult situations (Item 18).

Lastly, looking at the Perseverance sub-category, more than half of the participants (72.8%) stated that they finish the work they started (Item 2). In contrast, with regard to schoolwork, 73.7% of them almost never or sometimes continue until they are done (Item 9). In addition, only 48.7% often or almost always complete their planned work (Item 17), while 45.4% of the participants do not believe that they are hard workers (Item 19).

3.2. Inferential Statistics for the Second Research Question

To find an answer to the second question of the study, "Is there a difference related to students' gender on their well-being levels?", an independent sample t-test analysis was conducted.

Table 4.

Independent Sample T-Test Analysis

	Group	N	Mean	S.D.	T	Df	P
Connectedness	Male	55	14.39	3.94	1.01	108	.31
	Female	55	13.61	4.11			
Engagement	Male	55	11.48	3.58	-.76	108	.44
	Female	55	12.01	3.74			
Happiness	Male	55	11.43	3.84	-.15	108	.87
	Female	55	11.54	3.73			
Optimism	Male	55	8.00	3.02	1.34	108	.18
	Female	55	7.21	3.14			
Perseverance	Male	55	10.63	3.76	-.50	108	.61
	Female	55	10,98	3.45			
Total	Male	55	58.67	14.82	.17	108	.86
	Female	55	58.19	13.94			

*p<0.05

The results of the analysis made in this framework are given in Table 4. The gender variable table indicates that there is no statistically significant gender difference in the levels of student well-being and its sub-branches (p>0.05). This finding shows that female and male students have similar levels of well-being in the school context in terms of engagement, perseverance, optimism, connectedness, and happiness.

3.3. Content Analysis for the Third Research Question

One-to-one interviews were conducted with 12 participants to find an answer to research question 3: "What are students' perceptions of their well-being concerning school context?". The audio-recorded responses during the interviews were transcribed and then codes and categories were created by the researcher.

Table 5.

Analysis of Interview Data

Student Perceptions	
Category	**Codes**
School Context	Feeling happy
	Friendships
	Well-rounded school
	Feeling free
Positive Connectedness	Sincere
	Fun
	Supportive
	Communication
	Feeling appreciated
	Having the same preferences
	Thinking similarly
	Feeling understood
Negative Connectedness	Prejudiced
	Arrogant
	Self-righteous
School Engagement	Sports and music activities
	Tournaments
School Safety	Safe at school
	School security
	School structure
	Long break

3.3.1. School Context Findings

Questions 1, 2, 3, and 9 of the interview were analyzed to determine the school context and its impact on students' well-being. Almost all answers were positive and 5 out of 12 students reported that they arrive at school "happy" and "energized". Although students' moods varied depending on the day's courses, the majority said they liked learning new things and spending time with friends.

S1: In general, I have more energy than usual. It depends on the lessons during the day. If there are classes and teachers I like, I come to school happy.

2 students claimed they were "tired" when they arrived at school. For them, going to sleep and waking up early or traveling long distances to get to school could be exhausting.

S10: I often feel tired because I can't go to sleep early at night and it is tiring to get up early in the morning.

When students are asked what they enjoyed the most and what made them the happiest in school, nearly all of them (10 out of 12) mentioned seeing and spending time with their "friends". At the same time, 4 students expressed their satisfaction with the school's education system and appreciated the fact that the school is well-rounded and has activities for everyone.

S4: In the school context, my friends make me happy the most. I like having fun and spending time with them.

S9: The versatility of the school makes me happy. In other words, we can find something for everyone's interests, not just academic achievement.

When students were asked about the challenges they faced in the school context, the most frequent response was various school subjects. In particular, 4 students mentioned biology as the most challenging subject. Notwithstanding, the majority of students do not think that they are able to cope with this challenge.

S1: Biology class challenges me the most in the school context. But I don't think I can cope with this difficulty.

5 students also admitted feeling unqualified given the school's high academic rate but were able to deal with the problem by working harder and asking friends for assistance.

S9: Because the school has a high success rate, that is, everyone gets high scores, sometimes I feel unqualified. But then I think that I should not compare myself like that. I cope with this difficulty by working harder and getting help from my friends.

When it was asked whether students felt free in the school context, almost all of them (10 out of 12) answered positively and claimed that they felt "totally free". However, the

ban on some sports activities and the difficulty of some courses can make students feel "restricted".

S7: I don't remember anything I wanted to do but couldn't. And honestly, I feel free.

S4: In general, I feel free, only sometimes they forbid me to play ball and I wish they didn't. Other than that, sometimes the lessons are boring for me. There are no other restrictions.

3 students were aware that small rules were necessary and claimed that even though the school had some rules, they did not mind because they knew it was for their benefit.

S9: The school context has certain rules, but they are for our good, so we don't mind them.

3.3.2. Connectedness Findings

Questions 4, 5, 6, and 7 of the interview were analyzed to reveal students' perceptions of their connectedness with their peers and teachers in the school context. One of the questions aimed to reveal the relationship between individuals and their teachers in school and the majority of replies mentioned they get along well with most of the teachers especially those who are "sincere", "fun" and "supportive" to them.

S12: I have a teacher I feel closer to because he is very sincere and fun. He suits our mindset and gets along with us very well.

S6: Yes, I think me and my teachers get along very well. I also have my favorite teacher because I like the way he treats me. He is closer to me and more sincere than others. When I have a problem, I consult him directly and he helps me.

However, what most students want was (9 out of 12) to be able to "communicate" with their teachers and to "feel appreciated" by them.

S3: Actually, I like all my teachers very much and I get along well with them, but I like one teacher very much because he is very pleasant to talk to. He also looks me in the eye when I am talking and this makes me feel very valuable. That is why I feel close to her.

When students were asked about their relationships with their friends at school, while all students stated having close friends in the school setting, 8 out of 12 students also cited "thinking similarly" and "having the same preferences" as two qualities they appreciated in their friends. Moreover, the ability to "communicate" and "share things" with them is another quality that students strive for in close relationships.

S3: I have a few friends that I am very close to. But I have one friend who I think is different from the others, she is very unique. And we have very similar tastes, so I like her a lot.

S5: I have a friend with whom I am close, I like his conversation the most and we have common tastes. We also enjoy similar things.

One question was designed to find out whether students had any negative interactions with their peers and although most students responded that they normally get along well with one another; 4 of them said that they can not get along with "prejudiced", "arrogant" and "self-righteous" people.

S7: There are some people I don't get along with. Because they are very prejudiced, so I keep myself away from them.

S9: Actually, there is no one I don't get along with, but if I did, it would be someone arrogant and self-righteous.

The question was asked to gain a deeper understanding of students' relationships with their peers and teachers, and almost all students responded that they felt "listened to" and "understood" by the people around them. This strengthens relationships and makes the individual feel better and more valued in their context.

S7: Yes, all my teachers and friends listen to me. For example, when there is an issue, they ask for my opinion and value them.

3.3.3. School Engagement Findings

Question 8 of the interview was analyzed to reveal students' perceptions of their school engagement. Among the students, 9 of them stated participating in sports and music activities. This demonstrates the high level of student engagement in the school context.

S1: I join music classes; violin and baglama. I enjoy it because I have been playing since I was little. I wish there was also a chess activity at school.

S9: Yes, I participate in volleyball and basketball here. I also play musical instruments because I want to improve myself. I have archery training outside school, so it would be nice if it was here too.

S10: I participate in table tennis and robotic coding. Since I have been doing these for a long time, it is like a habit. There is no other activity that I wish I could do.

Additionally, apart from sports activities, the 4 students mentioned they would most like to see tournaments at the school, especially soccer.

S3: I like music activities and I participate in piano lessons. Other than that, there are soccer activities, but I wish we had a soccer field and tournaments were organized.

3.3.4. School Safety Findings

Questions 10 and 11 of the interview were analyzed to reveal students' perceptions of their school safety. It can be seen that almost all students believe that they are safe at school when examining the provided responses. The presence of school security was what gave them the feeling of security.

S6: I feel safe because first of all we have a security guard at the gate, he protects us. Other than that, I am already friends with everyone and I feel safe around them.

But due to the structure of some areas of the school, some students reported feeling uncomfortable. Most are particularly uncomfortable being in small, cramped, and flattened spaces. Therefore, they stated that they generally prefer to be in larger and more open-air areas.

S10: I feel a bit unsafe when I go downstairs to the basement because it feels gloomy to me. I feel this way mostly when I am alone and the sound echoes.

S12: There is a place that makes me feel like that, yes. The backyard of our school. It feels small and stuffy to me. I feel better in more spacious and open-air places.

One of the interview questions was to find out the impact of the recent earthquake disaster on students and to determine whether it had caused a change in their attitudes and behaviors toward school. Different from expected, the majority of participants (10 out of 12) claimed that the catastrophe had "no impact" on them and that they still have "similar sentiments" about school. While 7 students said that they still come to school with the same enthusiasm, 4 others said that they were a bit distracted from school due to the long break during this period

S3: My opinion of school has not changed, I still come here with the same enthusiasm.

S1: It did not affect me psychologically or change my attitude toward school. But it took me away from school a little bit because we stayed at home for almost two months and we couldn't come to school. I was away from school a little bit because of the break.

Furthermore, 9 students reported "feeling safer at school" than at home after the disaster and the strong structure of the school was the reason.

S4: It didn't affect my attitude or opinion towards school, but I feel safer at school because there are fewer floors.

S6: My attitude towards school has not changed because school is already safe. At the time of the earthquake, it was not the earthquake that affected my psychology but my family because they were very scared. That's why we stayed outside for a while; in caravans and tents. Other than that, nothing can happen at school I think it is safer than my home.

S9: We caught the earthquake in Adana. Of course, it affected me as much as everyone else, but thankfully no one from my family and close friends was hurt. There was also no damage in our building. My attitude towards school has not changed, in fact, I feel safer here.

In conclusion, when we look at the findings of descriptive statistics, we can say that students' well-being levels are at an average level (58.4 out of 100). At the same time, inferential statistics showed a difference in well-being between the 2 genders, but no significant difference was found in the results. This finding suggests that male and female students have similar levels of well-being in the school context.

When the interview responses were analyzed, it was seen that the responses were mostly positive. The fact that students feel happy and energetic when coming to school shows that their well-being in school is at a high level. At the same time, students prioritize their relationships with their peers and teachers, enjoy participating in social activities at school, and feel free and safe in the school context. While they get along well with sincere, fun, and supportive people, they have negative feelings towards prejudiced, arrogant, and self-righteous people. The results will be discussed and their implications will be provided in the next chapter.

4. DISCUSSION AND CONCLUSION

4.1. Summary of the Research

This study aimed to find out the well-being levels of 9th-grade students of a high school in Adana, Turkey. The EPOCH questionnaire was used to determine students' well-being levels and the effect of gender characteristics. The results were analyzed by employing descriptive and inferential statistics. To support the data obtained and to reveal the effects of the school context on well-being, 12 students were interviewed, and the answers given to the interview questions were evaluated using content analysis. When the survey results were analyzed, there was no discernible gender difference and the students' total well-being score was higher than the average. In addition, analysis of the interview replies showed that students were happy in the school context, communicated well with teachers and peers, participated in various activities, and felt safe in the school context.

4.2. Discussion of the 9th-Grade Students' Well-Being Levels

When the current research findings are analyzed, it is revealed that the students' level of well-being is more than average. There might be more than one reason for this result because students' well-being in the school context can be affected by different factors. For example, in addition to personal characteristics such as gender and age group, factors including social relationships with friends, academic success of the school, communication with teachers, and participation rates in school activities can positively affect students' well-being. On the other hand, exams and future-related anxiety (Steinmayr et al., 2016) or other issues outside of school are thought to be among the factors that might decrease students' well-being.

The "connectedness" sub-heading in the questionnaire gives us information about the student's relations and communication with their surroundings. The sub-heading's higher rating than the others indicates that students have positive human relations in school. In the school context, these relationships are with teachers and friends and this directly increases the well-being of the individual. A similar finding was stated by Goodnow (1992) in research, and it was found that students who have good relationships with their teachers and peers are more motivated and have more positive feelings toward school.

However, students' more than average levels of "happiness" is related to their high levels of well-being in the school context according to survey results. One reason for the

well-being of the participants might be the age group of the students. The age group of 14 is called the peak by psychology experts (Deve, n.d.) and is considered the most challenging period of adolescence. The emotional changes and predominant negative emotions experienced during this period may have caused a decrease in students' well-being. On the other hand, factors such as social relations with peers, academic success, family and teacher support can positively affect the well-being of this age group. For this reason, positive and negative factors may have balanced each other and caused students' well-being levels to be nearly at an average level.

Also provided under the "optimism" sub-heading, which has the lowest level, are the students' perspectives on their future. According to the questionnaire responses, the reasons for the low level of this subcategory are that students generally do not have positive expectations about their future and do not believe that problems can be solved especially in times of difficulty.

Students' well-being also decreases when they have low expectations for the future. The article of Carver et al. (2010), which examines the importance of optimism and how it affects an individual's psychological well-being, supports this result. The researchers concluded that optimism promotes well-being and increases the overall happiness of the individual.

Another factor affecting well-being is the "engagement" level of the students, which is above average in the survey results. The well-being of students with high participation rates in activities (social activities, music and sports events) in the school context is also positively affected and enables them to enjoy their context. For this reason, it is of great importance for the students' happiness that the school provides such opportunities. Lombardi et al. (2019) and Fatou and Kubiszewski (2018) found similar results in their research reporting that improving school climate and context variables positively affects student well-being and enhances their engagement. Also, in research with adolescents conducted in Turkey, Soyyiğit (2022) highlighted the importance of social support in increasing school engagement and accordingly well-being in a school context.

When the sub-heading "perseverance" is analyzed, it is seen that students are successful in completing the work they have started, but they cannot show the same success in school work. In other words, although the participants are generally determined and goal-oriented, their motivation is low when it comes to schoolwork. This may be because students think that the lessons are difficult or have different interests. At the same time, students who have not set a clear goal may have problems maintaining

their motivation and focusing but the guidance of teachers and counselors on these issues would be beneficial to students.

The general perseverance level of the students was found to be moderate, but it is an important factor for well-being. The result of Yıldız and Kardaş's (2021) research with high school students also supports the idea that determination is an important factor and influences well-being. The results of the aforementioned research show that making determined efforts to achieve certain goals is related to well-being and it is a significant predictor of it.

Additionally, the high academic achievement of the school can affect students' well-being both positively and negatively. For instance, some students are motivated to work harder while others experience pressure and a sense of competition. Even though studies on the relationship between school academic achievement and the well-being of students are scarce, it can be demonstrated from the results that each student is affected in different ways and therefore should not be considered a major determinant of well-being.

4.3. Discussion of the Difference Related to Students' Gender on Their Well-Being Levels

When the results of the study were analyzed, no significant difference was found between the engagement, perseverance, optimism, connectedness, happiness, and total well-being levels of male and female students. This situation reveals that gender alone is not a determinant of well-being and its sub-branches with 9th-grade students.

This result is surprising in some respects. Gender disparities in student well-being may be attributed to issues relating to how men and women live their lives differently. Actually, in many civilizations, women's typical living conditions are worse than men's on average according to Tesch-Römer et al. (2007). The traditional perspective, different responsibilities imposed on men and women, inequality in education, etc. are also factors that may reduce women's well-being in Turkey. Women frequently have physical and psychological effects when they encounter one or more of these conditions (Berber, 2021). Due to these factors, women typically express more negative feelings than men in studies (e.g., Costa et al., 2001). On the contrary, Clemente and Sauer (1976) found that women were higher than men in terms of life satisfaction for social reasons.

Although these factors have an impact on an individual's well-being outside of school, the fact that there is no difference in levels of well-being when the school context is considered can be explained by the fact that male and female students are given similar

opportunities at school. Because each student, regardless of gender, receives the same education and psychological support, can participate in the same social activities and continue their education in the same classroom context with a coeducation approach minimizes the difference in well-being between the two genders.

The gender variable and its effects have been frequently examined in the literature (Fujita et al., 1991; Dost, 2010; Tomyn & Cummins, 2010; Løhre et al., 2013; Özdoğan, 2021). However, it becomes clear by examining the findings of the studies done on this issue that they all provide distinct outcomes from one another.

In the study conducted by Baltacı and Akbulut (2021) in Turkey, a similar finding was obtained with the current research result. In the study, adolescents' levels of subjective well-being at school did not show a significant difference according to gender variables. Similarly, there is no significant difference between gender and subjective well-being in the studies conducted with university students (Fujita et al., 1991 & Dost, 2010) and Andrews and Withey's (1976) research conducted with adults.

For all these reasons, it can be said that gender does not directly affect an individual's well-being in this age group and that the level of well-being is affected by many different factors.

4.4. Discussion of the Students' Perceptions of Their Well-Being Concerning School Context

Semi-structured interviews were conducted in order to get in-depth information regarding the participants' perceptions of their well-being. The differences in some categories between the questionnaire responses and the interview answers demonstrated that the emotional states of the students in their daily lives and the school context were different from each other. While students responded to the questionnaire's questions based on their general lives, different outcomes were found since the interview questions were solely focused on their school life. In comparison, students' well-being levels were higher and they experienced more positive feelings in the school context.

Firstly, the fact that the students expressed that they come to school "happy" and "energetic" and this is an indicator of their high well-being in the school context. However, the average level of the "happiness" subcategory in the questionnaire may indicate that they may have some problems in their lives outside of school. While the questionnaire measures the general happiness level of the individual, the interview questions are only directed towards the feelings within the school and it is thought that

this is the reason for the different results. In other words, while students' perceptions of their well-being are high in their school life, it is at an average level in their daily lives.

Moreover, when the interview responses are analyzed, it is revealed that the most important factor for students in the school context is their social relationships. In this sense, the survey and interview findings are consistent. The sub-category of "connectedness" in the questionnaire responses was higher than the other categories and this shows that students' human relations in the school context are above average. Students mostly cite their friends as the reason why they come to school happy. Chatting with their friends and participating in group activities in the school context increase their well-being. Common interests, shared values, and similar thought processes are the most crucial components of friendship. On the other hand, they do not get along with some of their peers because of their unfavorable behavior and perspectives. They specifically mentioned how they do not get along with "*arrogant*" and "*prejudiced*" people.

In addition, their relationships with their teachers also positively affect them. The teachers they find closest to them are those who are *sincere* and *fun*. They are also more likely to form closer bonds and take greater pleasure in lessons from supportive teachers. Besides, they mentioned that they like to be able to communicate with their teachers and want to feel appreciated by them. This makes them feel more valued and indirectly, raises their interest in the lecturer's class. Similar research findings were found by Hallinan (2008) and according to the results of the study conducted with similar age groups, the personality traits of the teacher shape the feelings of students towards school. Additionally, it was mentioned that students are more likely to like school if their teachers support, care, and praise them.

Another factor that increases students' well-being is that they feel *free* and *safe* at school. This is thought to be related to school management, school security, and school structure. According to Sürücü et al. (2018), students' feeling safe at school has a positive effect on student well-being. Because in such contexts, students feel better, and their positive emotions increase. In an unsafe context, on the other hand, students feel fear and anxiety, which negatively affects their psychology.

Similarly, in the interview, students were asked how they were affected by the earthquake and whether their attitudes toward school had changed. As can be seen from the responses, the students were not psychologically affected by the disaster and were even unhappy because they were separated from their schools during this period. Being disconnected from their lessons and being away from their friends affected them

negatively. In addition, the majority felt safer at school than at home and stated that this was because the structure of the school was strong and there were escape areas within the setting.

Also, the impact of high school achievement scores on students should not be ignored. While this situation pushes some students to work harder and strive, it decreases the motivation of some students. In the same vein, Akpınar (2016) found a positive correlation between academic stress and school burnout in a study with adolescents and revealed that this situation may negatively affect well-being.

We also need to take into account school engagement in terms of student well-being. According to the students' questionnaire responses, although the level of engagement is not very high, the findings of the interview revealed that nearly every student took part in at least one social activity at school, demonstrating a high level of school engagement. Previous research has also focused on the effects of students' engagement on both their academic and social lives, while simultaneously enhancing their overall well-being (Salmela-Aro & Upadyaya, 2014; Fatou & Kubiszewski, 2018). However, several restrictions imposed by the school, mostly involving sporting activities, make students uncomfortable. However, some students feel that this is necessary and for their good. According to many students, the best way to cope with this is not to care.

Another issue that should be emphasized is the "perseverance" level of the students. Perseverance is about the challenges students face in their lives. In the questionnaire results, the perseverance level of the students was found to be medium and similar results were found in the interview questions. When the students were asked how they cope with the challenges in the school context, the majority answered "I cannot cope with the challenges" and another common answer was "I try not to care".

Another striking part of the responses is related to "optimism". When the students were asked about their future plans in the interview, most of them stated they saw themselves in very good places. This shows that students have a positive outlook on their future and have good expectations in school life. Differently, the optimism sub-heading was the lowest in the survey responses (7.61 out of 20).

The fact that there are differences in some categories between the survey and interview responses shows that the emotional states of the students in the school setting and in their daily lives differ from each other. While the students answered the survey questions according to their general lives, the interview questions were completely related to the

school. And when the responses are compared with each other, it shows that students' well-being is higher and they feel more positive emotions in the school context.

4.5. Implications of the Study

Student well-being not only affects the success of the individual in the educational process but also ensures that their overall quality of life is high. Well-being in the school environment has positive effects on factors such as the learning process, academic achievement, and social relationships and is important for the physical and emotional health of the students. For this reason, it is especially important for teachers and educational institutions to have information regarding students' well-being. In this way, teachers can develop teaching strategies to support students and improve school and classroom climate. Likewise, educational institutions can also support students' well-being and provide a healthier educational environment at the school level.

First, schools should promote a social environment that encourages positive relationships between students, as social relations are the most significant aspect of the educational context. This can be done by fostering group activities, encouraging collaborative learning opportunities, and planning extracurricular activities that encourage social interaction. At the same time, students who have negative friendship relationships should be given the necessary support by their teachers and counselors.

It is also important for teachers to improve their own relationships with students. Students can establish more positive relationships with teachers whom they feel close to them and whom they find sincere. In addition, being listened to by their teachers and thinking that they are understood makes the individual feel more valuable. Positive student-teacher relationships increase motivation, academic achievement, engagement, and most importantly, well-being in the school context.

In addition to these, the importance of a safe school context should not be ignored. The biggest responsibility in this regard belongs to the school administration and school security. By providing a safe space for students to learn and develop, their well-being and academic achievement can be positively affected.

Besides, external factors should also be taken into consideration. For example, it is necessary to provide support to students in educational, social, and emotional areas during challenging periods such as natural disasters. In such situations, being removed from their safe spaces and familiar surroundings had a negative impact on the psychological state of the students.

Also, this study emphasizes the importance of maintaining a balance between academic achievement expectations and students' quality of life. Educators should be aware that academic stress and school burnout can negatively affect students' well-being. Maintaining a balance between academic discipline and students' mental health is important to create a positive learning context.

Finally, when the gender differences of the students were analyzed, it was seen that there was no difference between the well-being of male and female students. This shows the importance of schools providing equal opportunities to all students regardless of their gender. This equal opportunity provided in the educational context has benefits such as preventing gender-based discrimination and reducing human rights violations.

In conclusion, this study suggests that to improve students' quality of life, social relationships should be prioritized, teachers should be supported, a safe context should be provided, external factors should be addressed, and academic demands should be moderated. By taking these considerations into account, educational institutions and teachers can create a conducive school context that supports students' holistic development and improves their overall quality of life.

4.6. Future Recommendations

Considering the results of the research, various suggestions can be offered to the researchers.

The majority of well-being research in Turkey has focused on high school and university students. For this reason, it is necessary to increase the number of studies conducted with different age groups. Especially among the studies carried on with students, those conducted with kindergarten and primary school students are quite limited.

Also, only student perspectives were gathered for the research, and the outcomes were assessed accordingly. In future research, taking the opinions of teachers and parents on the subject as well as students can help to achieve more holistic results.

Additionally, this study was carried out in a public school. Taking into account the distinctions between public and private schools, different results may be obtained if the same research is conducted in a private school. For this reason, the same research can be conducted in a private school and the differences between the results can be compared. Thus, it can be understood more clearly which school characteristics positively or negatively affect students' well-being.

Moreover, this study examines well-being from the perspective of the EPOCH theory. Researching the well-being of adolescents using different theories is considered to make an important contribution to the field.

Lastly, school characteristics that affect students' well-being negatively can be identified and solutions that can be found for them can be examined. To increase the well-being of students, psychological counseling and guidance services can be expanded at school, and studies such as classroom guidance and group guidance can be carried out.

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APPENDICES

Appendix A: Approval from the Members of the Ethics Committee

T.C			
ÇAĞ ÜNİVERSİTESİ			
SOSYAL BİLİMLER ENSTİTÜSÜ			
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU			
ÖĞRENCİ BİLGİLERİ			
T.C. NOSU			
ADI VE SOYADI	Dila Baran		
ÖĞRENCİ NO	2021008003		
TEL. NO.			
E - MAİL ADRESLERİ			
ANA BİLİM DALI	Sosyal Bilimler Enstitüsü - İngiliz Dili Eğitimi		
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez		
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2022 / 2023 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.		
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER			
TEZİN KONUSU	Türkiye'de Okul Bağlamında 9. Sınıf EFL Öğrencilerinin İyi Oluş Durumunu Keşfetmek		
TEZİN AMACI	Araştırmanın amacı 9. sınıf öğrencilerinin okul ortamındaki iyi oluş durumlarını keşfetmektir. Böylece öğrencinin akademik başarısını arttırmak; psikolojik olarak öğrencileri olumlu ve olumsuz etkileyen faktörleri saptamak hedeflenmektedir.		
TEZİN TÜRKÇE ÖZETİ	Öğrencilerin akademik performanslarını ve yaşamdaki başarılarını etkileyen faktörlerden biri de psikolojik durumlarıdır. Sonuç olarak, öğrenciler ve onların öğrenmelerini, duygularını ve motivasyonlarını etkileyen unsurlar dikkatle değerlendirilmelidir. En önemli unsurlardan biri iyi olma halidir. Uzun yıllar boyunca psikoloji ve eğitim, iyi olma durumunu kapsamlı bir şekilde araştırmıştır. Bununla birlikte, refah geniş bir konudur ve bir dizi faktörden etkilenir. Sonuç olarak, bu konu tartışılırken bağlam dikkate alınmalıdır. Bilgiler doğrultusunda bu çalışmanın amacı, kurumsal bağlam ve çevre açısından 9. sınıf öğrencilerinin iyi oluşunu araştırmaktır. Bu çalışma için veri toplanırken Kern ve ark. (2016) nın uyarladığı EPOCH ölçeği kullanılacaktır. Ek olarak her sınıftan bir öğrenci ile röportaj yapılacak ve öğrencilerin konu hakkındaki görüşleri alınacaktır. Bu araştırmanın katılımcıları Adana ilindeki bir lisede öğrenim görmekte olan 9. sınıf öğrencileridir. Bu vaka çalışmasında karma yöntem araştırma tasarımı kullanılacaktır.		
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Piri Reis Anadolu Lisesi		
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Piri Reis Anadolu Lisesi - Çukurova / Adana		
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Adana'nın Çukurova ilçesinde yer alan Piri Reis Anadolu Lisesi'ndeki 9. sınıf öğrencilerine anket uygulanacaktır. Ek olarak her sınıftan bir öğrenci ile röportaj yapılacak ve öğrencilerin konu hakkındaki görüşleri alınacaktır.		
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	1. EPOCH Ölçeği Türkçe Versiyonu 2.Röportaj Soruları (Araştırmacı tarafından hazırlandı.)		
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 1 (Bir) Sayfa EPOCH Ölçeğinin Türkçe Versiyonu (Toplam 20 soru) 2) 2 (İki) Sayfa Röportaj Soruları		
ÖĞRENCİNİN ADI - SOYADI: Dila Baran	**ÖĞRENCİNİN İMZASI:** Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.		
	TARİH: 05 / 07 / 2023		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU			

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu Eğitim ve Öğretim faaliyet alanı içerisine girmektedir.			

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: AYSUN YURDAIŞIK DAĞTAŞ Unvanı: DR. OGR. ÜYESİ İmzası: Enstitü müdürlüğünde evrak aslı ıslak	Adı - Soyadı: …………….…..… Unvanı: …………… İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ Unvanı : Prof. Dr. İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Adı - Soyadı: MURAT KOÇ Unvanı : Prof. Dr. İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
… / ….. / 20….	…. / …. / 20….	.... / .... / 20……	…. / …. / 20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: **Şehnaz ŞAHİNKARAKAŞ**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Mustafa Tevfik ODMAN**	Adı - Soyadı: **Hüseyin Mahir FİSUNOĞLU**	Adı - Soyadı: **Jülide İNÖZÜ**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
…… / ….. / 20…..	…… / ….. / 20…..	… / ….. / 20…..	..… / ….. / 20…..	… / ….. / 20…..	…… / ….. / 20….	…… / ….. / 20…..
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**

OY BİRLİĞİ İLE	**X**	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, …… / …… / 20…… - …….. / …….. / 20…… tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.
OY ÇOKLUĞU İLE	◯	

Appendix B: Thesis Approval Form

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "Exploring 9th Grade EFL Students' Well-Being In a School Context in Turkey: A Case Study (Türkiye'de Okul Bağlamında 9. Sınıf EFL Öğrencilerinin İyi Oluş Durumunu Keşfetmek: Bir Vaka Çalışması)" başlıklı araştırma "Dila Baran" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız**, araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Araştırmanın amacı 9.sınıf öğrencilerinin okul ortamındaki iyi oluş durumlarını keşfetmektir. Böylece öğrencinin akademik başarısını arttırmak; psikolojik olarak öğrencileri olumlu ve olumsuz etkileyen faktörleri saptamak hedeflenmektedir.

Araştırmanın Nedeni: Öğrencilerin akademik performanslarını ve yaşamdaki başarılarını etkileyen faktörlerden biri de psikolojik durumlarıdır. Sonuç olarak, öğrenciler ve onların öğrenmelerini, duygularını ve motivasyonlarını etkileyen unsurlar dikkate alınmalıdır. En önemli unsurlardan biri olan iyi oluş durumunu incelerken bağlam dikkate alınmalıdır.

Araştırmanın Yürütüleceği Yer: Piri Reis Anadolu Lisesi

Çalışmaya Katılım Onayı:

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştıma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile***)

Adı-Soyadı:
İmzası***:

Araştırmacının

Adı-Soyadı: Dila Baran
e-posta:

İmzası:

***Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.

Appendix C: Consent Form

Interview Date:

Aim of the Research: The purpose of this study is to investigate the well-being of 9th-grade students in the school context.

- I confirm that my participation in this research is voluntary.
- I confirm that the research interview will last approximately 10-15 minutes.
- I have read and understood the explanation provided to me.
- I was given sufficient time to consider my decision before agreeing to participate in the study.
- I have the right to decline to answer any question or to end the interview.
- I agree that researchers may publish documents that contain quotations by me.
- I confirm that I will not receive any payments for participating in this research interview.

By signing this form, I agree to the terms indicated above.

Participant	**Interviewer**
Name and surname:	Name and surname:
Signature:	Signature:
Date Signed:	Date Signed:

Appendix D: Interview Questions (Turkish)

1) Sabahları okula gelirken kendini nasıl hissediyorsun? Böyle hissetmene sebep olan şey nedir?

2) Okulun en sevdiğin özelliği nedir? Okul ortamında seni en çok ne mutlu ediyor?

3) Okul ortamında seni zorlayan bir şey var mı? Var ise bu zorluklar ile nasıl başa çıkıyorsun?

4) Öğretmenlerin ile iyi anlaştığını düşünüyor musun? Okulda en sevdiğin öğretmen kim? Onu diğer öğretmenlerden farklı kılan şey nedir?

5) Okulda çok yakın olduğun bir arkadaşın var mı? Onun en çok neyini seviyorsun?

6) Okulda anlaşamadığın bir arkadaşın var mı? İsim vermek zorunda değilsin. Neden anlaşamadığınızdan bahseder misin?

7) Okul içerisinde öğretmen ve arkadaşların tarafından dinlenildiğini ve anlaşıldığını düşünüyor musun? Sence senin fikir ve duygularına önem veriyorlar mı? Bu konuda aklına gelen bir örnek var mı?

8) Dersler dışında okulda katıldığın herhangi bir aktivite var mı? Neden onu seçtin? Keşke olsaydı dediğin bir aktivite var mı?

9) Okul ortamında kendini özgür hissediyor musun? Okulda yapmayı istediğin ama yapamadığın bir şey var mı?

10) Okul içerisinde kendini güvensiz ve huzursuz hissettiğin bir yer var mı? Neden sana böyle hissettiriyor?

11) Yakın zaman önce yaşadığımız deprem felaketi sana nasıl hissettirdi? Bu durum okula karşı olan tutum ve düşüncelerinde bir değişikliğe sebep oldu mu?

Interview Questions (English)

1. How do you feel when you come to school in the morning? What is it that makes you feel this way?
2. What do you like best about the school? What makes you happiest in the school context?
3. Are there any aspects of the educational setting that compel you? If so, how do you overcome these obstacles?
4. Do you think you get along well with your teachers? Who is your favorite teacher at school? What makes him/her different from other teachers?
5. Do you have a close friend at school? What do you like most about him/her?
6. Do you have a friend at school whom you don't get along with? It's not necessary to mention names. Can you explain why you don't get along?
7. Do you think that you are listened to and understood by your teachers and friends at school? Do you think they care about your ideas and feelings? Do you have an example that comes to your mind?
8. Do you engage in any extracurricular activities at school? What made you decide on it? Is there an activity you wish you had?
9. Do you feel at ease in the educational setting? Have you ever desired to do something in school but were unable to?
10. Is there any place in the school where you feel unsecured and restless? Why does it make you feel this way?
11. How did the recent earthquake disaster make you feel? Did it change your attitude and thoughts toward school?

Appendix E: Turkish Version of EPOCH Measure

Turkish version of EPOCH measure

** ① Hiçbir zaman ② Bazen ③ Sıklıkla ④ Çoğu zaman ⑤ Her Zaman anlamına gelmektedir.					
1. Başıma iyi şeyler geldiğinde çevremde bu iyi haberleri paylaşmayı sevdiğim insanlar vardır.	①	②	③	④	⑤
2. Başladığım işi bitiririm.	①	②	③	④	⑤
3. Geleceğim hakkında iyimserim.	①	②	③	④	⑤
4. Mutlu hissederim.	①	②	③	④	⑤
5. Bir şeylerle meşgul olduğumda o kadar eğlenirim ki zamanın nasıl geçtiğini anlamam.	①	②	③	④	⑤
6. Çok eğlenirim.	①	②	③	④	⑤
7. Kendimi yaptığım işe tamamen kaptırırım.	①	②	③	④	⑤
8. Hayatı severim.	①	②	③	④	⑤
9. Ödevlerimi bitirene kadar başka bir şeyle ilgilenmem.	①	②	③	④	⑤
10. Bir sorun yaşadığımda benimle ilgilenecek birileri vardır.	①	②	③	④	⑤
11. Uğraştığım işe kendimi o kadar kaptırırım ki, geri kalan her şeyi unuturum.	①	②	③	④	⑤
12. Yeni bir şeyler öğrendiğimde zamanın nasıl geçtiğini anlamam.	①	②	③	④	⑤
13. Belirsizlik durumlarında en iyisini umarım.	①	②	③	④	⑤
14. Hayatımda beni gerçekten önemseyen insanlar var.	①	②	③	④	⑤
15. İyi şeyler yaşayacağımı düşünürüm.	①	②	③	④	⑤
16. Gerçekten önemsediğim arkadaşlarım var.	①	②	③	④	⑤
17. Bir şey için plan yaptığımda o plana uyarım.	①	②	③	④	⑤
18. Ne kadar zor görünürse görünsün her şeyin yoluna gireceğine inanırım.	①	②	③	④	⑤
19. Çalışkan bir insanım.	①	②	③	④	⑤
20. Neşeli bir insanım.	①	②	③	④	⑤

Appendix F: Scientific Research and Publication Ethics Board Decision

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2200008859   23.11.2022
Konu : Bilimsel Araştırma ve Yayın Etiği
       Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Dila Baran** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 adet öğrenciye ait tez evrakları dosyası.

Appendix G: Çağ University Rectorate Thesis Ethics Permission Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2200009196   06.12.2022
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 22.11.2022 tarih ve E-23867972- 050.01.04-2200008854 sayılı yazınız.
b) 22.11.2022 tarih ve E-23867972- 050.01.04-2200008855 sayılı yazınız.
c) 23.11.2022 tarih ve E-23867972- 050.01.04-2200008859 sayılı yazınız.
ç) 01.12.2022 tarih ve E-23867972- 050.01.04-2200009060 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Muhammed Alperen KILIÇ, Mehmet Sıtkı TEMUR, Özen TEKİN, Mustafa Recep OKTAY, Hülya YARDIMCI, Nazlı BAYRAM, Gamze KAPUCU** ve **Dila BARAN** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix H: Çağ University Thesis Survey Permission Request Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2200009242   07.12.2022
Konu : Dila BARAN'ın Tez Anket İzni
         Hk.

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Dila BARAN isimli öğrencimizin, "Türkiye'de Okul Bağlamında 9. Sınıf EFL Öğrencilerinin İyi Oluş Durumunu Keşfetmek " konulu tez çalışması Üniversitemiz öğretim üyelerinden Dr. Öğr. Üyesi Aysun YURDAIŞIK DAĞTAŞ'ın tez danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında Müdürlüğünüze bağlı Piri Reis Anadolu Lisesi'nde öğrenim gören 9. sınıf öğrencilerine anket uygulama yapmayı, ek olarak da her sınıftan bir öğrenci ile röportaj yapmak üzere kopyası Ek'lerde sunulan uygulamaları yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek :
1 - 1 Sayfa Etik İzin İstek Yazısı.
2 - 1 Sayfa Etik Kurul Onay Yazısı.
3 - 4 Sayfa Etik Kurul İzin Formu.
4 - 1 Sayfa Danışman Onayı.
5 - 2 Sayfa Bilgilendirilmiş Onam Formu.
6 - 3 Sayfa İngilizce Anket.
7 - 1 Sayfa Türkçe Anket.
8 - 2 Sayfa Röportaj Soruları.
9 - 2 Sayfa Ölçek Kullanım İzni.
10 - 1 Sayfa Onaylı Tez Öneri Formu.
11 - 16 Sayfa Tez Öneri Dosyası.
12 - 1 Sayfa MEB Başvuru Formu.
13 - 1 Sayfa Taahhütname.

Dağıtım:
Gereği: Bilgi:
Çukurova İl Milli Eğitim Müdürlüğüne   Adana İl Milli Eğitim Müdürlüğüne
Riri Reis Anadolu Lisesi Müdürlüğüne   Adana Valiliğine

Appendix I: Adana Provincial Directorate of National Education Thesis Survey Permission Letter

<div align="center">

T.C.
ADANA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

</div>

Sayı : E-98258552-605.01-67793413   06.01.2023
Konu : Dila BARAN' ın
        Uygulama İzni

<div align="center">

ÇAĞ ÜNİVERSİTESİ
(Sosyal Bilimler Enstitüsü)

</div>

İlgi: a) 07.12.2022 tarihli ve E-23867972-044-2200009242 sayılı yazınız.
     b) Valilik Makamı'nın 02.01.2023 tarih ve E-98258552-20-67289596 sayılı onayı.

Çağ Üniversitesi İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi Dila BARAN, Danışman Dr. Öğrt. Üyesi Aysun YURDAIŞIK DAĞTAŞ'ın danışmalığında hazırlamakta olduğu "Türkiye'de Okul Bağlamında 9.Sınıf EFL Öğrencilerinin İyi Oluş Durumunu Keşfetmek" başlıklı çalışması kapsamında Adana İli Çukurova ilçesinde bulunan Piri Reis Anadolu Lisesi'nde öğrenim gören 9. sınıf öğrenciler ile uygulama yapmak isteği ilgi (b) olur ekte gönderilmiştir.

2020/2 Nolu Milli Eğitim Bakanlığı Araştırma Uygulama İzinleri Genelgesi 28. Maddesi gereği; Bilimsel Araştırma sonuç raporunun ya da Yüksek Öğretim Kurulu Ulusal Tez Merkezi Veri Tabanında arşivlenmesine izin verildiğine dair tez sonuç linkinin çalışma bitiminden itibaren 30 gün içerisinde Müdürlüğümüze gönderilmesi hususunda;

Bilgilerinizi ve gereğini rica ederim.

<div align="right">

Mustafa Necati KAMEROĞLU
Vali a.
Milli Eğitim Müdür V.

</div>

Ek:
 - Onay Örneği (1 Sayfa).

Appendix J: Adana Provincial Directorate of National Education Thesis Survey Application Permission

T.C.
ADANA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı   : E-98258552-20-67289596   02/01/2023
Konu : Dila BARAN'ın Uygulama İzni

VALİLİK MAKAMINA

İlgi   : Çağ Üniversitesi'nin 07.12.2022 tarih ve E-23867972-044-2200009242 sayılı yazısı.

Çağ Üniversitesi İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi Dila BARAN,
Danışman Dr. Öğrt. Üyesi Aysun YURDAIŞIK DAĞTAŞ'ın danışmalığında hazırlamakta olduğu
"Türkiye'de Okul Bağlamında 9.Sınıf EFL Öğrencilerinin İyi Oluş Durumunu Keşfetmek" başlıklı
çalışması kapsamında Adana İli Çukurova ilçesinde bulunan Piri Reis Anadolu Lisesi'nde öğrenim gören
9. sınıf öğrenciler ile uygulama yapmak isteği ile ilgili ilgi yazı ekte sunulmuştur.

Söz konusu uygulama çalışmasının, İlimiz İl Araştırma Değerlendirme Komisyonu'nun **29/12/2022**
tarihli **"Uygundur"** raporu doğrultusunda, 2022-2023 Eğitim-Öğretim yılında, eğitim-öğretim
faaliyetlerini aksatmayacak şekilde,okul içerisinde öğrencilerin yer aldığı herhangi bir görüntü kaydı
yapılmadan, 2020/2 Nolu Milli Eğitim Bakanlığı Araştırma Uygulama İzinleri Genelgesine göre
uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Yaşar KOÇAK
Milli Eğitim Müdürü

OLUR
Adem ARSLAN
Vali a.
Vali Yardımcısı