
A STUDY ON THE ORGANIZATIONAL HAPPINESS OF EDUCATIONAL INSTITUTIONS UNDER THE SUKHOThai PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2

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Abstract

This research aimed to study the organizational happiness of schools under the Sukhothai Primary Educational Service Area Office 2. The research sample consisted of 400 school administrators and teachers from 161 schools, selected using simple random sampling. The research instrument was a questionnaire on the components of organizational happiness in schools, with a content validity index of 0.67-1.00 and a reliability coefficient of 0.85. Data was analyzed using percentages, means, and standard deviations. The research findings revealed that: The overall level of organizational happiness was high (mean 2.54–4.53, S.D. 0.24–0.81). The aspect with the highest mean score was personnel having positive values and practices, followed by the safety of life and property in the school. The aspect with the lowest mean score was adherence to school policies and regulations.

Keywords: Organizational, Happiness

Introduction

The concept of a happy workplace expanded into Thailand through the issuance of the Health Promotion Charter in 2005, following the 6th World Health Organization Conference on Health Promotion that year, which made practical commitments to good organizational management (Burton, 2010, Online). Subsequently, the Office of Occupational Health Promotion, Thai Health Promotion Foundation (ThaiHPF), initiated the Happy Workplace concept to create systems and mechanisms for promoting health within organizations across physical, mental, social, and intellectual dimensions. It comprises three key components: happy employees, a pleasant workplace, a harmonious community, and the introduction of eight aspects of happiness categorized into three groups: personal, family, and organizational/social happiness. These include: Personal happiness (Happy Body – good health, Happy Heart – kindness, Happy Relax – relaxation, Happy Brain – learning, Happy Soul – morality, and Happy Money – financial literacy); Family happiness (Happy Family – a good family); and Organizational/Social happiness (Happy Society – a good society). (Theeratham) Wutthiwat Chaiyakaew et al., 2016, pp. 22-27)

The Sukhothai Primary Educational Service Area Office 2 has a vision to develop students and school personnel to possess knowledge, morality, happiness, and essential skills based on the principles of sufficiency and Thai identity. Its focus is on: Teachers should care for, protect, and assist students to ensure their safety and happiness; learning should emphasize

diverse practical learning processes. Administrators should promote the use of Professional Learning Communities (PLCs) in problem-solving and educational quality improvement. Schools should strengthen systems and mechanisms for student and personnel safety using the Ministry of Education's safety standards and promote the implementation of the Office of Basic Education Commission's Moral School Project. This is to address existing problems such as: insufficient personnel coverage across all positions; lack of effective communication; administrators employing a patronage system ; operational delays in terms of timelines; and a hierarchical organizational structure requiring decision-making from administrators (Sukhothai Primary Educational Service Area Office 2, 2023, pp. 29-39).

However, creating a happy organization should be instilled in the organizational culture, where management at all levels transmits happiness from their management practices to personnel in the educational institution, as well as students and stakeholders. Therefore, the researcher is interested in studying the components of a happy organization in educational institutions under the Sukhothai Primary Educational Service Area Office 2.

Objectives of the research

To study the happy organization of schools under the Sukhothai Primary Educational Service Area Office 2.

Research methodology

Population and sample

1. The population consists of school administrators and teachers in schools under the Sukhothai Primary Educational Service Area Office 2, academic year 2023, totaling 161 schools. This is broken down into 158 school administrators and 1,096 teachers, for a total population of 1,254 people.

2. The sample group consisted of school administrators and teachers in 161 schools under the Sukhothai Primary Educational Service Area Office 2 during the 2023 academic year. A simple random sampling method was used to select a sample size of 400 people for this study.

Tools used in research

The tools used consist of two parts, as follows:

Part 1: General Information of the Respondents, is presented in a checklist format and includes questions about gender, age, education level, and work experience.

Part 2: Questionnaire on opinions regarding happy organizations in educational institutions under the Sukhothai Primary Educational Service Area Office 2.

Scope of the study

The researchers studied relevant concepts, theories, documents, and research, and synthesized variables related to school happiness organizations, the level of school happiness organizations , and the components of school happiness organizations.

Principles, concepts, and theories related to educational administration.

Educational administration is the process of leading an organization to success. It involves managing people and resources through administrators and requires complex, flexible, and diverse skills and processes to achieve its goals. The researcher has compiled the principles, concepts, and theories of educational administration, detailed below:

1. The meaning of management.

When groups of people are brought together to work in an organization to achieve goals, it is essential to have a management process to help drive the work in a systematic and organized manner. Various definitions of management have been provided, which can be summarized as follows: Management refers to... Management occurs in workplaces involving two or more people, where a manager leads the planning, control, and management process. They utilize a combination of science and art to guide employees, fostering collaboration and quality work. Leaders must apply theoretical knowledge and management principles to ensure efficient use of organizational resources and the achievement of set goals.

2. The meaning of school administration.

Educational administration is a process that requires collaboration among individuals to achieve common objectives, utilizing appropriate processes and resources. While various definitions exist, it can be summarized as the process of managing education within a school framework. This is accomplished by administrators who have received advanced professional training in administration, systematically managing school resources in collaboration with personnel both within and outside the school. School administration should involve decentralization of decision-making, the application of motivational techniques, and encompass the provision of education for all, promoting equality, adhering to the principles of the sufficiency economy, fostering participation from all sectors, and promoting sustainable development. Furthermore, educational administration requires a combination of science, art, and strategy to stimulate cooperation, commitment, and a sense of belonging among all personnel, fostering a positive organizational culture and ultimately elevating the school's quality.

Data analysis

Part 1: Analysis of data from the general information questionnaire of the respondents.

The analysis was based on the opinions of 400 respondents, including administrators and teachers. The researchers distributed questionnaires and received a 100 % return rate. The data was then analyzed and the results presented are as follows: General information about the teacher respondents (sample group), broken down by gender, age, educational level, and work experience, are shown in Table 1.

Table 1: General information of the survey respondents.

information	Number (people)	Percentage
1. Gender		
man	132	33.00
female	268	67.00
together	400	100.00
2. Age		
Under 25 years old	89	22.25
Between 25 and 35 years old.	214	53.50
Between 36 and 45 years old.	56	14.00
Ages 46 and above.	41	10.25
together	400	100.00

information	Number (people)	Percentage
3. Level of education		
Bachelor's degree,	337	84.25
Higher than Bachelor's degree	63	15.75
together	400	100.00
4. Experience in holding the position.		
Less than 5 years	137	34.25
5-10 years old,	200	50.00
11-15 years old,	41	10.25
More than 15 years	22	5.50
together	400	100.00

Table 1 shows that there were a total of 400 respondents, the majority of whom were female (268 people). The majority, 67.00% , are male , followed by 132 people (34.00 %). The majority are between 25-35 years old (214 people, 53.50 %) , followed by those under 25 years old (89 people , 22.25 %) , those between 36-45 years old (56 people, 14.00 %) , and finally those 46 years and older (10.25%) . Regarding education level, the majority have a bachelor's degree (337 people, 84.25 %) , followed by those with lower secondary education ... Of those with degrees higher than a bachelor's degree, 63 individuals (15.75 %) held positions with 5-10 years of work experience (50.00 %) , followed by those with less than 5 years (34.25 %) , 41 individuals (10.25%) with 11-15 years of experience , and finally , 22 individuals (5.50%) with more than 15 years of experience .

Part 2 : Analysis of the Happy Organization Factors in Educational Institutions

An analysis of the organizational happiness of schools under the Sukhothai Primary Educational Service Area Office 2 , based on the opinions of administrators and teachers, considering the mean ($\bar{X}$) and standard deviation (S.D.), revealed that, overall, the schools have a **high level of organizational happiness**. Several variables showed mean values ranging from high to very high, reflecting a work environment conducive to the happiness of personnel in multiple dimensions.

The issues with the **highest average scores were** : positive values and practices among personnel ($\bar{X} = 4.53$) , responsibility for completing tasks according to goals ($\bar{X} = 4.48$) , receiving appropriate and timely compensation and benefits ($\bar{X} = 4.51$ and 4.50), a good, non-redundant, and flexible work system that reduces pressure ($\bar{X} = 4.51$ and 4.50), safety of life and property within the school ($\bar{X} = 4.52$), and communication and exchange of problems among personnel ($\bar{X} = 4.51$) . This demonstrates strong management, work systems, and fairness within the organization .

high average score indicated that the educational institution has strengths in enthusiasm for work, professionalism, the use of communication technology, sufficient internet access, systematic management, leadership of administrators, and good relationships between personnel and the community. Furthermore, it was found that personnel have good overall mental health, pride in their duties, and a sense of belonging to the organization.

However, some areas are at a **moderate level** and should be further improved, including sufficient rest and leisure time, work-life balance, saving and financial planning, physical health, exercise and healthy eating, continuous self-development, educational opportunities, safety and happiness in the residential community, and motivation and success in one's career.

In summary, the analysis reveals that the educational institution possesses strengths in management systems, leadership, welfare, and a work environment that supports effective performance. However, it should further promote personal quality of life, physical health, financial management, and continuous personnel development to create a more complete and happy organization in all dimensions.

Summary of research results.

The components of organizational happiness in educational institutions under the Sukhothai Primary Educational Service Area Office 2 are presented here as a summary of the findings, in accordance with the stated objectives, for clarity, as follows:

The results of the study on organizational happiness in schools under the Sukhothai Primary Educational Service Area Office 2 showed an overall high level of organizational happiness. The highest mean score was for variable 24, "School personnel have positive values and practices" ($\bar{X} = 4.53$, S.D. = 0.50). This was followed by variable 66, "The school has safety of life and property, such as having CCTV cameras and fences" ($\bar{X} = 4.52$, S.D. = 0.50). The lowest mean score was for variable 83, "School personnel follow policies and respect school rules and regulations" ($\bar{X} = 2.54$, S.D. = 0.81).

Discuss the results.

This research, which focuses on the well-being of schools under the Sukhothai Primary Educational Service Area Office 2, reveals a high level of organizational happiness. This may be due to the fact that well-being is facilitated by the participation of key personnel in driving the organization forward. This positive outlook reflects modern organizational management principles that prioritize people over work, fostering positive attitudes toward work, coexistence with others, social responsibility, and good family and organizational values. Teachers and school administrators must utilize these principles appropriately to maximize benefits, aligning with Anuphong's research findings. Rodbunpan (2018, p. 48) found that the overall level of organizational happiness in educational institutions is high, reflecting that organizational happiness in educational institutions is a feeling that arises within the minds of individuals in response to events occurring within the organization. It focuses on increasing the value of individuals in the organization to become human capital, which is a key element in developing a happy organization that many people desire, consistent with the research results of Uthaiwan. Srirat (2019, p. 46) found that the overall level of happiness in educational institutions is high, reflecting the fact that school administrators and teachers recognize the great importance of a happy organization. A happy organization is something many people desire in their own organizations. If a school atmosphere can be created that feels like a second home, where people feel comfortable and happy, not only will staff want to come to work, but students will also want to come to school regularly, leading to better learning and development processes. This shows that the concept of a happy organization in educational institutions focuses on its primary target group: the employees who are the key personnel and mainstays of the organization. When employees are happy, it positively impacts the organization's productivity. Therefore, prioritizing the creation of a happy organization in educational institutions is considered a sustainable development strategy in all dimensions towards becoming an efficient organization.

Recommendations from the research.

Based on the research findings and discussion on "A Study of Happy Organizations in Schools under the Sukhothai Primary Educational Service Area Office 2".

1. General suggestions

1.1 Educational institutions under the Sukhothai Primary Educational Service Area Office 2 can apply the research findings on the components of a happy organization in their school policy planning. This includes establishing management systems for all four departments and defining operational policies to provide a concrete direction for the development of schools towards becoming happy organizations.

1.2 The components of a happy school organization under the Sukhothai Primary Educational Service Area Office can be used as a guideline for developing teachers and personnel in schools through training, seminars, and various activities. This will enable teachers and personnel to thoroughly understand the meaning and characteristics of a happy school organization.

2. Suggestions for future research.

2.1 It is recommended to study the approaches and factors that influence the creation of positive values and practices in educational institutions in order to develop educational institutions into happy organizations.

2.2 It is recommended to study approaches to enhancing safety in educational institutions in order to develop them into happy organizations.

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