

A Happiness at Work of Teachers in Secondary Education Service Area Office

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This research was to study the level of happiness at work among teachers who taught in different learning areas, and compare the happiness at work of teachers who taught in different learning areas under the Secondary Educational Service Area Office Bangkok 2. Four hundred fifty-five teachers from schools in Wachiraburapha Inter-Academic Zone were selected as samples for the study. questionnaire 25-items, 5-scale of Likert was used for data collection. Data were analyzed using descriptive statistics and inferential statistics (one-way ANOVA) via a statistical software package. The findings showed that the overall happiness at work of teachers was at a high level ($M = 4.30$, $S.D. = 0.59$). Furthermore, significant differences in happiness scores were found among teachers in different learning areas. Specifically, teachers in Mathematics and Foreign Languages reported significantly higher happiness levels than those in Health and Physical Education, at the .05 level of significance.

Keywords: happiness at work, learning areas, teachers, secondary education, teaching, learning

INTRODUCTION

Happiness refers to satisfaction characterized in life by positive emotions, cheerfulness, optimism, and good social relationships (Department of Mental Health, 2022). This concept aligns with Lyubomirsky (2008), who defined happiness as an emotional state measurable through emotional well-being. However, perspectives on happiness may vary among individuals (Valeewong, 2021). In the work context, happiness at work is a subset of overall happiness, occurring when individuals feel satisfied with their work, experience positive emotions, and perceive value in their roles (Hemsuwan, 2024). It is influenced not only by job characteristics but also by internal personal factors. Manion (2003) identified four key components: connection, love of the work, work achievement, and recognition each contributing to happiness at work and positive emotions. Particularly in the teaching profession, which involves many workload and social expectations, happiness at work is essential to enhance motivation, commitment, and teaching effectiveness. A thorough understanding of these components can inform policy and practices to support teacher well-being (Chaisuwan, 2021).

In the field of education, creativity has an important role. Efforts to increase the creativity of educational human resources continue to be hyped. Creative teachers can produce creative students (Perdana et al., 2025). In education, a happiness at works is very important role in the personnel performance. However, most educational institutions lack dedicated personnel management units. Teachers often face heavy workloads, non-teaching responsibilities, and financial pressures, leading to stress and burnout (Prikjamroon, 2024). Happiness at work is essential to enhance motivation, commitment, and teaching effectiveness. Recent empirical evidence has highlighted the importance of teachers' psychological functioning and adaptability in promoting positive educational outcomes. A

Citation: Deweeloh, P., Deesawat, S., & Tippayakulpiroj, D. (2026). A happiness at work of teachers in secondary education service area office. *Anatolian Journal of Education*, 11(1), 205-214. <https://doi.org/10.29333/aje.2026.11114a>

study by Martin (2017) found that teachers' sense of adaptability was significantly associated with their psychological well-being and perceived autonomy support, which in turn influenced students' academic achievement. Therefore, happiness at work may be considered a crucial psychological resource that enhances teachers' motivation, commitment, and instructional effectiveness.

From the study of research related to factors affecting teachers' happiness at work, studies have classified factors influencing teacher happiness into two categories: personal factors (e.g., age, education, experience), and environmental factors (e.g., work atmosphere, leadership, compensation, and organizational systems) (Aziz et al., 2020). This is consistent with Carroll (2006) who found that teachers, especially who taught in early childhood, primary, and rural areas, experience high stress and are at risk of burnout. Factors such as emotional regulation, workload, and personal well-being significantly affect their stress levels. To reduce the excessive workload of teachers and educational personnel and other problems mentioned above, according to the Ministry of Education (2023) key strategies have been proposed, including reforms in teacher evaluation, debt management, provision of teaching resources, and welfare improvements. Promoting teacher happiness supports the national "Good Learning, Happy Life" policy by enhancing student development.

Moreover, many studies have confirmed a positive correlation between teacher happiness and work effectiveness (Choiniyom, 2024; Suriyon, 2019; Yamkratok, 2022). The research results show that when teachers are happy at work, it will result in more motivation and dedication to work. There is a tendency to develop the learning management process to be creative and can effectively transfer knowledge to students. As a result, students are happy in learning, and there is deep and continuous learning, which leads to an improvement in the quality of the educational institution as a whole. Therefore, teachers' happiness is considered an important element that supports the success of the education management system. Consistent with a study by Barni et al. (2019) teacher self-efficacy and school commitment are significantly related to job satisfaction. When teachers receive psychological support from their organization, it leads to greater teaching dedication and reduced turnover rates, forming a critical foundation for happiness at work.

Based on these insights, the present study aimed to study the level of happiness at work among teachers who teach in different learning areas compare the happiness at work of teachers who teach in different learning areas in the Wachiraburapha Inter-Academic Zone under the Secondary Educational Service Area Office Bangkok 2. The findings are expected to provide empirical data for designing effective human resource policies to enhance teacher well-being and promote sustainable educational development.

METHOD

This research was a survey research design. The research procedures were as follows:

Population and Sample

The population consisted of all 1,118 teachers in the Wachiraburapha Inter-Academic Zone under the Secondary Educational Service Area Office Bangkok 2 Thailand (Office of the Basic Education Commission, 2023). The sample consisted of 455 teachers in the Wachiraburapha Inter-Academic Zone under the Secondary Educational Service Area Office Bangkok 2 Thailand. The sampling method were simple random sampling by drawing lots to select. A result, the Wachiraburapha Inter-Academic Zone was selected. The sample size was calculated using G*Power software, with an effect size = 0.325, power of test = 0.95, and a significance level .05, yielding a minimum required sample of 447 teachers. To prevent for potential data loss, data were collected from 455 teachers.

Research Instruments

The research instrument used in this study was a teacher happiness at work questionnaire, developed through the following steps:

Part 1: Basic information of respondents, including gender, learning area, and teaching experience.

Part 2: The teacher happiness at work questionnaire, developed based on theories, concepts, and related research to define the conceptual framework and measurable variables. The questionnaire consisted of 25 items using a checklist and a 5-point Likert rating scale, covering four aspects: 1. Connection (7 items) 2. Love of the work (6 items) 3. Work achievement (5 items) and 4. Recognition (7 items)

Instrument Quality Verification

Content Validity: The questionnaire underwent content validation by three experts as 1. Associate Professor Dr. Juthaporn Masanthia 2. Associate Professor Dr. Jira Jitsupa and 3. Professor Dr. Chuthamas Saengngam. The Index of Item Objective Congruence (IOC) ranged from 0.67 to 1.00, show that all items were appropriate for use.

Reliability: The reliability was conducted try out with 30 teachers similar to the research sample. The reliability, measured using Cronbach's Alpha, yielded a coefficient of 0.943, shoe the high internal consistency.

Item-Total Correlation: Analysis of the relationship between item scores and total scores, calculated from the tryout group, The questionnaire 25 items ranged from 0.380 to 0.906, suggesting that all items had acceptable levels of relationship between item scores and total scores and were appropriate for actual data collection.

Data Collection

The researchers collected data using an online questionnaire (Google Form) administered to 455 participants. The data were subsequently analyzed statistically to fulfill the research objectives.

Statistics Used in Data Analysis

Data analysis was conducted using a statistical software package. The statistical methods included: Descriptive Statistics (Frequency distribution and percentage were used to analyze respondents' general information). Descriptive Analysis of Happiness at Work: Mean (*M*) and standard deviation (*S.D.*) were calculated. The interpretation followed Srisa-ard (2010), with mean ranges defined as:

- 4.51–5.00 = Very high level
- 3.51–4.50 = High level
- 2.51–3.50 = Moderate level
- 1.51–2.50 = Low level
- 1.00–1.50 = Very Low level

Inferential Statistics: One-way ANOVA was performed to compare happiness at work among teachers who taught different learning areas.

FINDINGS

The General information of the 455 respondents revealed that the most of respondents were female (314 people) rate of 69%. In terms of professional experience more than 9 years (199 people) rate of

43.70%. When categorized by learning subject group, the largest proportion were teachers in the science and technology disciplines, total 121 people rate of 26.60%, as presented in Table 1.

Table 1
Number and percentage classified by general information about the respondents

	General information about the respondent	Number (people)	Percentage
Gender	Male	141	31.00
	Female	314	69.00
	Total	455	100.00
Professional experience	Less than 3 years	74	16.30
	Between 3-5 years	100	22.00
	Between 6-8 years	82	18.00
	More than 9 years	199	43.70
	Total	455	100.00
Learning areas group	Thai language	70	15.40
	Mathematics	61	13.40
	Science and Technology	121	26.60
	Social Studies	46	10.10
	Health and Physical Education	47	10.30
	Art	35	7.70
	Hand craft	22	4.80
	Foreign language	53	11.60
	Total	455	100.00

The level of Happiness at work among teachers who teach in different learning areas in the Wachiraburapha Inter-Academic Zone, under the Secondary Educational Service Area Office Bangkok 2. The average is at a high level ($M = 4.30$, $S.D. = 0.59$). When considering each component, it was found the highest average score is love of the work ($M = 4.56$, $S.D. = 0.55$). Next is work achievement ($M = 4.28$, $S.D. = 0.61$) and in terms of recognition ($M = 4.23$, $S.D. = 0.65$). The component with the lowest average is connection ($M = 4.12$, $S.D. = 0.55$). As shown in Table 2.

Table 2

Mean and standard deviation of the level of happiness at work among teachers who teach in different learning areas in the Wachiraburapha Inter-Academic Zone, under the Secondary Educational Service Area Office Bangkok 2

Components of happiness at work	Operational level		Translation Meaning
	M	SD	
Connection	4.12	0.55	High
Love of the work	4.56	0.55	Very high
Work achievement	4.28	0.61	High
Recognition	4.23	0.65	High
Total	4.30	0.59	High

Comparison of average of happiness at work among teachers who teach in different learning areas in the Wachiraburapha Inter-Academic Zone, under the Secondary Educational Service Area Office Bangkok 2. There was a statistically significant difference in happiness at work at the .05 as shown in Table 4.

To show that teachers are happiness at work in secondary educational service area office Bangkok 2 who teach in different learning areas. Therefore, pairwise tests were performed using Dunnett's test as shown in Table 5.

Table 4

Analysis of variance in comparison of happiness at work of teacher who taught in different learning areas in secondary educational service area office Bangkok 2

Sources of variance	SS	df	MS	F-test	p-value
Between Groups	5.78	7	0.83	3.19	.003
Within Group	115.59	447	0.26		
Total	121.37	454			

**p*-value < .05

Teachers who teach in different learning areas have significantly different levels at .05. It was found that the average happiness at work were different in 2 pairs. (1) Teachers who teach in the mathematics subject had a significantly higher average of happiness at work than teachers who teach in the health and physical education subject at .05 ($p = .014$). (2) Teachers who teach in the foreign language subject had a higher average than teachers who teach in the health and physical education subject at .05 ($p = .029$) as shown in Table 5. And the test results of the difference in average of teachers in different learning area groups using Dunnett's test are shown in Figure 1.

Table 5

Compare results of happiness at work of teacher who taught in different learning areas in secondary educational service area office Bangkok 2

Learning group	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Group 1	-							
Group 2	0.12	-						
Group 3	0.04	0.17	-					
Group 4	0.03	0.15	0.01	-				
Group 5	0.27	0.34*	0.23	0.25	-			
Group 6	0.03	0.10	0.07	0.06	0.30	-		
Group 7	0.11	0.23	0.06	0.08	0.17	0.13	-	
Group 8	0.13	0.01	0.17	0.16	0.40*	0.10	0.24	-
<i>M</i>	4.33	4.46	4.29	4.31	4.06	4.36	4.23	4.46
<i>SD</i>	0.49	0.35	0.53	0.32	0.68	0.58	0.65	0.48

**p*-value < .05 Group 1 is Thai language, Group 2 is mathematics, Group 3 is science and technology, Group 4 is social studies, religion and culture, Group 5 is health and physical education, Group 6 is art, Group 7 is hand craft, Group 8 is foreign language.

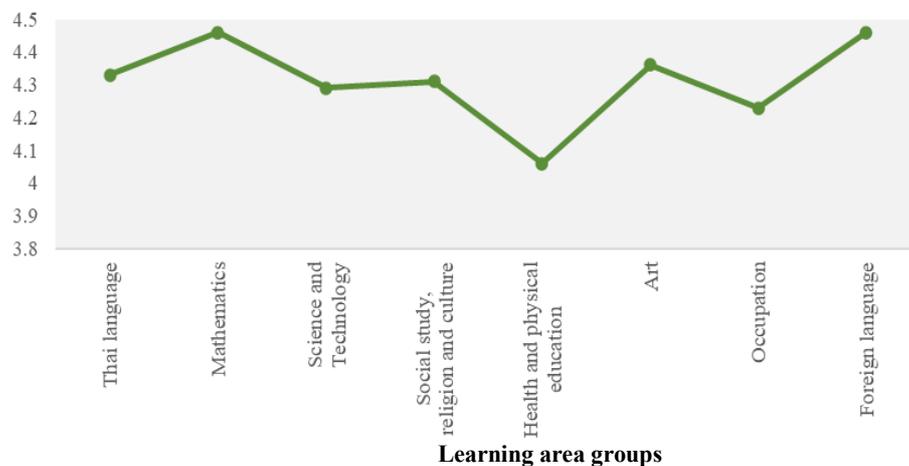


Figure 1

Results of the test of the difference in average of teachers in different learning area groups using Dunnett's test.

CONCLUSION

This research aimed to study and compare the level of happiness at work among teachers in the Wachiraburapa Inter-Academic Zone, under the Secondary Educational Service Area Office Bangkok 2. The study utilized a sample of 455 teachers. The conclusion as follows:

1. Overall, Happiness Level: The overall happiness at work was found to be at a high level ($M = 4.30$, $SD = 0.59$). When broken down by dimension, "love of the work" received the highest score, at the highest level ($M = 4.56$, $SD = 0.55$). This was followed by "work achievement" ($M = 4.28$, $SD = 0.61$) and "recognition" ($M = 4.23$, $SD = 0.65$). The lowest-scoring dimension was "connection" ($M = 4.12$, $SD = 0.55$) which was still rated at a high level.

2. Comparison Across Subject Areas: A statistically significant difference ($p < .05$) was found in happiness at work among teachers of different subject areas. Specifically, teachers in Mathematics and Foreign Languages reported significantly higher levels of happiness than those in Health and Physical Education.

In conclusion, teachers in the Wachiraburapa Inter-Academic Zone experience a high level of happiness at work, particularly in their love of the work. However, this happiness varies by subject area, suggesting that job characteristics and professional opportunities may play a crucial role in contributing to a teacher's sense of professional well-being.

DISCUSSION

The findings of this study on "Happiness at Work of Teachers in Wachiraburapha Inter-Academic Zone Under the Secondary Educational Service Area Office Bangkok 2" are concluded in the following sections.

Level of Happiness at Work Among Teachers

The overall level of happiness at work among teachers in the Wachiraburapha Inter-Academic Zone under the Secondary Educational Service Area Office Bangkok 2 was observed to be high. A detailed analysis of individual aspects revealed that "Love of the Work" yielded the highest mean score, categorized as the highest level, whereas Connection, Work Achievement, and Recognition were rated

at a high level. These findings may be attributed to teachers perceived satisfaction with their professional roles, a sense of pride in their duties, dedication to responsibilities, intrinsic enjoyment of their work, professional enthusiasm, opportunities for career advancement and stability, equitable compensation, and a supportive colleague environment. Environmental factors, including technological resources and workload management, also impact teacher happiness. As found by Akyavuz & Çoruk (2021), the availability of resources and administrative support for blended learning significantly influence teacher stress levels and professional well-being. If educational institutions provide clear support systems, it can help teachers across different learning areas—particularly those in skill-based subjects like Physical Education—to better manage administrative burdens and reduce the risk of burnout. Such factors are conducive to efficient work performance and the attainment of organizational objectives. This outcome is consistent with Damsawang (2022), who reported a high level of happiness at work among teachers under the Secondary Educational Service Area Office Bangkok 1 during the COVID-19 pandemic. Similarly, Thatsoph (2024) found a high level of happiness at work among teachers in municipalities within Samut Sakhon province.

Results of a study of "Love of the Work" among teachers in the Wachiraburapha Inter-Academic Zone is on high level. Due to given that teaching necessitates considerable patience, self-sacrifice, and resilience in the pressures from various stakeholders, including supervisors, colleagues, community, society, economic conditions, and diverse responsibilities beyond direct instruction, such as curriculum management, student counselling, and administrative paperwork. Consequently, personnel within the teaching profession are required to possess a genuine passion for their work, a readiness for continuous adaptation, learning, and self-development, and a profound desire to foster student growth and life success. This conclusion is consistent with the study by Sueapan (2020), which is stated that factors influencing teacher happiness in teaching and learning in primary schools in Mueang District, Lopburi Province, during the Thailand 4.0 era, were generally at the highest level, the key determinants of teacher happiness at work identified were love of the work, work achievement, job security, and recognition.

Comparison of Happiness at Work Across Different Learning Areas

A pairwise comparison revealed that teachers in the Mathematics and Foreign Languages learning areas exhibited significantly higher average happiness at work scores compared to their counterparts in the Health and Physical Education learning area. This disparity may stem from the inherent differences in the nature of these subjects; Mathematics and Foreign Languages are typically considered academic disciplines, while Health and Physical Education emphasize practical skills. Academic subjects often provide teachers with more diverse opportunities for professional development, such as participation in national training programs, receipt of overseas scholarships, and avenues for supplementary income (e.g., private tutoring, specialized instruction, or textbook authorship), all of which contribute to enhanced motivation and job satisfaction. Furthermore, in terms of documentation and evaluation, teachers in academic learning areas tend to possess greater proficiency, potentially leading to reduced stress associated with administrative tasks. In addition, stress from academic work negatively affects motivation and the quality of education (Gobena, 2022) and affects physical and mental well-being, which reduces happiness in working in the long term. Conversely, many teachers in skill-based subjects may experience heightened stress due to the burden of paperwork and evaluations, which can adversely affect their physical and mental well-being and diminish their genuine happiness at work. Hence, teachers in academic learning areas appear to experience higher levels of happiness than those in skill-based learning areas. This finding is consistent with the research by Jaiboon (2021), who found that job characteristics had the least influence on work stress among academic staff at Rajamangala University of Technology Thanyaburi.

SUGGESTIONS

Suggestions for applying research results

1. Research on the level of happiness at work among teachers in the Wachiraburapa Inter-Academic Zone, under the Secondary Educational Service Area Office Bangkok 2, revealed that the overall happiness at work was at a high level ($M = 4.30$, $SD = 0.59$). The results suggest that relevant agencies, such as the Secondary Educational Service Area Office, can utilize these results to support schools in establishing mechanisms for fostering positive relationships between teachers and administrators. This can be achieved through initiatives like relationship-building activities, creative workshops, and knowledge-sharing forums to enhance a sense of belonging and mitigate work-related stress. Furthermore, it is recommended to develop positive psychology skills for both teachers and administrators through training on topics such as emotional management, constructive communication, and positive reinforcement. Such measures can help reduce workplace conflicts and ultimately boost overall job happiness.

2. The research comparing the happiness at work of teachers in the Wachiraburapa Inter-Academic Zone, under the Secondary Educational Service Area Office Bangkok 2, across different subject areas found that teachers in Mathematics and Foreign Languages reported higher levels of happiness than those in Health and Physical Education. Administrators and stakeholders can use these results to provide special attention and support to teachers in the Health and Physical Education subject. This support should include counseling and assistance in various aspects, such as resources, teaching materials, and professional development opportunities. The goal is to make these teachers feel a greater sense of professional value and proper recognition.

Suggestions for Future Research

1. Investigate the factors contributing to the lower level of happiness among teachers in the Health and Physical Education subject to obtain valuable information for planning teacher development programs.

2. Examine other factors affecting teacher happiness beyond the subject area, such as workload, relationships with administrators, career development opportunities, or the economic environment.

3. Compare result across different educational service areas with varying geographical and contextual backgrounds to obtain more diverse data and enable broader conclusions at a national level.

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