

POSITIVE THINKING AFFECTING HAPPINESS AT WORK OF TEACHERS IN SCHOOLS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 21, THAILAND

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ABSTRACT

The purposes of this research were to study the correlation between positive thinking and happiness at work of teachers in schools and to create a predictive equation of happiness at work of teachers in schools under the secondary educational service Area office 21. The sample group consisted of 337 teachers selected through stratified random sampling. The research instrument was a 5 level-rating scale questionnaire with the reliability of positive thinking of teachers at 0.97 and happiness at work of teachers at 0.97. The statistical techniques employed in the analysis were percentage, means, standard deviation, Pearson's correlation coefficient and stepwise multiple regression analysis. The results indicated that the correlation between positive thinking and happiness at work of teachers in schools under the secondary educational service Area office 21 as a whole, was at a high level which found statistically significant at .01. In addition, the analysis of multiple regression and creating a predictive equation of happiness at work of teachers in schools under the secondary educational service Area office 21 found that the best factors comprised of self-esteem, determination and emotional quotient were predictive variables affected happiness at work of teachers with statistically significant level of .05.

Keywords: Positive Thinking, Happiness at Work, Stepwise Multiple Regression Analysis.

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