Primary School 3rd Grade Students' Level of School Happiness and Having Fun in Life Science Lesson

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Abstract

School happiness is a concept that is associated with enjoyable lessons. One of the most important lessons to meet the enjoyment needs of primary school children is life science lesson. In this context, the aim of the study is to examine the relationship between school happiness levels of 3ʳᵈ grade primary school students and their level of having fun in life science lesson. Relational survey model, one of the quantitative research methods, was used in the study. The population of the study consists of primary school 3ʳᵈ grade students studying in primary schools affiliated to Ankara Provincial Directorate of National Education in the 2022-2023 academic year. Stratified sampling method was used to determine the research sample and 411 3ʳᵈ grade primary school students were reached. The data were collected through 'School Happiness Scale for Primary School Children' and 'Scale for Determining the Level of Enjoyment in Life Science Lesson'. One sample t-test, independent samples t-test, one-way ANOVA and pearson correlation analysis were used to analyse the collected data. According to the results obtained from the study, primary school students' levels of school happiness and having fun in the life science course are significantly higher. At the same time, there is a significant, positive and moderate relationship between the school happiness levels of 3ʳᵈ grade primary school students and their level of having fun in life science lesson. Based on this result, it can be suggested that classroom teachers should teach life science lesson with fun activities and games.

Keywords: School happiness, life science lesson, having fun.

Introduction

Happiness has been a phenomenon that people have been thinking about and seeking ways to achieve since the earliest times. Aristotle (384-322 BC), one of the philosophers of antiquity, believed that happiness is the supreme good in life and the main purpose of human beings, and thought that everything else is a means to achieve happiness (Borrello, 2005). Happiness is the well-being that has always been desired to be achieved throughout history, a state of being pleasant, a joy that does not harm people, soul satisfaction and inner contentment (Descartes, 2019; Fisher, 2010, Mumcu & Mumcu, 2020, Sakman, 1998). The common point of statements about happiness is that it is a common goal and need for all people. For this reason, education systems based on the needs of individuals, societies and states are organised to raise happy individuals. As a matter of fact, the vision statements in the 2005 Life Sciences Curriculum in Turkey end with 'to raise happy individuals' (Ministry of National Education [MoNE], 2005). This statement may be an indication that education systems are organised to raise happy individuals. The ultimate goal of schools, which are the implementation sites of the education system, is to support students to believe in themselves and to provide students with the ability to lead a happy and independent life (Cheon & Lim, 2020). It can be said that in order for schools to teach students how to be happy, they must first provide them with an environment where they will be happy. School happiness is a term used to express the level of satisfaction, joy and fulfilment that a child experiences in the school environment (Dursun-Gülseven, 2023). According to Engels et al. (2004), school happiness emerges as a positive emotional life as a result of the harmony between students' personal needs and expectations and school. School happiness, which enables students to have more academic achievement and social skills (Bird & Markle, 2012; Li et al., 2022), is closely related to factors such as academic achievement, positive social relationships, learning motivation, psychological resilience and meeting psychological needs at school (Huebner & Gilman, 2006;

Kamboj & Garg, 2021; Quinn & Duckworth, 2007). It can be said that one of the basic psychological needs of primary school students at school is having fun.

Having fun is defined as "having a cheerful, pleasant time" (Turkish Language Association [TLA], 2023). According to the researches, having fun is among the most frequently mentioned rights of students (Ersoy, 2011; Gültekin et al., 2016). It is known that children seek ways to have fun at every opportunity and play the games they play for fun. In addition to being busy with a fun job, being cheerful and laughing, having fun is also a need related to the learning process (Glasser, 2013). Life science lesson is one of the most important lessons that will meet the learning and entertainment needs of primary school children together (Uluçınar et al., 2020).

The life science course is a course that has been created with a holistic approach, includes more than one discipline, and whose main purpose is to provide students with the knowledge, skills and attitudes that will help them to be in harmony with the society they live in (Şimşek, 2022). Life science course can be expressed as the first of the courses that prepare children for the environment and time in which they live (Ütkür-Güllühan & Bekiroğlu, 2022). The knowledge, skills and values that children are aimed to acquire with this course are on topics such as living a healthy and safe life, acquiring social values, recognising and obeying rules, and getting to know nature, the environment and the country (Güven & Püsküllü, 2017). Deveci (2008) stated that the intersection points of the definitions of the life science course are 'the fact that it is taught in the first three grades of primary school, that it is related to natural and social life, and that it deals with life-related issues by taking into account the developmental characteristics of children'. In this context, the subjects in the life sciences course should take place and be processed through the eyes of children, not adults (Tay, 2017). The fact that the life science course is closely related to life and that it is handled according to the developmental characteristics of children makes this course a course that children can meet their entertainment needs. As a matter of fact, it has been determined in studies (Gündoğan, 2020; Oker and Tay, 2019) that children see the life science course as an entertainment course.

When the literature is examined, it is seen that there are few and separate studies on primary school students' school happiness and the level of having fun in the life science course. In the studies on school happiness of primary school students, scales were developed to measure students' school happiness levels (Gündoğan and Akar, 2019; Kırnık et al., 2021; Özdemir et al., 2020), students' school happiness was determined using a scale and interview form (Yalçın et al., 2022), and students' views on "happy school" were examined (Fidan, 2020). In the studies on the level of having fun in life science course, a scale was developed to determine the level of having fun in life science course (Uluçınar et al., 2020), the relationship between students' level of enjoyment in life science course and their attitudes towards the course was examined (Batmaz, 2020), the effect of various teaching methods on the level of enjoyment in life science course was examined (Özdemir, 2023; Yılmaz, 2023), the effects of beliefs, attitudes and teacher-student closeness levels towards life science course on the level of enjoyment in life science course were investigated (Seçkin, 2023), and how drama method affects 3rd grade students' happiness and enjoyment levels at school (Ütkür-Güllühan, 2023). However, there is no study examining the relationship between school happiness levels of

primary school students and their level of having fun in life science lesson. It is thought that this study will fill this gap in the field and contribute to the field.

A happy school environment is considered necessary for effective learning and revealing students' talents (Boehm and Lyubomirsky, 2008), so there is always a need for studies on such an important issue as school happiness (Yalçın et al., 2022). Many variables are associated with students' school happiness (Huebner & Gilman, 2006; Kamboj & Garg, 2021; Quinn & Duckworth, 2007). In the studies conducted by Fidan (2020), Döş (2013) and Ünüvar et al. (2015), it was observed that students identified a happy school with fun lessons and activities. Accordingly, students' level of fun has an important place among the variables related to school happiness. It is important for students to spend their time cheerfully during their learning both for realising permanent learning and for their motivation towards the lesson (Parkinson, 1999). It can be said that life science course is one of the courses with high potential to provide students with fun environments with its objectives, content and experiences. For these reasons, it is thought that the school happiness levels of primary school students and their level of having fun in life science course may be related, and it is considered important to determine this relationship and the school happiness levels of students and their level of having fun in life science course. At the same time, it is stated in the literature that people with high income are happier (Easterlin, 1995), and economists who see that happiness increases in the process and is related to the increase in living standards carry out studies under the name of happiness economics (Aydın, 2020). From this point of view, it was thought that students' school happiness levels and the level of having fun in the life science course could be affected by the socioeconomic level of the region where the students' schools are located, and the occupation of their mothers and fathers, and these variables were included in the research problems. The aim of the study is to examine the relationship between the school happiness levels of 3ʳᵈ grade primary school students and their level of having fun in life science lesson. Answers to the following questions were sought in the study:

1. What are the school happiness levels of 3ʳᵈ grade primary school students?

2. Do the school happiness levels of 3ʳᵈ grade primary school students differ significantly according to gender, socioeconomic level of the region where the school is located, mother and father education status, mother and father occupation?

3. What is primary school 3ʳᵈ grade students' level of having fun in life science lesson?

4. Does the level of having fun in life science lesson of 3ʳᵈ grade primary school students differ significantly according to gender, socioeconomic level of the region where the school is located, mother and father education status, and mother and father occupation?

5. Is there a significant relationship between 3ʳᵈ grade primary school students' school happiness levels and their level of having fun in life science lesson?

Method

This study was designed with a quantitative research approach. In quantitative research, research variables are measured with certain measurement tools and the data obtained are analysed using appropriate statistical methods (Şahin & Tabak, 2022). In the

study, scales were applied to 3rd grade primary school students in accordance with the research problem and variables, and the data obtained from the scales were analysed by statistical means. Relational survey model, one of the quantitative research models, was employed in the study. Survey research provides a quantitative description of the characteristics of a specific sample of the population (Creswell, 2012). The relational survey model is a research method that aims to determine the existence and degree of change between two or more variables (Karasar, 2016). In this study, the correlational survey model was used since it was investigated whether the school happiness levels of 3rd grade primary school students and their level of having fun in the life science course changed together and the status of these levels according to various variables.

Universe and Sample

The research population consists of primary school 3rd grade students studying in primary schools affiliated to Ankara Provincial Directorate of National Education in the 2022-2023 academic year. Stratified sampling method, one of the purposeful sampling methods, was used to determine the research sample. In stratified sampling, 'the universe is divided into sub-universes with similarities within itself according to a certain variable that is considered important in terms of research, and then elements are sampled from each of these sub-universes. The amount of elements to be taken from each sub-universe is determined by the ratio of that sub-universe in the whole (Karasar, 2016). For this purpose, the regions where the primary schools in Ankara, which constitute the research population, are located are divided into three regions as low, middle and high in terms of socioeconomic level. When the literature is examined in the context of determining socioeconomic levels, it is seen that it is a very controversial issue. Edgell (1998) emphasised that there are three different approaches in determining socioeconomic levels: 'dominance method, combined classifications and separate class schemes'. Goldthorpe (1983), on the other hand, similar to the criteria that Edgell's approach is based on, has put labour power in the foreground with a Weberian approach in determining the socioeconomic level. Ericson, on the other hand, argued that the entire household should be considered as the unit of measurement by stating that the entire household should be effective in this classification and should be handled with a holistic approach, whether or not they participate in the labour force in Edgel's unified classification approach (Ericson, 1984). Based on these discussions in the literature, Ericson's (1984) view was adopted in this study and the socioeconomic levels of the households were taken as the basis for determining the regions. For this purpose, while determining the regions, the district-based household socioeconomic development level research report published by the Ministry of Industry and Technology in 2022 was taken as a basis. In this step, 839 primary schools in Ankara province, where the research will be conducted, were divided into three categories as low, medium and high in terms of socioeconomic level according to their regions. In this step, two schools were randomly selected from the schools representing each region. Data were collected from 411 3rd grade students randomly selected from these schools.

Table 1.

Demographic Characteristics of the Students in the Research Sample

		f	%
Gender	Girl	216	52.6
	Boy	195	47.4
Socioeconomic level of the region where the school is located	Lower level	152	37
	Medium level	141	34.3
	Top level	118	28.7
Mother's education status	Primary School	34	8.3
	Middle School	96	23.4
	High School	160	38.9
	University	121	29.4
Father's education status	Primary School	23	5.6
	Middle School	77	18.7
	High School	170	41.4
	University	141	34.3
Mother's occupation	Housewife	176	42.8
	Teacher	73	17.8
	Labourer	62	15.1
	Officer	40	9.7
	Police	34	8.3
	Doctor	26	6.3
Father's occupation	Labourer	172	41.8
	Officer	89	21.7
	Teacher	59	14.4
	Police	53	12.9
	Doctor	38	9.2

Table 1 reveals that the gender of the 3rd grade primary school students in the research sample and the socioeconomic levels of the school they attend show a balanced distribution. However, when analysed in terms of mother's education level and father's education level, it is seen that the mothers and fathers of the students in the sample group are mostly high school graduates, followed by university, secondary school and primary school graduates, respectively. While the mothers of the students are mostly housewives and at least have the profession of doctor, their fathers are mostly workers and at least have the profession of doctor.

Data Collection Tools

Personal Information Form

The personal information form was developed within the scope of the study in order to determine the gender, mother and father education status, mother and father occupations of the 3rd grade primary school students participating in the study.

School Happiness Scale for Primary School Children

The 'School Happiness Scale for Primary School Children' developed by Özdemir et al. (2021) was used to determine the school happiness levels of 3rd grade primary school students. The School Happiness Scale for Primary School Children consists of 4 items and one dimension. In the scale, a three-point Likert rating key was used as 1 = Never, 2 = Sometimes, 3 = Always. The options were supported with facial expressions in order for primary school students to answer the statements in the scale easily. Both Cronbach's alpha and test-retest reliability coefficient of the School Happiness Scale for Primary School Children were calculated as .61. In this study, Cronbach's Alpha coefficient was calculated as .72. Cronbach's Alpha internal consistency coefficient above .60 allows the reliability of the scale to be

mentioned (Büyüköztürk, 2010). In addition, the corrected item-total correlations of all items were above .28. The values obtained prove the reliability of the School Happiness Scale for Primary School Children.

The Scale of the Determining the Fun in Life Science Course

The scale for determining the level of having fun in life science course developed by Uluçınar, Gündoğan, and Akar (2020) consists of 10 items and 2 dimensions. The first dimension is named as "the level of enjoyment related to the content of the course" and the second dimension is named as "the level of enjoyment related to the teaching of the course". The scale is a three-point Likert scale and is graded as Always (1), Sometimes (2), Never (3). The lowest score that can be obtained from the scale is 10 and the highest score is 30. The Cronbach's alpha internal consistency coefficient of the sub-dimension of the level of enjoyment related to the content of the course is .76, and the Cronbach's alpha internal consistency coefficient of the sub-dimension of the level of enjoyment related to the teaching of the course is .59. Cronbach's Alpha internal consistency coefficient for all dimensions of the scale was calculated as .78. Within the scope of this study, Cronbach's Alpha internal consistency coefficient was calculated as .66 for the sub-dimension of the scale related to the content of the course, .60 for the sub-dimension related to the teaching of the course and .78 for all dimensions of the scale.

Data Collection

After obtaining the necessary permissions for the research, the data were started to be collected by the first researcher. Data collection was carried out in the classroom environment. Before the application, the 3rd grade primary school students included in the research sample were informed about the purpose of the research. Then, data collection tools were distributed to the volunteer students and they were asked to fill them in. It took approximately 10 minutes for each student to complete the scales.

Analysing the Data

In this study, which aims to reveal the relationship between the variables, the data obtained were analysed using SPSS 29.0 software. Firstly, it was tested whether the scale scores were normally distributed or not by looking at different parameters. The coefficients of variation, Skewness/Kurtosis values, Shapiro-Wilk values, histogram graphs, Normal Q-Q Plot graphs, Detrended Q-Q Plot graphs and Box Plot graphs of the test scores were examined to check the normal distributions. After it was determined that the data were normally distributed, one-sample t-test was used to determine the school happiness levels of 3rd grade primary school students and the level of having fun in the life science lesson, independent samples t-test was used to see whether the scale scores differed significantly according to gender, one-way ANOVA was used to see whether the scale scores differed significantly according to the socioeconomic level of the region where the school is located, the educational status of the students' parents and their mother and father, and the occupations of their parents, and one-way ANOVA was used to see whether the scale scores differed significantly according to the socioeconomic level of the region where the school is located, the educational status of the students' mother and father, and the occupations of their mother and father.

Pearson correlation analysis was used to see whether there was a significant relationship between the school happiness levels of primary school 3rd grade students and their level of having fun in the life science lesson.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Kırşehir Ahi Evran University Social Sciences and Humanities Scientific Research and Publication Ethics Committee

Date of ethical review decision= 16.11.2023

Ethics evaluation document publication number= 2023/10/15

Findings

In this part of the study, the findings that emerged as a result of the analysis of the data obtained from the "School Happiness Scale for Primary School Children" and the "The Scale of The Determining The Fun in Life Science Course" are presented.

In order to determine the school happiness levels of 3rd grade primary school students, the mean school happiness scores of the students were subjected to a one-sample t-test against the expected mean. One sample t-test results are presented in Table 2.

Table 2.

School Happiness Levels of 3rd Grade Primary School Students

N	M	SD	Expected mean	df	t	p
411	2.75	.31	2	410	49.01	.00

According to Table 2, the mean school happiness scores of 3rd grade primary school students differ significantly from the expected mean ($t_{(410)}$=49.01; p<.05). The significant difference is in favor of the mean school happiness scores of 3rd grade students. Accordingly, the school happiness levels of primary school students are significantly higher.

The results of the independent samples t-test used to determine whether the school happiness levels of 3rd grade primary school students differ significantly according to gender are shown in Table 3.

Table 3.

School Happiness Levels of 3rd Grade Primary School Students by Gender

Gender	N	M	SD	df	t	p
Girl	216	2.77	.31	409	1.00	.31
Boy	195	2.74	.30			

When Table 3 is examined, it is seen that the school happiness levels of 3rd grade primary school students do not differ significantly according to gender (t=1.00, p>.05). In

other words, the school happiness levels of 3rd grade primary school students do not show a significant difference according to whether they are girls or boys.

The results of the one-way ANOVA conducted to determine whether the school happiness levels of 3rd grade primary school students differ significantly according to the socioeconomic level of the region where the school is located are presented in Table 4.

Table 4.

School Happiness Levels of 3rd Grade Primary School Students According to the Socioeconomic Level of the Region where the School is Located

	Sum of squares	*df*	Mean square	*F*	*p*
Between groups	.13	2	.06		
Within groups	40.09	408	.09	.69	.50
Total	40.22	410			

When Table 4 is examined, it is seen that the school happiness levels of 3rd grade primary school students do not differ significantly according to the socioeconomic level of the region where the school is located ($F_{(2-408)}$=.69; p>.05).

One-way ANOVA was used to determine whether the school happiness levels of 3rd grade primary school students differed significantly according to their mother's education level. The results of the analysis are presented in Table 5.

Table 5.

School Happiness Levels of 3rd Grade Primary School Students According to Mother's Education Status

	Sum of squares	*df*	Mean square	*F*	*p*
Between groups	.48	3	.16		
Within groups	39.74	407	.09	1.66	.17
Total	40.22	410			

According to Table 5, it was determined that the school happiness levels of 3rd grade primary school students did not differ significantly according to their mothers' education status ($F_{(3-407)}$=1.66; p>.05).

The results of the one-way ANOVA used to determine whether the school happiness levels of 3rd grade primary school students differ significantly according to their father's education status are presented in Table 6.

Table 6.

School Happiness Levels of 3rd Grade Primary School Students According to Father's Education Status

	Sum of squares	*df*	Mean square	*F*	*p*
Between groups	.51	3	.17		
Within groups	39.70	407	.09	1.77	.15
Total	40.22	410			

Table 6 shows that the school happiness levels of 3rd grade primary school students do not differ significantly according to their fathers' education status ($F_{(3-407)}$=1.77; p>.05).

The results of the one-way ANOVA used to determine whether the school happiness levels of 3rd grade primary school students differ significantly according to their mother's occupation are shown in Table 7.

Table 7.

School Happiness Levels of 3ʳᵈ Grade Primary School Students According to Mother's Occupation

	Sum of squares	df	Mean square	F	p
Between groups	.34	5	.07		
Within groups	39.87	405	.09	.70	.61
Total	40.22	410			

According to Table 7, school happiness levels of 3ʳᵈ grade primary school students do not differ significantly according to their mothers' occupation ($F_{(5-405)}=.70$; $p>.05$).

The results of the one-way ANOVA used to determine whether the school happiness levels of 3ʳᵈ grade primary school students differ significantly according to their father's occupation are given in Table 8.

Table 8.

School Happiness Levels of 3ʳᵈ Grade Primary School Students According to Father's Occupation

	Sum of squares	df	Mean square	F	p
Between groups	.32	4	.08		
Within groups	39.89	406	.09	.83	.50
Total	40.22	410			

When Table 8 is examined, it is seen that the school happiness levels of 3ʳᵈ grade primary school students do not differ significantly according to their fathers' occupation ($F_{(4-406)}=.83$; $p>.05$).

In order to determine the 3ʳᵈ grade primary school students' level of having fun in the life science course, the mean of the students' scores of having fun in the life science course was subjected to a one-sample t-test against the expected mean. One sample t-test results are shown in Table 9.

Table 9.

Primary School 3ʳᵈ Grade Students' Level of Having Fun in Life Science Lesson

	N	M	SD	Expected mean	df	t	p
Having Fun level	411	2.51	.33	2	410	31.65	.00
Level of having fun related to the lesson content	411	2.54	.36	2	410	30.07	.00
Level of having fun related to the teaching of the lesson	411	2.48	.36	2	410	26.83	.00

According to Table 9, the mean of the 3ʳᵈ grade primary school students' level of having fun about the content of the life science course is significantly higher than the expected mean ($t_{(410)}=30.07$; $p<.05$). Likewise, the students' level of having fun about the processing of the life science course is significantly higher than the expected average ($t_{(410)}=26.83$; $p<.05$). In this case, it is understood that the 3ʳᵈ grade primary school students' level of having fun both about the content of the course and its processing is significantly higher. However, the mean of the total scores of the 3ʳᵈ grade students' having fun in the life science course scale differs significantly from the expected mean ($t_{(410)}=31.65$; $p<.05$). The significant difference is in favor of the mean scores of 3ʳᵈ grade students' having fun in life science lesson. In this case, it is understood that primary school students' level of having fun in life science lesson is significantly higher.

The results of the independent samples t-test used to determine whether the 3rd grade primary school students' level of having fun in the life science lesson differed significantly according to gender are presented in Table 10.

Table 10.

Primary School 3rd Grade Students' Level of Having Fun in Life Science Lesson by Gender

Gender	*N*	*M*	*SD*	*df*	*t*	*p*
Girl	216	2.56	.33	409	2.77	.00
Boy	195	2.47	.32			

When Table 10 is examined, it is seen that 3rd grade primary school students' level of having fun in life science lesson showed a significant difference according to gender (t=409; p<.05). The significant difference is in favor of female students since the mean score of having fun in life science lesson of female students (2.56) is higher than that of male students (2.47). In other words, the level of having fun in life science course of female students is significantly higher than the level of having fun in life science course of male students.

The results of the one-way ANOVA used to determine whether the fun levels of 3rd grade primary school students differ significantly according to the socioeconomic level of the region where the school is located are presented in Table 11.

Table 11.

Primary School 3rd Grade Students' Level of Having Fun in Life Science Lesson According to the Socioeconomic Level of the Region where the School is Located

	Sum of squares	*df*	Mean square	*F*	*p*
Between groups	.30	2	.15		
Within groups	44.86	408	.11	1.39	.24
Toplam	45.17	410			

When Table 11 is examined, it is seen that the 3rd grade primary school students' level of having fun in the life science lesson does not differ significantly according to the socioeconomic level of the region where the school is located ($F_{(2-408)}$=1.39; p>.05).

One-way ANOVA was used to determine whether 3rd grade primary school students' levels of having fun in life science lessons differed significantly according to their mother's education level, and the results of the analysis are shown in Table 12.

Table 12.

Primary School 3rd Grade Students' Level of Having Fun in Life Science Lesson According to Mother's Education Status

	Sum of squares	*df*	Mean square	*F*	*p*
Between groups	.64	3	.21		
Within groups	44.53	407	.10	1.95	.12
Total	45.17	410			

According to Table 12, 3rd grade primary school students' level of having fun in life science lesson does not differ significantly according to their mothers' education status ($F_{(3-407)}$=1.95; p>.05).

The results of the one-way ANOVA used to determine whether the 3rd grade primary school students' level of having fun in the life science lesson differed significantly according to their father's education status are presented in Table 13.

Table 13.

Primary School 3ʳᵈ Grade Students' Level of Having Fun in Life Science Lesson According to Father's Education Status

	Sum of squares	df	Mean square	F	p
Between groups	.05	3	.01		
Within groups	45.12	407	.11	.16	.92
Total	45.17	410			

Table 13 shows that the 3ʳᵈ grade primary school students' level of having fun in the life science lesson did not differ significantly according to their fathers' education status ($F_{(3-407)}$=.16; p>.05).

The results of the one-way ANOVA used to determine whether the 3ʳᵈ grade primary school students' level of having fun in life science lessons differed significantly according to their mother's occupation are shown in Table 14.

Table 14.

Primary School 3ʳᵈ Grade Students' Level of Having Fun in Life Science Lesson According to Mother's Occupation

	Sum of squares	df	Mean square	F	p
Between groups	.28	5	.05		
Within groups	44.89	405	.11	.50	.77
Total	45.17	410			

According to Table 14, 3ʳᵈ grade primary school students' levels of having fun in life science lessons did not differ significantly according to their mothers' occupation ($F_{(5-405)}$=.50; p>.05).

The results of one-way ANOVA used to determine whether the 3ʳᵈ grade primary school students' levels of having fun in life science lessons differ significantly according to their father's occupation are shown in Table 15.

Table 15.

Primary School 3ʳᵈ Grade Students' Level of Having Fun in Life Science Lesson According to Father's Occupation

	Sum of squares	df	Mean square	F	p
Between groups	.22	4	.05		
Within groups	44.94	406	.11	.51	.72
Total	45.17	410			

When Table 15 is examined, it is seen that 3ʳᵈ grade primary school students' levels of having fun in life science lesson do not differ significantly according to their fathers' occupation ($F_{(4-406)}$=.51; p>.05).

The arithmetic means (M), standard deviations (SD) and pearson correlation coefficients between the variables were calculated in order to examine the relationship between the school happiness levels of 3ʳᵈ grade primary school students and their levels of having fun in the life science course, and the findings are presented in Table 16.

Table 16.

The Relationship between 3rd Grade Primary School Students' Level of School Happiness and Their Level of Having Fun in Life Science Lesson

	Variables	*M*	*SD*	*1*	*2*
1	School happiness	2.75	.31	1	
2	Having fun in life science lesson	2.51	.33	.42**	1

*p<.05, **p<.01, N=411

According to Table 16, a significant, positive and moderate relationship was found between the school happiness levels of 3rd grade primary school students and their level of having fun in life science lessons (r=.42; p<.01).

Discussion and Conclusion

In this study, which examined the relationship between the school happiness levels of 3rd grade primary school students and their level of having fun in the life science course, it was determined that the school happiness levels of 3rd grade primary school students were significantly high and it was concluded that there was no significant difference according to gender, mother's education level, father's education level, mother's occupation and father's occupation variables. Similarly, in the study conducted by Yalçın et al. (2022), it was determined that students' happiness towards school was positive and school happiness levels did not differ significantly according to gender and grade level. In this context, it can be said that students' happiness levels are high and this situation is not affected by the variables mentioned. The fact that students have a sense of happiness in their school life makes them think more positively about their lives and their future (Sezer and Can, 2019), and a happy school environment is considered necessary for effective learning and revealing students' talents (Boehm & Lyubomirsky, 2008). UNESCO (2023) described happiness as a means and goal of quality learning and stated that academic excellence and happiness support each other. From this point of view, students' significantly higher levels of school happiness may be an indication that students have a positive outlook towards their lives and their future. At the same time, having a school environment where students are happy can enable them to learn effectively in lessons and discover their talents.

In the study, it was determined that 3rd grade primary school students had a significantly higher level of having fun in the life science course. Similarly, in studies examining students' enjoyment levels, it was concluded that students had high levels of enjoyment in the life science course (Batmaz, 2021; Seçkin, 2023; Yılmaz, 2023). In addition, in studies describing the life science course from the perspective of primary school students, it was revealed that students associated the life science course with entertainment and described this course as a fun course (Gündoğan, 2020; Oker & Tay, 2019). It is seen that these results are in parallel with the results of the study. As a matter of fact, having fun, which is both a right and a need for children, brings with it the fulfillment of these needs in students' daily life and school life, and these needs can be met by offering children in primary school period the opportunity to learn by having fun (Uluçınar et al., 2020). In this context, the fact that the 3rd grade students' level of having fun in the life science course is significantly high shows that the students' need for having fun is met within the framework of the life science course. In other words, the high level of students' enjoyment levels reveals that they learn by having fun in the

life science course. Life science course is a course that is organized in accordance with the developmental levels of students and appeals to their interests, curiosities and needs (Tay & Uçuş-Güldalı, 2017). In this direction, organizing the life science course in accordance with the developmental levels, interests, curiosities and needs of the students may enable the use of methods such as games, drama, active learning techniques in the course and thus make this course fun for them. In addition, when life science curricula are examined, it is seen that having fun has an important place. For example, in the 1968 curriculum, the objective statement "Comprehend the need and time for work, rest and fun", in the 2009 curriculum, the skill of "having fun", in the 2018 curriculum, the outcomes "Be willing to participate in games and play" and "Develop positive feelings and thoughts about school" and the explanations of these outcomes include the element of having fun. Again, in the 2009 program, it is stated that the life science lesson should be a very fun lesson for children and a lesson in which children participate with pleasure. From this point of view, it can be stated that the content, characteristics, objectives and the methods used in the lesson may have been effective in the fact that the students' level of having fun in the life science lesson was significantly high.

When the level of having fun in life science lesson of 3ʳᵈ grade primary school students was evaluated according to gender, it was determined that the level of having fun showed a significant difference in favor of female students. However, when the studies examining the levels of having fun in the life science course are evaluated, it is determined that this result differs from the results of other studies. As a matter of fact, in the studies conducted by Batmaz (2021) and Seçkin (2023), it was concluded that the level of having fun in the life science course of primary school students did not differ significantly according to gender. It can be thought that the differentiation in the research results may be due to the sample groups in which the research was conducted.

In the study, it was determined that the level of having fun in life science lesson of 3ʳᵈ grade primary school students did not differ significantly according to the variables of mother's education status, father's education status, mother's occupation and father's occupation. Similarly, Seçkin (2023) concluded that students' levels of having fun in the life science course did not differ significantly according to the educational status of their mothers and fathers. In this direction, it can be stated that mother and father's education level and mother and father's occupation do not have a significant effect on students' enjoyment levels in life science course. Uluçınar et al. (2020) stated that effective teaching can be realized if primary school children are provided with a learning environment where they can learn by having fun. In this context, it can be said that primary school students' having fun in the life science lesson is related to the learning environments offered to them in the lesson. When primary school children are provided with learning environments that enable them to learn by having fun as required by the developmental period they are in, both their needs will be met and effective learning will be possible. With this understanding, it can be stated that the student's level of having fun in the life science course depends on the learning environment offered in the life science course rather than the mother and father variables.

Another result obtained from the research is that there is a significant, positive and moderate relationship between the school happiness of 3ʳᵈ grade primary school students and

their level of having fun in the life science course. This result shows that students' levels of school happiness and having fun in life science lessons increase and decrease in parallel with each other. In this context, it can be said that there is a relationship between students' being happy at school and having fun in the life science course. In other words, as students' school happiness increases, their level of having fun in life science course increases and as their school happiness decreases, their level of having fun in life science course decreases. Although it is stated in the literature that many variables are related to school happiness (Huebner and Gilman, 2006; Kamboj and Garg, 2021; Quinn and Duckworth, 2007), it is also stated that fun lessons have an important place among the factors that make students happy at school (Fidan, 2020) and that students identify a happy school with fun lessons (Döş, 2013). It can be said that the life science course is one of the most fun lessons for children. In this context, it is seen that the result of the study that there is a significant relationship between students' school happiness levels and their level of having fun in the life science course coincides with the results of the researches.

In this study, which examined the relationship between the school happiness levels of 3ʳᵈ grade primary school students and their levels of having fun in life science course, it was concluded that the school happiness and having fun in life science course levels of 3ʳᵈ grade primary school students were significantly high. However, the levels of school happiness and having fun in the life science course of 3ʳᵈ grade primary school students do not differ significantly according to the socioeconomic level of the region where the school is located, mother's education level, father's education level, mother's occupation and father's occupation variables. While students' school happiness did not differ significantly according to gender, the level of having fun in life science lesson differed significantly in favor of female students according to gender. A significant, positive and moderate relationship was found between students' school happiness levels and their level of having fun in the life science course. The fact that there is a significant and positive relationship between the school happiness levels of 3ʳᵈ grade primary school students and their level of having fun in the life science course shows that as the students' level of having fun in the life science course increases, their school happiness will also increase. In this way, it can be said that it is possible for students to lead a healthy school life, establish positive social relationships and reveal their potential.

Recommendations

Based on the results obtained in the research, the following suggestions can be made:

Since a significant relationship was found between the school happiness levels of 3ʳᵈ grade primary school students and their level of having fun in the life science lesson, it can be recommended to classroom teachers to teach this lesson with fun activities and games.

The source of girl students' significantly higher level of having fun in life science lessons compared to boy students can be investigated.

In this study, school happiness levels of 3ʳᵈ grade primary school students and their level of having fun in life science lesson were investigated. The relationship between students' school happiness levels and their having fun levels in different lessons can be investigated.

This study was conducted with 3rd grade primary school students. The research can be repeated with students at different grade levels taking life science lesson.

The relationship between primary school students' school happiness and their level of having fun in the life science lesson was examined with a quantitative research approach. This relationship can be elaborated with qualitative research.

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Contribution Rate of Researchers

Author 1: 50%

Author 2: 50%

Conflict Statement

There is no conflict of interest that the authors will declare in the research.

İlkokul 3. Sınıf Öğrencilerinin Okul Mutluluk ve Hayat Bilgisi Dersinde Eğlenme Düzeyleri

http://www.ijlssse.com

Özet

İlkokul çocuklarının öğrenme ve eğlenme ihtiyaçlarını bir arada karşılayacak derslerin başında hayat bilgisi dersi gelmektedir. Bu bağlamda çalışmanın amacı, ilkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri arasındaki ilişkinin incelenmesidir. Araştırmada nicel araştırma yöntemlerinden ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini 2022-2023 eğitim öğretim yılında Ankara İl Millî Eğitim Müdürlüğü'ne bağlı ilkokullarda öğrenim görmekte olan ilkokul 3. sınıf öğrencileri oluşturmaktadır. Araştırma örnekleminin belirlenmesinde tabakalı örnekleme yöntemi kullanılmış ve 411 ilkokul 3. sınıf öğrencisine ulaşılmıştır. Veriler "İlkokul Çocukları İçin Okul Mutluluğu Ölçeği" ve "Hayat Bilgisi Dersinde Eğlenme Düzeyini Belirleme Ölçeği" aracılığıyla toplanmıştır. Toplanan verilerin analizinde tek örneklem t-testi, bağımsız gruplar t-testi, tek yönlü varyans analizi ve pearson korelasyon analizi işe koşulmuştur. Araştırmadan elde edilen sonuçlara göre, ilkokul öğrencilerinin okul mutluluk düzeyleri ve hayat bilgisi dersinde eğlenme düzeyleri anlamlı düzeyde yüksektir. Aynı zamanda ilkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri arasında anlamlı, pozitif yönlü ve orta düzeyde bir ilişki vardır. Bu sonuçtan hareketle sınıf öğretmenlerine hayat bilgisi dersini eğlenceli etkinlik ve oyunlarla işlemeleri önerilebilir.

Anahtar Kelimeler: Okul mutluluğu, hayat bilgisi dersi, eğlenme.

Giriş

Mutluluk, en eski zamanlardan beri insanların üzerinde düşündüğü ve ulaşma yolları aradığı bir olgu olmuştur. Antik Çağ filozoflarından Aristoteles (MÖ 384-322) mutluluğun hayattaki en yüce iyi ve insanın esas amacı olduğuna inanmış, diğer her şeyin mutluluğa ulaşmada bir araç olduğunu düşünmüştür (Borrello, 2005). Mutlulukla ilgili ifadelerin ortak noktası tüm insanlar için ortak bir gaye ve ihtiyaç olmasıdır. Bu nedenle bireylerin, toplumların ve devletlerin ihtiyaçlarını temel alan eğitim sistemleri, mutlu bireyler yetiştirecek şekilde organize edilmektedir. Nitekim Türkiye'de 2005 Hayat Bilgisi Dersi Öğretim Programı'nda yer alan vizyon ifadeleri "mutlu bireyler yetiştirmektir" şeklinde bitmektedir (Millî Eğitim Bakanlığı [MEB], 2005). Bu ifade, eğitim sistemlerinin mutlu bireyler yetiştirmek amacıyla organize edildiğinin bir göstergesi olabilir.

Engels vd.ne (2004) göre okul mutluluğu, öğrencilerin kişisel ihtiyaç ve beklentileri ile okul arasındaki uyum neticesinde olumlu bir duygusal yaşam olarak ortaya çıkmaktadır. Öğrencilerin daha fazla akademik başarı ve sosyal beceriye sahip olmasını sağlayan okul mutluluğu (Bird & Markle, 2012; Li vd., 2022); akademik başarı, pozitif sosyal ilişki, öğrenme motivasyonu, psikolojik sağlamlık ve okuldaki psikolojik ihtiyaçların karşılanması gibi

faktörlerle yakından ilişkilidir (Huebner & Gilman, 2006; Kamboj & Garg, 2021; Quinn & Duckworth, 2007). İlkokul öğrencilerinin okuldaki temel psikolojik ihtiyaçlarından birinin de eğlenme olduğu söylenebilir.

Eğlenme, "neşeli, hoşça vakit geçirme" olarak tanımlanmaktadır (Türk Dil Kurumu [TDK], 2023). Yapılan araştırmalara göre öğrencilerin en çok değindikleri haklar arasında eğlenme ilk sıralarda yer almaktadır (Ersoy, 2011; Gültekin vd., 2016). Çocukların her fırsatta eğlenmenin yollarını aradığı, oynadıkları oyunları eğlenme amacıyla oynadıkları bilinmektedir. Eğlenceli bir işle meşgul olma, neşeli olma ve kahkaha atmanın yanı sıra eğlenme, aynı zamanda öğrenme süreciyle ilgili bir ihtiyaçtır (Glasser, 2013). İlkokul çocuklarının öğrenme ve eğlenme ihtiyaçlarını bir arada karşılayacak derslerin başında hayat bilgisi dersi gelmektedir (Uluçınar vd., 2020).

Hayat bilgisi dersi; bütüncül bir yaklaşımla oluşturulmuş, bünyesinde birden fazla disiplini barındıran, temel amacı öğrencilere yaşadıkları toplumla uyum içinde olmalarına yardımcı olacak bilgi, beceri ve tutumları kazandırmak olan bir derstir (Şimşek, 2022). Deveci (2008), hayat bilgisi dersiyle ilgili yapılan tanımların kesiştiği noktaları "ilkokulun ilk üç sınıfında okutuluyor olması, doğal ve toplumsal yaşamla ilgili olması ve hayatla bağlantılı konuları çocukların gelişimsel özelliklerini göz önünde bulundurarak ele alması" olarak ifade etmiştir. Bu bağlamda hayat bilgisi dersinde konular yetişkinlerin değil çocukların gözüyle yer almalı ve işlenmelidir (Tay, 2017). Hayat bilgisi dersinin hayatla yakından ilişkili olması ve çocukların gelişimsel özelliklerine göre ele alınması, bu dersin çocukların eğlenme ihtiyaçlarını karşılayabilecekleri bir ders olmasını sağlamaktadır.

Etkili öğrenme ve öğrencilerin yeteneklerinin gün yüzüne çıkarılması bakımından mutlu bir okul ortamı gerekli görülmekte (Boehm ve Lyubomirsky, 2008), dolayısıyla okul mutluluğu gibi önemli bir konuyla ilgili çalışmaların varlığına her zaman ihtiyaç duyulmaktadır (Yalçın vd., 2022). Birçok değişken öğrencilerin okul mutluluğu ile ilişkilidir (Huebner & Gilman, 2006; Kamboj & Garg, 2021; Quinn & Duckworth, 2007). Fidan (2020), Döş (2013) ve Ünüvar vd.nin (2015) yürüttükleri çalışmalarda, öğrencilerin mutlu okulu eğlenceli ders ve etkinliklerle özdeşleştirdikleri görülmüştür. Hayat bilgisi dersinin hedef, içerik ve sunduğu yaşantılarla öğrencilere eğlenceli ortamlar sunma potansiyeli yüksek derslerden biri olduğu söylenebilir. Bu nedenlerden dolayı ilkokul öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeylerinin ilişkili olabileceği düşünülmekte, bu ilişkinin ve öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeylerinin belirlenmesi önemli görülmektedir. Bu çalışmanın amacı ilkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri arasındaki ilişkinin incelenmesidir. Araştırmada aşağıdaki sorulara yanıt aranmıştır:

1. İlkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri nedir?

2. İlkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri cinsiyete, okulun bulunduğu bölgenin sosyoekonomik düzeyine, anne ve baba eğitim durumuna, anne ve baba mesleğine göre anlamlı düzeyde farklılaşmakta mıdır?

3. İlkokul 3. sınıf öğrencilerinin hayat bilgisi dersinde eğlenme düzeyleri nedir?

4. İlkokul 3 sınıf öğrencilerinin hayat bilgisi dersinde eğlenme düzeyleri cinsiyete, okulun bulunduğu bölgenin sosyoekonomik düzeyine, anne ve baba eğitim durumuna, anne ve baba mesleğine göre anlamlı düzeyde farklılaşmakta mıdır?

5. İlkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri arasında anlamlı bir ilişki var mıdır?

Yöntem

Bu çalışma nicel araştırma yaklaşımıyla tasarlanmış ve nicel araştırma modellerinden ilişkisel tarama modeli işe koşulmuştur. Çalışmada ilkokul 3. sınıf öğrencilerine araştırma problemi ve değişkenlerine uygun olarak ölçekler uygulanmış, ölçeklerden elde edilen verilerin analizi istatistiksel yollarla gerçekleştirilmiştir.

Evren ve Örneklem

Araştırma evrenini 2022-2023 eğitim öğretim yılında Ankara İl Millî Eğitim Müdürlüğü'ne bağlı ilkokullarda öğrenim görmekte olan ilkokul 3. sınıf öğrencileri oluşturmaktadır. Araştırma örnekleminin belirlenmesinde amaçlı örnekleme yöntemlerinden tabakalı örnekleme yöntemi kullanılmıştır. Ankara ilindeki ilkokullar sosyoekonomik düzey bakımından üç gruba ayrılmış ve bu gruplardan random yolla belirlenen 411 ilkokul 3. sınıf öğrencisinden veri toplanmıştır.

Veri Toplama Araçları

Araştırma verilerin toplanılmasında araştırmacılar tarafından geliştirilen "Kişisel Bilgi Formu", Özdemir vd. (2021) tarafından geliştirilen "İlkokul Çocukları İçin Okul Mutluluğu Ölçeği" ve Uluçınar vd. (2020) tarafından geliştirilen "Hayat Bilgisi Dersinde Eğlenme Düzeyini Belirleme Ölçeği" kullanılmıştır.

Verilerin Toplanması

Araştırma için gerekli izinlerin alınmasının ardından veriler toplanmaya başlanmıştır. Verilerin toplanması sınıf ortamında gerçekleştirilmiştir. Uygulama öncesinde araştırma örneklemine dahil olan ilkokul 3. sınıf öğrencilerine araştırmanın amacı hakkında bilgi verilmiştir. Ardından, gönüllü olan öğrencilere veri toplama araçları dağıtılmış ve doldurmaları istenmiştir. Her bir öğrencinin ölçekleri doldurması yaklaşık 10 dakika sürmüştür.

Verilerin Analizi

Değişkenler arasındaki ilişkinin ortaya konmasının hedeflendiği bu çalışmada, elde edilen veriler SPSS 29.0 programı kullanılarak analiz edilmiştir. Verilerin normal dağılım gösterdiği tespit edildikten sonra ilkokul 3. sınıf öğrencilerinin okul mutluluk düzeylerinin ve hayat bilgisi dersinde eğlenme düzeylerinin belirlenmesinde tek örneklem t-testi, ölçek puanlarının cinsiyete göre anlamlı düzeyde farklılaşıp farklılaşmadığına bakmak için bağımsız gruplar t-testi, ölçek puanlarının öğrencilerin anne ve baba eğitim durumları ile anne ve baba mesleklerine göre anlamlı düzeyde farklılaşıp farklılaşmadığına bakmak için tek yönlü varyans analizi, ilkokul 3. sınıf öğrencilerinin okul mutluluğu düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri arasında anlamlı bir ilişki olup olmadığına bakmak için de pearson korelasyon analizi işe koşulmuştur.

Araştırmanın Etik İzinleri

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Kırşehir Ahi Evran Üniversitesi Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu

Etik Kurul Etik inceleme karar tarihi= 16.11.2023

Etik değerlendirme belgesi konu numarası= 2023/10/15

Bulgular

Araştırmanın bu bölümünde "İlkokul Çocukları İçin Okul Mutluluğu Ölçeği" ve "Hayat Bilgisi Dersinde Eğlenme Düzeyini Belirleme Ölçeği"nden elde edilen verilerin analizi sonucunda ortaya çıkan bulgulara yer verilmiştir.

Araştırmada ilkokul 3. sınıf öğrencilerinin okul mutluluk düzeylerinin belirlenmesi için kullanılan tek örneklem t testi sonucunda ilkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri anlamlı düzeyde yüksek bulunmuştur. İlkokul 3. sınıf öğrencilerinin okul mutluluk düzeylerinin cinsiyete göre anlamlı farklılık gösterip göstermediğini belirlemek için bağımsız gruplar t testi işe koşulmuştur. Bağımsız gruplar t testi sonucu ilkokul 3. sınıf öğrencilerinin okul mutluluk düzeylerinin kız veya erkek olmalarına göre anlamlı bir farklılık göstermediğini ortaya koymuştur. İlkokul 3. sınıf öğrencilerinin okul mutluluk düzeylerinin okulun bulunduğu bölgenin sosyoekonomik düzeyine, anne eğitim durumuna, baba eğitim durumuna, anne mesleğine ve baba mesleğine göre anlamlı düzeyde bir farklılık gösterip göstermediğini belirlemek için kullanılan tek yönlü varyans analizinin sonuçlarına göre ilkokul 3. sınıf öğrencilerin okul mutluluk düzeyleri söz konusu değişkenlere göre anlamlı bir farklılık göstermemektedir.

"Hayat Bilgisi Dersinde Eğlenme Düzeyini Belirleme Ölçeği"nden elde edilen veriler tek örneklem t testine tabi tutulduğunda ilkokul 3. sınıf öğrencilerinin hayat bilgisi dersinde eğlenme düzeylerinin ve aynı zamanda ölçeğin alt boyutları olan dersin içeriğiyle ilgili eğlenme düzeyleri ve dersin işlenişiyle ilgili eğlenme düzeylerinin de anlamlı düzeyde yüksek olduğu sonucuna ulaşılmıştır. İlkokul 3. sınıf öğrencilerinin hayat bilgisi dersinde eğlenme düzeylerinin cinsiyete göre anlamlı fark gösterip göstermediğini belirlemek için bağımsız gruplar t testi kullanılmıştır. T testi sonuçları ilkokul 3. sınıf öğrencilerinin hayat bilgisi dersinde eğlenme düzeylerinin cinsiyete göre kız öğrenciler lehine anlamlı bir farklılık gösterdiğini ortaya koymaktadır. Bir diğer ifade ile kız öğrencilerin hayat bilgisi dersinde eğlenme düzeyleri erkek öğrencilerinkinden anlamlı ölçüde yüksektir. İlkokul 3. sınıf öğrencilerinin hayat bilgisi dersinde eğlenme düzeylerinin okulun bulunduğu bölgenin sosyoekonomik düzeyine, anne eğitim durumuna, baba eğitim durumuna, anne mesleğine ve baba mesleğine göre anlamlı düzeyde bir farklılık gösterip göstermediğini belirlemek için tek yönlü varyans analizi işe koşulmuştur. Tek yönlü varyans analizinden elde edilen sonuçlara

göre ilkokul 3. sınıf öğrencilerin okul mutluluk düzeyleri söz konusu değişkenlere göre anlamlı bir farklılık göstermemektedir.

İlkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri arasında anlamlı bir ilişkinin olup olmadığının belirlenmesi amacıyla pearson korelasyon analizi uygulanmıştır. Pearson korelasyon analizi ilkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri arasında anlamlı, pozitif yönde ve orta düzeyde bir ilişkinin varlığını ortaya koymuştur. Bu durumda ilkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri birlikte artıp azalmaktadır.

Tartışma ve Sonuç

İlkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri arasındaki ilişkinin incelendiği bu araştırmada ilkokul 3. sınıf öğrencilerinin okul mutluluk düzeylerinin anlamlı düzeyde yüksek olduğu belirlenmiş ve cinsiyet, anne eğitim durumu, baba eğitim durumu, anne mesleği ve baba mesleği değişkenlerine göre anlamlı farklılık göstermediği sonucuna ulaşılmıştır. Benzer bir şekilde Yalçın vd. (2022) tarafından yapılan araştırmada da öğrencilerin okula yönelik mutluluklarının pozitif yönde olduğu belirlenmiş ve okul mutluluk düzeylerinin cinsiyete ve sınıf düzeyine göre anlamlı bir farklılık göstermediği tespit edilmiştir. Bu kapsamda öğrencilerin mutluluk düzeylerinin yüksek olduğu ve bu durumun ifade edilen değişkenlerden etkilenmediği söylenebilir. Öğrencilerin okul hayatlarında mutluluk duygusuna sahip olmaları, hayatları ve gelecekleri hakkında daha olumlu düşünmelerini sağlamakta (Sezer ve Can, 2019), etkili öğrenme ve öğrencilerin yeteneklerinin gün yüzüne çıkarılması bakımından mutlu bir okul ortamı gerekli görülmektedir (Boehm & Lyubomirsky, 2008). Buradan hareketle, öğrencilerin okul mutluluk düzeylerinin anlamlı ölçüde yüksek olması, öğrencilerin hayatlarına ve geleceklerine yönelik pozitif bir bakış açısına sahip olduklarının bir göstergesi olabilir.

Araştırmada ilkokul 3. sınıf öğrencilerinin hayat bilgisi dersinde eğlenme düzeylerinin anlamlı düzeyde yüksek olduğu belirlenmiştir. Benzer şekilde öğrencilerin eğlenme düzeylerinin incelendiği araştırmalarda da öğrencilerin hayat bilgisi dersinde eğlenme düzeylerinin yüksek olduğu sonucuna ulaşılmıştır (Batmaz, 2021; Seçkin, 2023; Yılmaz, 2023). Ayrıca ilkokul öğrencilerinin gözünden hayat bilgisi dersini betimleyen çalışmalarda öğrencilerin hayat bilgisi dersini eğlence ile ilişkilendirdikleri ve bu dersi eğlenceli bir ders olarak betimledikleri ortaya konmuştur (Gündoğan, 2020; Oker & Tay, 2019). Bu sonuçların araştırmanın sonuçları ile paralellik gösterdiği görülmektedir. Nitekim çocuklar için hem bir hak hem de bir ihtiyaç olan eğlenme, öğrencilerin günlük yaşamında ve okul hayatında bu ihtiyaçlarının karşılanmasını da beraberinde getirmektedir ve ilkokul dönemindeki çocuklara eğlenerek öğrenme fırsatı sunularak bu ihtiyaçları karşılanabilecektir (Uluçınar vd., 2020). Bu kapsamda 3. sınıf öğrencilerinin hayat bilgisi dersinde eğlenme düzeylerinin anlamlı düzeyde yüksek olması, öğrencilerin eğlenme ihtiyaçlarının hayat bilgisi dersi çerçevesinde giderildiğini göstermektedir. Bir başka ifade ile öğrencilerin eğlenme düzeylerinin yüksek olması hayat bilgisi dersinde eğlenerek öğrendiklerini ortaya koymaktadır. Hayat bilgisi dersi, öğrencilerin gelişim düzeylerine uygun bir biçimde düzenlenen, ilgilerine, meraklarına ve ihtiyaçlarına hitap eden bir derstir (Tay & Uçuş-Güldalı, 2017). Bu doğrultuda hayat bilgisi dersinin

öğrencilerin gelişim düzeylerine, ilgi, merak ve ihtiyaçlarına uygun olarak düzenlenmesi; derste oyun, drama gibi yöntemlerin, aktif öğrenme tekniklerinin kullanılmasını ve dolayısıyla bu dersin onlar için eğlenceli olmasını sağlıyor olabilir.

İlkokul 3. sınıf öğrencilerinin hayat bilgisi dersinde eğlenme düzeyleri cinsiyete göre değerlendirildiğinde, eğlenme düzeyinin kız öğrenciler lehine anlamlı farklılık gösterdiği tespit edilmiştir. Ancak hayat bilgisi dersinde eğlenme düzeylerinin incelendiği araştırmalar değerlendirildiğinde bu sonucun diğer araştırma sonuçlarından ayrıldığı belirlenmiştir. Nitekim Batmaz (2021) ve Seçkin'in (2023) gerçekleştirdiği araştırmalarda ilkokul öğrencilerinin hayat bilgisi dersinde eğlenme düzeylerinin cinsiyete göre anlamlı düzeyde farklılaşmadığı sonucuna ulaşılmıştır. Araştırma sonuçlarındaki farklılaşmanın araştırmanın yapıldığı örneklem gruplarından kaynaklandığı düşünülebilir.

Araştırmada ilkokul 3. sınıf öğrencilerinin hayat bilgisi dersinde eğlenme düzeylerinin anne eğitim durumu, baba eğitim durumu, anne mesleği ve baba mesleği değişkenlerine göre anlamlı farklılık göstermediği tespit edilmiştir. Seçkin (2023) de benzer bir şekilde öğrencilerin hayat bilgisi dersinde eğlenme düzeylerinin anne ve babalarının eğitim durumlarına göre anlamlı düzeyde farklılaşmadığı sonucuna ulaşmıştır. Bu doğrultuda anne ve baba eğitim durumu ile anne ve baba mesleğinin öğrencilerin hayat bilgisi dersindeki eğlenme düzeyleri üzerinde anlamlı bir etkisinin olmadığı belirtilebilir. Uluçınar vd. (2020), ilkokul çocuklarına eğlenerek öğrenebilecekleri bir öğrenme ortamı sunulması halinde etkili öğretimin gerçekleşebileceğini belirtmiştir. Bu anlayışla öğrencinin hayat bilgisi dersinde eğlenme düzeyinin anne ve baba değişkeninden daha çok hayat bilgisi dersinde sunulan öğrenme ortamına bağlı olduğu ifade edilebilir.

Araştırmadan elde edilen bir diğer sonuç, ilkokul 3. sınıf öğrencilerinin okul mutlulukları ile hayat bilgisi dersinde eğlenme düzeyleri arasında anlamlı, pozitif yönlü ve orta düzeyde bir ilişki olduğu yönündedir. Bu sonuç, öğrencilerin okul mutluluk ve hayat bilgisi dersinde eğlenme düzeylerinin birbirlerine paralel olarak artıp azaldığını göstermektedir. Bu kapsamda öğrencilerin okulda mutlu olmaları ile hayat bilgisi dersinde eğlenmeleri arasında bir ilişki olduğu söylenebilir. Diğer bir ifade ile öğrencilerin okul mutluluğu arttıkça hayat bilgisi dersindeki eğlenme düzeyleri de artmakta ve okul mutlulukları azaldıkça hayat bilgisi dersinde eğlenme düzeyleri azalmaktadır. Alan yazında birçok değişkenin okul mutluluğu ile ilişkili olduğu (Huebner ve Gilman, 2006; Quinn ve Duckworth, 2007; Kamboj ve Garg, 2021) belirtilmekle birlikte öğrencileri okulda mutlu eden faktörler arasında eğlenceli derslerin önemli bir yer tuttuğu (Fidan, 2020), öğrencilerin mutlu okulu eğlenceli derslerle özdeşleştirdikleri (Döş, 2013) ifade edilmektedir. Çocuklar için eğlenceli derslerin başında hayat bilgisi dersinin geldiği söylenebilir. Bu bağlamda araştırmanın öğrencilerin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri arasında anlamlı bir ilişkinin var olduğu yönündeki sonucunun, yapılmış olan araştırmaların sonuçlarıyla örtüştüğü görülmektedir.

Öneriler

Araştırmada elde edilen sonuçlardan hareketle şu önerilerde bulunulabilir:

İlkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri arasında anlamlı ilişki tespit edildiğinden dolayı, sınıf öğretmenlerine bu dersi eğlenceli etkinlik ve oyunlarla işlemeleri önerilebilir.

Kız öğrencilerin hayat bilgisi dersinde eğlenme düzeylerinin erkek öğrencilere göre anlamlı düzeyde yüksek olmasının kaynağı araştırılabilir.

Bu çalışmada ilkokul 3. sınıf öğrencilerinin okul mutluluk düzeyleri ile hayat bilgisi dersinde eğlenme düzeyleri araştırılmıştır. Öğrencilerin okul mutluluk düzeyleri ile farklı derslerdeki eğlenme düzeyleri arasındaki ilişki araştırılabilir.

Bu araştırmada ilkokul 3. sınıf öğrencileri ile gerçekleştirilmiştir. Araştırma hayat bilgisi dersini alan farklı sınıf seviyelerindeki öğrencilerle tekrarlanabilir.

İlkokul öğrencilerinin okul mutlulukları ile hayat bilgisi dersinde eğlenme düzeyleri arasındaki ilişki nicel araştırma yaklaşımı ile incelenmiştir. Bu ilişki yapılacak olan nitel araştırmalarla detaylandırılabilir.