

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

Somkid Sroinam a<sup>1</sup>, Department of Educational Administration, Udon Thani Rajabhat University, Udon Thani 41000, THAILAND

### 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.

### 1. INTRODUCTION

Happiness is something that everyone is pursuing that is important to the state of mind and morale. Investing to create a happy working environment is considered an investment that provides good return. Creating a happy working atmosphere is beneficial for both employees and employers by believing that happy employees and happy atmosphere organizations have great power to create work in all dimensions (Chawasiriwong, 2007). Happiness at work also results in employee engagement with the organization. Employees without work engagement are employees who are unhappy at work (Thephawan, 2011). Nowadays, the world is very active about happiness and starts to pay attention to happiness for the development of well-being and happiness of the people. Happiness is therefore widely publicized in many aspects both in the business community that bring happiness as a marketing strategy and also in the education field. Educational institutions begin to offer courses or subjects about happiness in various ways until they become the creation of "International Day of Happiness" (Helliwell, Layard & Sachs, 2017). It can be seen that happiness is very important to work because happiness at work helps executives to consider in changing management styles that encourage people to work. Provide an environment for motivation of desire to work and happiness at work that is resulting in work success to achieve the goals (Manion, 2009).

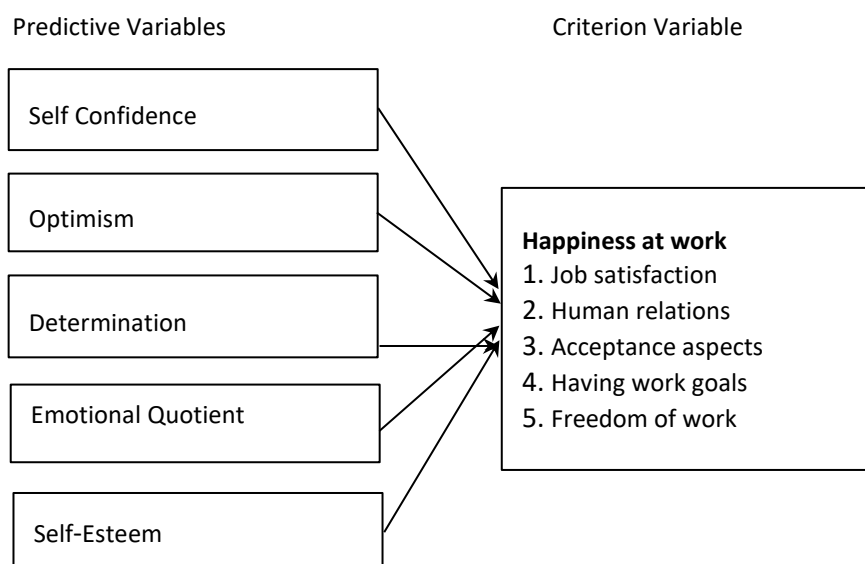
---

\* ADDRESS FOR CORRESPONDENCE: Assoc.Prof. Dr. Somkid Sroinam, Department of Educational Administration, Udon Thani Rajabhat University, Udon Thani 41000, Thailand  
E-mail address: sowanida@hotmail.com Tel.: (+66)81-873-0415

Positive thinking is a process of thinking that leads to happiness, enthusiasm, optimism. It has the power to do various things, create a good relationship with others, has better health and success in life as well (Potter, 1998). People with positive thoughts have to keep trying to fill positive thoughts because one can develop. People who think positively are therefore people who are taught to admire others and share their country mates. They speak well, do well, think good, and listen to others' opinions. Furthermore, they do good things when having the opportunity and do not think of harming others or benefactors (Phinkhun, 2015). Therefore, positive thinking is very necessary for opening the door to success and is often used in any work which can be said to be a prototype of modern work (Chaladpat, 2014).

Modern management practices have attempted to turn educational institutions into happy organizations or happy schools. Many successful organizations find that an important factor in the development of education comes from insiders who are ready to devote to educational institutions in various fields of work. Moreover, the important thing is training and development of learners to grow completely. The teacher is therefore an important driving force in the development of the nation for prosperity. The roles of teachers are: 1) Always carry out academic activities related to teacher professional development 2) Decide on various activities with regarding to the students' results 3) Attend to develop the learners to their full potential 4) Develop lesson plans to be able to implement with real results. 5) Always develop teaching media to be effective. 6) Organize learning activities with emphasis on permanent outcomes for learners. 7) Systematic quality report of learners. 8) Be a good role model for students. 9) Collaborate with others in schools creatively. 10) Cooperate with others in the community creatively. 11) Search and use information for development. 12) Create opportunities for learners to learn in every situation (Teachers' Council of Thailand Regulations on Professional Standards and Ethics, 2005). As a result, happiness makes people love themselves and is far from depression or negative thoughts that will result in worsening their lives and works. Positive thinking is a factor and a process that makes life happy, optimistic, and powerful to do things and has good relationships that are related to creating a good atmosphere in the organization. This is congruent with the National Education Act 1999, as amended (version 2), 2002 and (version 3) 2010, section 6 states that education is to be developed for Thai people being a perfect human both physically and mentally.

From the aforementioned reasons and importance, this research aimed 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. This may be as a guideline to encourage administrators to be aware the importance and develop positive thoughts of teachers that will result in happiness at work under the circumstances or situations that are faced in the workplace. In addition, this probably create enthusiasm for work and achieve maximum effectiveness from work with efficiency and happiness. This study can portray the research framework as picture 1.



**Picture 1** Research Framework

## 2. METHOD

### 2.1 Participants

The population in this research was 2,139 teachers of 56 schools under the Educational Service Area Office 21 in academic year 2017. The sample consisted of 337 teachers teaching in the schools under the Educational Service Area Office 21. The sample size was employed by Krejcie and Morgan table that calculated the sample by proportion of teachers each school. Then, stratified random sampling was applied.

### 2.2 Measures

The instrument used in this study was a questionnaire comprised 3 parts consisted of background data of the participants, positive thinking and the happiness at work of the teachers.

#### 2.2.1 Part 1

It was the list to inquire general data of the participants that consisted of status, gender, age, highest educational background, position, work experience, and school size of the respondents. All were in the form of checklist.

#### 2.2.2 Part 2

It composed of the 5-level of rating scale questions that was created to inquire positive thinking of teachers with the reliability of 0.97. The positive thinking consisted of 1) Self Confidence 2) Optimism 3) Determination 4) Emotional Quotient and 5) Self-Esteem.

#### 2.2.3 Part 3

It composed of the 5-level of rating scale questions that was created to inquire happiness at work of teachers with the reliability of 0.97. The happiness at work consisted of 1) Job satisfaction 2) Human relations 3) Acceptance aspects 4) Having work goals and 5) Freedom of work.

### 2.3 Procedure and design

This study was a survey research collecting data by a questionnaire. The data was collected by mail after the researcher has sent the letters to the target schools. The questionnaires were proposed to the school teachers and defined the return date.

## 2.4 Statistical analysis

The data was analyzed by using Statistical Package for the Social Sciences: SPSS. The descriptive statistics was applied for frequency, percentage, mean, standard deviation. Pearson's Product Moment Coefficient was applied to analyze the correlation of the variables. Then, stepwise multiple regression analysis was employed to analyze the positive thinking affecting happiness at work of teachers.

## 3. Results

### 3.1 The correlation between positive thinking and happiness at work of teachers.

Pearson's Product Moment Coefficient of the correlation between positive thinking factors and happiness at work of teachers in the schools under the Educational Service Area Office 21 was rather at a high level ( $r = .707$ ) in overall at .01 level of significance as Table 1.

**Table 1.** Pearson's Product Moment Coefficient of the correlation between positive thinking factors and happiness at work of teachers in the schools under the Educational Service Area Office 21.

Happiness at Work	Positive Thinking Factors					Total (X <sub>0</sub> )
	Self Confidence (X <sub>1</sub> )	Optimism (X <sub>2</sub> )	Determination (X <sub>3</sub> )	Emotional Quotient (X <sub>4</sub> )	Self-Esteem (X <sub>5</sub> )	
Job satisfaction (Y <sub>1</sub> )	.522**	.535**	.661**	.591**	.635**	.695*
Human relations (Y <sub>2</sub> )	.500**	.475**	.641**	.490**	.622**	.644**
Acceptance aspects (Y <sub>3</sub> )	.422**	.390**	.420**	.466**	.517**	.519**
Having work goals (Y <sub>4</sub> )	.416**	.378**	.498**	.478**	.498**	.531**
Freedom of work (Y <sub>5</sub> )	.476**	.489**	.528**	.486**	.583**	.601**
Total (Y <sub>0</sub> )	.560**	.539**	.648**	.594**	.674**	.707**

\*\* P < .01

### 3.2 The positive thinking affecting happiness at work of teachers

The positive thinking affecting happiness at work of teachers found that self-esteem, determination and emotional quotient were the best predictive variables affecting happiness at work of teachers in schools under the secondary educational service Area office 21 at .01 level of statistical significance as Table 2.

**Table 2.** Stepwise Multiple Regression Analysis of Regression Coefficient and standard error of estimation.

Model	R	R <sup>2</sup>	Adj-R <sup>2</sup>	S.E.	F	Sig
1. (X <sub>5</sub> )	.674	.455	.453	.357	297.407**	.000
2. (X <sub>5</sub> ) (X <sub>3</sub> )	.713	.509	.506	.340	172.978**	.000
3. (X <sub>5</sub> ) (X <sub>3</sub> ) (X <sub>4</sub> )	.718	.515	.511	.338	117.924**	.000

\*\* P < .01

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. The multiple coefficient was .718 that predicted 51.10 percent of the happiness at work of teachers in schools under the secondary educational service Area office 21 as Table 3.

**Table 3.** Stepwise Multiple Regression Analysis of positive thinking affecting happiness at work of teachers in the schools under the Educational Service Area Office 21.

Factors	b	S.E.b	$\beta$	t	sig
Constant	.648	.189		3.427	.001
Self-Esteem (X <sub>5</sub> )	.407	.066	.377	6.186	.000
Determination (X <sub>3</sub> )	.295	.060	.290	4.891	.000
Emotional Quotient (X <sub>4</sub> )	.118	.057	.122	2.085	.038
<b>R = .718</b>	<b>R<sup>2</sup> = .515</b>	<b>Adj- R<sup>2</sup> = .511</b>	<b>F = 117.924</b>	<b>S. E. = .338</b>	

The predictive equations for happiness at work of teachers in schools under the secondary educational service Area office 21 were as follows:

Equation of raw scores:

$$\hat{Y} = .648 + .407(\text{Self-Esteem}) + .295(\text{Determination}) + .118(\text{Emotional Quotient})$$

Equation of standard score:

$$\hat{Z} = .377(\text{Self-Esteem}) + .290(\text{Determination}) + .122(\text{Emotional Quotient})$$

## 4. DISCUSSION AND CONCLUSION

### 4.1 The correlation between positive thinking and happiness at work of teachers

The correlation between positive thinking factors and happiness at work of teachers in the schools under the Educational Service Area Office 21 was rather at a high level with statistical significance level of .01. It is in accordance with the hypothesis 1, which specified that the positive thinking and happiness at work of the teachers under the Secondary Educational Service Area Office 21 have relationship as self-esteem, determination, emotional intelligence, self-confidence and optimism respectively. This is consistent with Coopersmith (1981a) said that self-esteem was a judgment of self-worth which showed the attitude that a person had for oneself. It is accepting or not accepting oneself and represents the extent of one's belief in one's ability, importance, success, and value. It is also congruent with Caprara (2005) which studied the effectiveness of beliefs affected positive thinking and happiness at work, found that positive thinking corresponded to the underlying dimension that is under the life satisfaction, self-esteem, optimism and happiness.

### 4.2 The positive thinking affecting happiness at work of teachers

The positive thinking affecting happiness at work of teachers found that self-esteem, determination and emotional quotient were the best predictive variables affecting happiness at work of teachers in schools under the secondary educational service Area office 21 at .05 level of statistical significance. The multiple coefficient was .718 that predicted 51.10 percent of the happiness at work of teachers in schools under the secondary educational service Area office 21. This may be due to the fact that teachers are self-respecting. They are satisfied and proud of themselves. Moreover, they have a positive feeling for oneself and recognize that they are capable. They are also aware the sense of self-esteem, especially self-worth and being a part of the school. There is a perception that they are important and do not like to insult themselves. And at the end, they recognize that they are loved by others. This is consistent with Coopersmith (1981b) states that people with high self-esteem are characterized by enthusiasm, self-confidence, optimism, positive thinking, self-satisfaction, self-love, not feeling inferior, self-respect, awareness of responsibility to themselves and others as well. In addition, they are able to create good relationships with people and environment. This makes them to be brave

and face problems and consider the problems to be a challenge. Furthermore, they have never discouraged obstacles and shown very little self-defense mechanisms therefore they enjoy and live effectively.

Furthermore, Wiriyasuntharaphon (2012) found that the positive thoughts have a positive relationship with the happiness of the employees with statistical significance at the level of .01 and found that positive thinking in trying to solve problems, commitment and optimism can together predict the happiness of employees for 32.70 percent with statistical significance at the level of .01. In addition, Pruetthikul (2014) found that the factor of the teacher in terms of emotional intelligence, teacher income and family relations directly positively affected the happiness of teachers in secondary schools.

## 5. RECOMMENDATIONS

This research indicated that self-esteem, determination and emotional quotient were the best predictive variables affecting happiness at work of teachers so there should be aware and attend to develop teachers to have higher self-esteem, determination and emotional intelligence so that they have better management of their own positive thinking to achieve a happy and effective work. Further study should develop model or guidelines to create higher levels of happiness in teachers' workplace.

## REFERENCES

- Caprara, G. V. (2005). Affective and Social Self-Regulatory Efficacy Beliefs as Determinants of Positive Thinking and Happiness. *European Psychologist, 10*(4), 1-12.
- Chaladpat, P. (2014). *Intelligent thinking: Make rich like a billionaire*. Bangkok: Happy Book Plus.
- Chawasiriwong, B. (2007). Happy Workplace, *Journal of Social Development, 9* (2), 61-93.
- Coopersmith, S. (1981a). *The antecedents of self-esteem*. (2<sup>nd</sup> ed.). Palo Alto, CA: Consulting Psychologists Press.
- \_\_\_\_\_. (1981b). *SEI: Self Esteem Inventories*. (2<sup>nd</sup> ed.). California: Consulting Psychologist.
- Helliwell, J., Layard, R., & Sachs, J. (2017). *World Happiness Report 2017*. New York: Sustainable Development Solutions Network.
- Manion, J. (2003). Joy at Work! Creating a Positive Workplace. *Journal of Nursing Administration, 33* (12), 652-659.
- Phinkhun, D. (2015). *40 Method of Positive Thinking*. Bangkok: SE-EDUCATION.
- Potter. (1998). *Putting the Positive Thinker to Work: 21 Ways 21 Days to a Happy, Fulfilling, Successful Life*. New York: Berkley Books.
- Pruetthikul, S. (2014). *Multilevel Factors Affecting the Happiness of Secondary School Teachers in Eastern Region under the Office of the Basic Education Commission*. Unpublished Thesis of Master of Education in Educational Administration Program, Burapha University.
- Regulations of the Teachers Council of Thailand on Professional Standards and Professional Ethics 2005. (2005, 5 September), *Government Gazette*. Book 122, Special section 76 Ngor, 39-46.
- Thephawan, P. (2011). *Strategic Human Resource Management*. Bangkok: SE-EDUCATION.
- Wiriyasuntharaporn, P. (2012). *Positive thinking that predicts happiness at work of*

*employees*. Unpublished Thesis of Master of Arts in Industrial and Organization Psychology, King Mongkut's University of Technology North Bangkok.