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Academic Review on the Change of Formal Education Model to Online Weight with COVID-19

Dr. Ufuk Akbiyik

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Abstract

While the COVID-19 pandemic forced many countries to take urgent measures, it also caused an explosion in the online education system, which appeared as a necessary response to the health crisis. A month after the official declaration of the COVID-19 pandemic, more than 1500 research papers addressing the topic of online education in the conditions of the latest health crisis had already been uploaded to the Web of Science database. While most of these articles emphasize on explaining the different practices around the world of practice, they also highlight the revisions of the education system under these new, extraordinary circumstances. A visible shift from traditional education to online education without any prior preparation has certainly marked the first but also the second year of the global pandemic. Confirmation of the epidemic has forced many students to return to their homes or countries and attend classes via digital means. Online teaching and

learning are the only alternative solution for implementing teacher and student activities without any reduction or interruption from the set of teaching activities and is the main reason this form of teaching is most widely used. In the education sector, many subjects related to WD have been the subject of research from different demographic, psychographic and behavioral aspects in a brief time. The COVID-19 pandemic has caused major disruptions in the work of educational institutions and has noticeably affected the work of students, teachers, and educational institutions, as complete or partial closure of schools, colleges and universities around the world has been imposed during certain periods. Due to the lack of information about the potential duration of the epidemic, many educational institutions quickly resorted to online teaching, using various technological tools to ensure teaching continuity. It is interesting to note that before the onset of the COVID-19 pandemic, very few educational institutions ran solely or partially according to the principles of online education. The recent health crisis soon forced many educational institutions to adapt their activities to online teaching. However, successfully digitizing teaching has not always been easy.

Keywords: COVID – 19 and Education, Changing Formal Education Model, Online Education

1. Introduction

In the summer period 2019/2020, from the moment the state of emergency was declared, teaching in higher education institutions was implemented with different teaching models, from online platforms, modern information, and communication technologies (ICT) to posting. ("Factors Affecting the Efficiency of Teaching Process in Higher ... - MDPI") In the winter term 2020/2021, it marked the latest transition to an online and blended teaching model, with materials to students via email and notifications via faculty portals. Different teaching methods and educator approaches have had varying effectiveness and student acceptance. Since there are certain studies on the attitudes of students about the educational services received in this period, but not the attitude of the educators, the contribution of this research lies in the fact that the article examines the attitudes of the educators, that is, the attitudes of the educators. It was necessary to draw on a wide variety of academic, scientific, and public sources to obtain a complete picture of the research topic. A

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survey was conducted among teachers and assistants in higher education institutions (HEIs) during the pandemic to collect data and information on how teachers and residents perceive the efficiency of their teaching process along with many factors and variables. The basic assumption of this article is that there are few measurable factors that affect the effectiveness of the teaching process.

Factor analysis was used to evaluate these assumptions as well as other derivatives. The governments of most countries in the world have implemented so-called social distancing in the form of corrective social measures that have the greatest effects on people's mobility. As a result, in a brief time, the general pattern of social and professional life changed irreversibly. For the first time in modern history, highly skilled workers have been mostly forced to work from home due to quarantine measures, and some have faced unprepared technological performance challenges for the first time. In this case, it is important to note that we do not have the traditional WFH , but have mandated working from home during the pandemic, a much more complex analysis compared to normal working conditions. In this sense, it is especially important to examine the urgency of the transition to online teaching based on the quality criteria that will be presented in the article.

The cancellation of fairs, festivals and various music and sporting events, as well as educational activities, has had far-reaching consequences at the global level, in addition to health problems. The three sectors with the lowest share of WFH activities are:

(1) agriculture , forestry, and fishing.
(2) tourism and hospitality industry; and
(3) construction ,
(1) finance and insurance.
(2) information and communication technologies; and
(3) education —three sectors with the largest share of WFH jobs.

Different higher education institutions The COVID-19 pandemic has affected the education system as well as all other areas of life in the world and in Turkey. The COVID-19 pandemic has not only affected the lives of children but has also affected education and learning-teaching environments

and methods. ("The Problems and Opinions of School Administrators during COVID-19 ... - ed") Due to the closure of schools in Turkey, the education process was interrupted, and children started homeschooling. The pandemic has interrupted children's normal school-centered education, but that does not mean it will stop their learning-teaching process. ("The Problems and Opinions of School Administrators during COVID-19 ... - ed") The COVID19 pandemic, which is described as the new normal in the world, has affected the education processes and brought many problems with it. Most countries around the world have temporarily closed their educational institutions to control the spread of the COVID-19 pandemic. ("The Problems and Opinions of School Administrators during COVID-19 ... - ed") With the outbreak of the COVID-19 pandemic in December 2019, 107 countries closed schools as of 18 March 2020. More than 90% of the world's student population has been affected by the closure of schools. The number of students affected by this situation in Turkey is 24,901,925 (UNESCO, 2020). ("The Problems and Opinions of School Administrators during COVID-19 ... - ed") While the health of students and the whole society is important in this process when schools are closed, it has also become important to ensure the continuity of the education-teaching process. In this context, many countries and Turkey apply various alternative strategies and practices for the uninterrupted continuation of education. An interesting research finding on this subject is the meta-synthesis study of Viner et al. (2020). In this study, it was said in recent modeling studies of COVID-19 that school closures prevented only 2-4% of deaths (much less than other social distancing measures). Due to the COVID-19 pandemic, countries suspended their education and continued their education with distance education applications (OECD, 2020; Tria , 2020; Üstün and Özçiftçi , 2020, p.147; Yamamoto and Altun, 2020, p.32).). The COVID-19 pandemic has brought extraordinary challenges and has affected members of the school community (students, teachers, parents, administrators, etc.) (Tria , 2020). Therefore, the most important effect of the COVID-19 pandemic is the cessation of face-to-face education in schools and the transition to distance education methods. The Ministry of National Education (MEB) in Turkey closed schools across the country on March 16, 2020; and has continued distance education since then (EBA TV/portal and other applications). During the pandemic, the distance education process in Turkey continued through the national distance education platforms Education Information Network (EBA) and EBA TV (Özer, 2020; TEDMEM,

2020a). "In this process, private schools continued their education by using various distance education programs within their own means." ("The Problems Faced by Teachers in Turkey During the COVID-19 ... - ERIC")

This study aims to analyze the problems and opinions of school administrators during the education-teaching process while the COVID-19 pandemic continues. In this context, this study aims to answer the following research questions:

1. *What are the views of school administrators on the effects of the COVID-19 pandemic on education?*
2. *What are the problems faced by school administrators in the education process while the COVID-19 pandemic continues?*

In this study, phenomenology model, one of the qualitative research methods, was used. ("Book as a Metaphoric Perception in Last Class of the Primary and ... - CORE") The aim of phenomenology studies is to reveal personal views and experiences about a phenomenon at a more general level (Creswell, 2013, 2017; Marshall & Rossman , 2014). ("The Problems Faced by Teachers in Turkey During the COVID-19 ... - ERIC") The participants of this study were decided by the criterion sampling method, which is one of the purposive sampling methods (Creswell, 2013, 2017; Tashakkori & Teddlie , 2010). While deciding the participants, being a school administrator was taken as the main criterion . People are [1]involved in education processes for assorted reasons such as increasing their personal income, raising their living standards, professional concerns, intellectual development, and social upbringing . Countries aim to increase the human capital power in the society, to raise the human development of the society to a higher level, to increase the production potential of the country, to create a healthier and more democratic society and to ensure sustainable development (Yılmaz and Sarpkaya , 2016, p.58). Educational needs of individuals are indispensable besides their basic needs . However, everyone's educational

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[1] The study group of the research consists of thirty-two school administrators working in sixty educational institutions in sixty educational institutions in different provinces of Turkey in the 2019-2020 academic year.

expectation may be different. This situation may cause individuals to be reluctant to continue the education process (Serin, 1979, p.17-18).

In this context, it should be considered that teachers, who manage coping with the diversity and limited opportunities of the student despite the negative environmental factors, keep their own motivation in terms of the sustainable development goals of the country . There is a consensus that the productivity of employees who have feelings of resentment and exhaustion may be low or that the motivation levels of individuals may be effective on work performance (Alıç, 1996, p.17). Motivation, on the other hand, encourages people to try to change their behavior and continue their efforts in line with the determined goals (Steers & Porter, 1991; cited in Riggio , 2014, p.189). Employees who are initiative-taking to work are more likely to be productive than those who are forced to do their work (Adair , 2003, p.94). The performance level of teachers is related to their motivation , capacity and working conditions (Leithwood , 2006). In this context, researchers have developed various theories about human motivation and employee motivation , which are effective in the performance of organizations . These theories will be discussed in the theoretical framework. ("The Factors Affecting Teacher-Motivation - ed") Teachers, who play a key role in the efficiency and quality of educational organizations, are people, not machines, and they directly serve the country's affairs and improve the behavior of social life. Teachers in Turkey need to be supervised, rewarded and an effective career system is needed. The Ministry of National Education of Turkey has a regulation for teaching positions in public schools and is expressed as follows; According to education faculties, all teachers can be employed within the scope of transition to examination regulations.

Teachers who start teaching according to the criteria of cadre, education, science, culture, arts, sports activities, and central examination system have the right to progress in the career levels of national education (Boyacı, 2016). For about 10 years, no exams for career stages have been organized. For this reason, teachers are waiting for the career ladder. According to Ağaoğlu (2016); Turkish teachers in the national education system are supervised by education inspectors and school principals. There are more teachers and employees in the system. Education inspectors have a huge workload. The control of teachers was left in the hands of school principals. It is necessary to increase the knowledge of school principals in terms of supervision and evaluation.

2. Factors Affecting Motivations

Deciding the factors affecting their motivation is a critical issue by researchers. "The nature of the relationships can be better understood using qualitative research designs." ("The Factors Affecting Teacher-Motivation - ed") The present research aims to make an in-depth analysis of the internal and external factors affecting the work motivation of the teachers selected according to the success performance criteria for the institution, which is a science and art school where gifted students are educated . For this reason, this study will contribute to the literature with the views of outstanding teachers on work motivation . In addition, using the qualitative research method , sufficient conclusions could not be reached about the source of teacher motivations . Findings on the importance and quality of project-based education and the quality of the science and art school can be reached through the opinions of the participants in the present study. Motivation leads people to act and strive towards their goals. Some theories suggest that people's needs influence their motivation .

Clayton Alderfer made similar estimates for the basic needs of the individual (Riggio , 2014, p.189-191). McCleand's theory of human motivation (also known as the Three Needs Theory) emphasizes people's desire to succeed, have power, and relate to other people. Frederick Herzberg's two-factor theory, which suggested that factors such as management quality, wages, job policies, physical working conditions and job security affect individuals' dissatisfaction with work. Factors such as promotion opportunities, personal development, recognition, responsibility, and success are seen as intrinsic rewarding factors that are effective in motivating individuals. The self-stable theory states that external sources of motivation can harm people over time, and internal motivation can have benefits.

Goal setting theory suggests that having specific and difficult goals motivates people to improve their performance. ("The Factors Affecting Teacher-Motivation - ed") Reinforcement motivation theory assumes whether the outcome of the behavior is enjoyable or not is important to individuals. Similarly, expectancy theory claims that individuals expect to find the outcome of the behavior effective and attractive. Equity theory says that individuals respond to inequality in the workplace.

All these theories were developed for adults living in the United States. Cross-cultural variations of these theories may need to be considered (Robbins & Judge , 2015, pp.208-229). "The elements that play a role in the management of the school can be divided into internal and external." ("The Factors Affecting Teacher-Motivation - ed") Internal elements in the school can be considered as administrators, teachers, students, and other personnel. External factors affecting the school from outside can be counted as parents, pressure groups, central administration, and labor market (Bursalıoğlu, 2002). In this context, internal and external sources of teacher motivation can be evaluated according to internal and external factors of the school, such as teachers' personal expectations, the quantity and quality of students, the behavior of school administrators, and college behaviors. School principals play a key role in arousing emotions that affect teacher motivation among employees (Tutum, 1979, p.184). Factors such as participation in school management, sharing of authority and responsibilities, competition, appreciation and reward, quality of the working environment, educational opportunities and career development play a role in the motivation of teachers (Osmay , 2002, p.575). Communication skills and school principals are also important in terms of teacher motivation . ("The Factors Affecting Teacher-Motivation - ed") Teachers' communication is important not only for school administrators, but also for the motivation of colleagues at school . In short, in-school relations are important for the morale of teachers (Bingöl, 1984, p.29). Organizations with effective teamwork are less likely to leave the group because everyone moves in the same direction.

3. Education Policies

The team also motivates each other to work (Sargut , 2015). Education policies are the sum of the laws and policies of the education system and principles related to the management of schools. ("The Factors Affecting Teacher-Motivation - ed") The infrastructure value of educational institutions, the size of schools and classrooms, privatization in education, school preferences of individuals, teacher's degree, teacher employment, teacher salaries, education programs, teaching methods, education policies can be the subjects (Aypay , 2016, p.168). Education policy issues can be considered as external motivation sources that decide the internal and external elements of

school management and direct teachers to work . According to motivation theories, teacher salaries and the number of students per class can be one of the motivation factors. ("The Factors Affecting Teacher-Motivation - ed") In this context , the average number of students per teacher in OECD countries is between 10 and 20 for both primary and lower secondary education ; In addition, the number of students in Turkey in 2012 is about twenty. Thus, the number of students per teacher in Turkey is higher than the average of OECD countries , and the number of students per teacher for secondary education in Turkey is above the average of Turkey.

Review of the literature Thoonen et al. (2011, pp.516-521), the level of the school's welfare working conditions and the level of cooperation in the school motivates teachers to improve their teaching activities. Collaboration at school provides teachers with the opportunity to solve problems together and receive feedback and information . Also, teachers encourage the use of new materials in the classroom, trying new things, reflecting current teaching and the sophistication of any classroom. Collaboration at school supplies support to teachers and triggers professional cultures and increases teachers' tolerance for ambiguity. Trust in the school can also affect teachers' well-being and cooperation at school. However, trust in the school can negatively affect teacher motivation and teacher professionalism. Overconfidence softens the impact of organizational factors and leadership behaviors. Transformative school leadership also affects teacher motivation and motivates them to take part in professional learning activities. Teachers are reluctant to be involved in creating the school's vision. If teachers experience job satisfaction from teaching activities in the classroom, their willingness to take part in extracurricular activities decreases. School principals respect that teachers do not take part in school decision-making processes. Teachers may see this as a non-verbal agreement. According to Karaköse and Kocabaş's (2006) research, teachers working in private schools perceive the motivation of school principals' attitudes and behaviors more positively than teachers working in public schools.

On the other hand, private school teachers experience more stress in their jobs. The appreciation of teachers and the evaluation of teachers' opinions are evaluated according to the results of earlier studies (Özgan & Aslan, 2008; Öztürk & Dündar, 2003; Barlı et al ., 2005). Öztürk and Dündar's (2003) findings reveal the importance of courtesy in communication. However, Barli et al. (2005), the physical conditions of the school and the cooperation between colleagues positively affect

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teachers' work motivation . In Bishay's (1996) study; The results showed that teachers like teaching more than other professions. Also, the socialization of some colleagues' space is not so important to others and does not intimidate them when it comes to job satisfaction. Studies show that teachers are quite satisfied with their profession. However, this result contradicts a past stub.

For example, successful classroom discussions and reducing class size will help increase job satisfaction. The result shows that the satisfaction of the higher-order need is the most important thing. However, according to this research, young teachers were not satisfied with their income. Although satisfaction appears to be more related to personal factors than environmental factors, environmental factors are not excluded. The atmosphere rewards paperwork that positively or negatively impacts teachers ' motivation . For example, atmosphere is important for science and math teachers, and rewards are important for older teachers without being told that women find paperwork burdensome. Looking at the past literature , it can be thought that the teacher gives more importance to internal factors than external factors outside the school environment.

was used pragmatically to decide whether to include them in the review . However, most of the literature reviewed explicitly mentions private schools in this way. Also referred to in the literature as low-cost private schools (LCPs). However, the term is controversial, as some commentators feel that the poor demand education for themselves at a low price, rather than at a low cost of distribution, which is often provided sporadically (APPG) (see , for example, Ball 2007 and Srivastava 2007).

This rigorous review did not include studies that did not clearly define their focus as private schools. Other non-government schools, such as schools run by charities , NGOs, or religious organizations, are intended to be the focus of a second rigorous review, followed by another report that will present a synthesis of the findings of the two reviews. The current review examines the strength of this evidence.

The research question guiding the review is: Can private schools improve education for children in developing countries? ("The role and impact of private schools in developing countries: a ...")

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Guided by this research question, the review established a conceptual framework to provide a systematic analysis of the literature and a clear identification of research strengths and weaknesses. The first dimension of the framework was to set up three thematic areas of analysis: supply, demand and enabling environment.

a. *The nature of the private education supply affects the quality, equity and accessibility, cost-effectiveness, and financial sustainability of education.*

b. *The dynamics of demand include affordability, user choice and provider liability.*

c. *The institutional environment – market conditions and government interventions – can enable or hinder the provision of special services for all children.*

Areas of study: supply, demand, and enabling environment The second dimension of the conceptual framework was to construct a theory of change, that is, testable propositions about the factors leading to improved outcomes . The theory of change is based on several hypotheses about how supply, demand and environmental conditions can have effects:

Beneath the hypotheses are assumptions about how change works and compensatory assumptions about why it might not happen: because the assumptions are specific and measurable, they are the basis on which hypotheses are evaluated. The hypotheses and assumptions are derived from the rapid evaluation process of policy discussions and research findings undertaken at the beginning of this review . Two other criteria were used for the selection of hypotheses :

- *Supply*
- *Quality*
- *Equality*
- *Access*
- *cost-effectiveness*
- *Sustainability Request*
- *affordability*
- *Vote*
- *Accountability Facilitating environment*
- *Financing and partnership*

- *Sunday*

Hypotheses and assumptions were elaborated, challenged, and challenged throughout the review process using the method outlined. It synthesizes the strength of the evidence in all hypotheses and finds gaps that show the need for further research. This document supplies a rigorous review of the evidence for the role and impact of private schools in the education of school-age children in developing countries. Commissioned by the Department for International Development (DFID) and produced by a multidisciplinary team of researchers and consultants from the University of Birmingham, Institute of Education, Overseas Development Institute with ability in education, economics, international development, and political economy. ODI) and the EFA Global Monitoring Report (see Appendix 1). The focus of rigorous scrutiny is the provision of private schools to the poorer segments of society , including private schools defined as low-paying private schools (LFPs). Purpose of the review:

(i)   private schools improve education; and

(ii)   evidence and highlight areas for future research.

This article presents a conceptual framework that assumes how private schools can improve educational outcomes for children in developing countries. Assumptions supporting key hypotheses are evaluated and questioned through a review of evidence to arrive at a proven theory of change. After a first screening of the literature , which yielded comprehensive results , the review team set parameters to ensure focus on the highest quality and most relevant publications . Therefore, the literature included in this review was of high or moderate quality, published in the last five years, and focused on DFID priority countries. Defining private schools that reach disadvantaged children As the term "private school" is used with different meanings in the literature and policy debates, it was necessary to clarify our definition (Bangay 2007; Day Ashley 2009, 2013; Kitaev 1999; Lewis and Patrinos). 2012; Moran 2006; Rose 2006; Srivastava 2013).

This review has adopted as the key factor finding 'private schools' as they depend on user fees to cover all or part of their operating and development costs. Therefore, the distinguishing feature of private schools is that they must follow the market to attract and keep students to stay financially afloat. Some public schools may charge added fees, so the review used two other defining factors

in which private schools are run independently of the state and are owned and/or set up independently of the state. It is important to note that the boundaries still are blurred with any definition of private school. For example, 'private' schools may be partially funded and regulated by the state; Even those that run most independently of government – to enroll, receive teaching materials, follow a national curriculum or examination system, or simply avoid scrutiny – still interact with governments. In the few cases where fuzzy boundaries were clear in the studies to be reviewed, the above study definition was used pragmatically to decide whether to include them in the review .

Less accessible in the literature was information on the extent of fees charged by private institutions; Also referred to in the literature as low-cost private schools (LCPs). However, the term is controversial, as some commentators think that the poor demand education for themselves at a low price, rather than at a low cost of distribution, which is often supplied sporadically (APPG).

Motivation to run private schools (eg , values , profit/non-profit, income, impact) was not used as a descriptive parameter in the review because it is an abstract descriptor complicated by the fact that any definition can refer to school owners. These include their motivation as a combination of philanthropy, corporate social responsibility, and competing commitments to business interests (see, for example, Ball 2007 and Srivastava 2007) . This rigorous review did not include studies that did not clearly define their focus as private schools.

Defining private schools that reach disadvantaged children As the term "private school" is used with different meanings in the literature and policy debates, it was necessary to clarify our definition (Bangay 2007; Day Ashley 2009, 2013; Kitaev 1999; Lewis and Patrinos). 2012; Moran 2006; Rose 2006; Srivastava 2013). This review has adopted as the key factor finding 'private schools' as they depend on user fees to cover all or part of their operating and development costs. Therefore, the distinguishing feature of private schools is that they must follow the market to attract and keep students to stay financially afloat.

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curriculum or examination system, or simply avoid scrutiny – still interact with governments. In the few cases where fuzzy boundaries were clear in the studies to be reviewed, the above study definition was used pragmatically to decide whether to include them in the review . However, most of the literature reviewed explicitly mentions private schools in this way. Less accessible in the literature was information on the extent of fees charged by private institutions. They are motivations as a combination of competing commitments to philanthropy, corporate social responsibility, and business interests (see, for example, Ball 2007 and Srivastava 2007). This rigorous review did not include studies that did not clearly define their focus as private schools. Other non-government schools, such as schools run by charities , NGOs, or religious organizations, are intended to be the focus of a second rigorous review, followed by another report that will present a synthesis of the findings of the two reviews. A third reason for the increased interest is that research-based evidence itself has gained increasing policy interest. The current review examines the strength of this evidence. "Can private schools improve education for children in developing countries?" ("The role and impact of private schools in developing countries: a ...") Guided by this research question, the review set up a conceptual framework to supply a systematic analysis of the literature and a clear identification of research strengths and weaknesses.

However, the term is controversial, as some commentators think that the poor demand education for themselves at a low price, rather than at a low cost of distribution, which is often supplied sporadically (APPG). Therefore, we cannot always speak unequivocally about 'low paying' private schools or 'for-profit' private schools. However, it was clear that the studies included in the review focused on non-elite private schools. Motivation to run private schools (eg , values , profit/non-profit, income, impact) was not used as a descriptive parameter in the review because it is an abstract descriptor complicated by the fact that any definition can refer to school owners. The current review examines the strength of this evidence. Guided by this research question, the review set up a conceptual framework to enable a systematic analysis of the literature and a clear identification of research strengths and weaknesses . As bio -psycho-social beings, people try to meet the needs of their developmental stages throughout their lives. Meeting these needs is especially important for the individual to develop in a healthy way, to be happy, to add meaning to life and to get satisfaction from life. "Getting satisfaction from life can be shown as one of the

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main purposes of people." ("THE INTERMEDIATE ROLE OF EARLY MALADAPTIVE SCHEMAS IN RELATIONSHIP ...") The concept of life satisfaction was used for the first time in the literature by Neugarten , Havehurst , and Tobin (1961) and was defined as the result of an individual's evaluation between his wishes and his experiences. In other words, it can be said to be t. The difference between the expectations and experiences of individuals who are satisfied with life is small, this difference is processed and noticed cognitively. According to Diener , Emmons , Larsen, and Griffin (1985), life satisfaction is a dimension of subjective well-being. The concept of subjective well-being is often used in the positive psychology literature and is concerned with the positive-negative affect and life satisfaction of individuals. ("THE INTERMEDIATE ROLE OF EARLY MALADAPTIVE SCHEMAS IN RELATIONSHIP ...") In addition , Shin, and Johnson (1978) defined life satisfaction as being satisfied with the quality of life obtained because of the choices made by one's own will. Among the determinants of life satisfaction are variables such as emotional, physical, social, and mental health, effective and functional communication skills, psychological well-being, having social skills, and starting and keeping social relationships (Cruice , Worrall , Hickson , & Morrison, 2010). Life satisfaction of individuals is shaped according to the standards they set for themselves (Diener et al., 1985). All kinds of standards and evaluation criteria that an individual creates for his own life are shaped by the environment and internal processes he interacts with from the moment he is born . In addition, the determination of the standards in question and the effect of these standards on the life satisfaction of individuals are directly affected by cognitive processes. Pavot and Diener (2007) once again emphasized that life satisfaction is a cognitive dimension of subjective well-being and said that the individual's cognitive evaluations are quite effective in this regard. ("THE INTERMEDIATE ROLE OF EARLY MALADAPTIVE SCHEMAS IN RELATIONSHIP ...") So much so that for a person to be satisfied with life, the difference that occurs because of these evaluations and the expectations of the person should not be too big and should be met at a certain level. In addition, it is seen that life satisfaction is related to the happiness levels of individuals in daily life. Happiness has been a matter of curiosity and debate throughout human history. This subject appeared and discussed in the field of philosophy before the science of psychology was born. Socrates' "What kind of life will make me happy?" ("THE INTERMEDIATE ROLE OF EARLY MALADAPTIVE

SCHEMAS IN RELATIONSHIP ...") The question paved the way for the philosophical discussion of happiness. Aristotle (350 BCE/1920) said that all people seek happiness, and it has been talked about what happiness is and how it can be achieved in the following ages. Although the ideas and discussions about happiness are quite old, it took the 1980s to deal with the issue scientifically. When we look at the concept of happiness from a psychological point of view, we meet different perspectives. Haybron (two thousand) discusses these perspectives in four categories. "The first of these is happiness based on common sense." ("THE INTERMEDIATE ROLE OF EARLY MALADAPTIVE SCHEMAS IN RELATIONSHIP ...") The state of being good at happiness based on common sense is seen as the main source of happiness. "The second is pleasure-based happiness, and the third is perceived desire satisfaction-based happiness." ("THE INTERMEDIATE ROLE OF EARLY MALADAPTIVE SCHEMAS IN RELATIONSHIP ...") In pleasure-based happiness, the individual's getting away from painful events and then taking part in events that will enable him to experience positive emotions and situations is considered the basis of happiness. Happiness based on perceived satisfaction, on the other hand, argues that the individual's wishes are met, and happiness appears as a result. The last category is happiness based on life satisfaction. Happiness based on life satisfaction, on the other hand, is the type of happiness that appears because of the individual's satisfaction with life and positive evaluation. ("THE INTERMEDIATE ROLE OF EARLY MALADAPTIVE SCHEMAS IN RELATIONSHIP ...")

4. Conclusion

Life satisfaction, by definition, is close to happiness based on perceived desire satisfaction. When these categories put forward by Haybron are examined, it can be said that the happiness of the individual is affected by cognitive processes and especially based on life satisfaction. ("THE INTERMEDIATE ROLE OF EARLY MALADAPTIVE SCHEMAS IN RELATIONSHIP ...") With positive psychology studies, happiness has begun to be investigated in detail and different situations such as experiencing some positive emotions often, low frequency of negative emotions, and getting satisfaction from life have begun to be defined as happiness (Lyubomirsky , 2007). In addition , Seligman (2022) emphasized that it is not enough to reduce the negative experiences of

the individual, it is necessary to increase the positive features and experiences of happiness (love, tolerance, originality, relevance, etc.). Although the concepts of life satisfaction and happiness are used together with subjective well-being, they have different dimensions. While life satisfaction is a cognitive dimension of subjective well-being, happiness can be defined as the average satisfaction in each period, the absence of positive experiences or negative situations (Argyle , Martin, & Crossland , 1989). In addition, San Martin, Perles , and Canto (2010) emphasized in their study that although life satisfaction and happiness are close concepts, they are close concepts. ("THE INTERMEDIATE ROLE OF EARLY MALADAPTIVE SCHEMAS IN RELATIONSHIP ...") In this study, the Cronbach's alpha internal consistency coefficient of the scale was calculated as .86 . ("Healthcare workers' burn-out, hopelessness, fear of COVID-19 and ...") The Satisfaction with Life Scale (SLS) was studied by Dağlı and Baysal (2016), a Turkish version of the scale. The original scale is in English and consists of a total of five items under a single factor structure. The results of the factor analysis revealed that the Satisfaction with Life Scale had a single factor structure as in the original scale and consisted of five items. According to the results of the exploratory factor analysis, the KMO value was calculated as 0.86. Before analyzing the data, assumptions such as sample size, missing values, normality, linearity, multicollinearity and singularity, and finally extreme values should be evaluated within the scope of the structural equation model (Cokluk, Şekercioğlu, & Büyüköztürk, 2014). For outlier analysis, one-way box plots were examined, and thirty-four outliers were excluded from the analysis. The Mahalanobis distance was calculated for multidirectional extremes. The chi-square value for each subject was $X2 = 135.807$, and no subjects were found above this value. Various tests such as kurtosis skewness coefficients, histograms and Kolmogrov-Smirnov can be used to evaluate univariate normality (Cokluk, Şekercioğlu, & Büyüköztürk, 2014). The fact that the kurtosis and skewness values are between ±1.0 can be said as proof that the distribution does not deviate excessively from the normal (Tabachnick & Fidell , 2015).

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