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# COMPONENTS AND GUIDELINES FOR BEING A HAPPINESS WORKPLACE OF VOCATIONAL EDUCATION INSTITUTIONS UNDER THE CIRCUMSTANCES OF EDUCATIONAL TRANSFORMATION

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## Abstract

The purpose of this research is to analyze the components and propose guidelines for being a happy workplace of vocational education institutions under the circumstances of educational transformation. By studying documents and empirical data from in-depth interviews and group discussions with administrators of 10 successful vocational education institutions, then developing a questionnaire with a rating scale about happiness organizations. To inquire about 388 personnel and administrators of vocational education institutions from 38 institutions in the Northeastern region of Thailand. The research results found that being a happy organization of vocational education institutions under the educational transformation situation has 10 components and 75 indicators, including: mental happiness, happiness financial status, social happiness, happiness from family, happiness in body, happiness in brain, happiness from practicing in order, culture and religion happiness, happiness from relaxation, and happiness from atmosphere and environment. It can be confirmed that all 75 indicators are accurate according to actual conditions. As for the guidelines for developing a happy workplace, important issues were found including acceptance of agreements, participation at all levels, positive relationships and working atmosphere, impression of the value of work, and nature of communication.

**Keywords:** Educational Transformation, Happiness Workplace, Thailand, Vocational Education Institutions

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## Introduction

Vocational institutions are institutions for vocational training. Administrators and teachers are the key engines for reform, such as developing academic work and quality behavior changes. Providing opportunities to discuss, think, and work together with students. Encouraging time to spend on extracurricular activities. Seek knowledge to develop yourself and teach to your fullest potential. Creating a learning society, providing appropriate and effective learning media. Creation of institutes of innovation at the vocational level and there should be a systematic follow-up of results. Arrange for reporting of the institution's performance to involve stakeholders and the office of the Vocational Education Commission continuously at every step. Therefore, academic administration and vocational training are considered the heart of development. Vocational education institutions are decentralized in administration in terms of curriculum development, organizing the teaching process, organizing student development activities, measurement and evaluation, and creating media and learning resources. This is to develop student quality by the standard framework. Also, is a systematic operational plan and is clear for actual implementation. The office of the vocational education commission has determined that there will be a focus on quality development as a guideline for driving the curriculum. Learning management Including measurement and evaluation to increase student quality is important (Office of the Vocational Education Commission, 2018).

The economic and social development plan No.13 (2023-2027) has a policy to build immunity in various dimensions for individuals, families, communities, society, and the country, which is the greatest development of the quality of life and happiness of humans. That is, policies from the economic and social development plan make every sector and level. Committed to developing the organization strictly by the framework of the national development plan including the 20-year national strategy (Office of the National Economic and Social Development Council, 2021). From the changing situation of the world in the present era, where there are economic, social, and political changes, the cost of living is rising uncontrollably. Humans in today's world must therefore change to keep up with the competition for survival. Many people have probably heard the saying, "Work is life, life is work," which makes one feel that work is very important in living life. Many people must work 3/3 of their daily time or more. Of course, working more reduces other aspects of life and may result in workers being less happy at work. From disruptive changes or even education, competition is increasing. Working in various agencies, whether public or private, is therefore full of pressure. Workers still feel bored on Monday mornings when the workday passes slowly, don't want to help other people and come to work. Stress occurs not happy or enjoying work until absences, late arrivals, and job changes eventually affect work and work efficiency (Worapongpat et al., 2020). Many agencies therefore turn to give importance and want to solve the problem by creating happiness in the workplace, causing the trend of happy working to become more widespread. To create sustainable productivity or operating results, motivate personnels by making them feel involved in their work. Feeling happy when working, have job security, progress, be eager to work, enjoy work, have good relationships with co-workers, a good working environment that is conducive to happiness at work. Reduces stress and conflict within the organization. This helps the organization to develop and grow with efficiency and effectiveness (Phakamach & Ngammeesri, 2018; Srivastava et al., 2022).

The concept of a happy workplace is a concept that aims to operate with the main target group being "People working in the organization" who are considered important people and the main strength of the entire family, organization, community, and society. When people working in the organization are happy, it will have a positive effect on the operating results or productivity of the organization. Well-being in families, communities, and results in a society that has lasting happiness. However, in the rapidly changing world, government and private sector organizations must adapt to respond to global dynamics. This requires the development of

administration and management to be connected to the context of competition and to be in line with entering the ASEAN Community. For this reason, the concept of creating happiness in the workplace was born as the 8 basic happiness factors, or Happy 8, by the Center for Organizational Health Promotion (Happy Workplace) under the Office of Organizational Health Support. The Health Promotion Foundation (Thai Health Promotion Foundation) views that 8 types of happiness can meet human needs, including having good health (happy body), being kind and generous (happy heart), and knowing. relaxation (happy relax), having religion as an anchor, having morality (happy soul), having a good financial economy (happy money), developing knowledge (happy brain), having a good family (happy family), and there is a happy society (happy society). Creating happiness or creating Happy 8 within each organization has different approaches according to the context, including various limitations in creating happiness in public and private organizations. Organizations with different work styles will have different methods of doing things. Some may create happiness in just 1-2 aspects, while others may create all 8 aspects, depending on status, readiness, and needs. of people in the organization (Office of the Health Promotion Fund, 2013; Gavin & Mason, 2004).

As the economic and social environment begins to change a lot, organizations need to adapt to survive. Organizations that want to survive in an era of intense competition under the situation of educational disruption, modern education administrators need to have the potential to use leadership appropriately in building relationships that influence change to achieve the common goals of everyone in the organization. Able to build confidence and support everyone to achieve that goal. Can use the art and process of influencing individuals or groups of people and can make those involved have faith and trustworthy. Have confidence in working as well as being able to create an environment and support cooperation to create benefits in performing duties (Phakamach et al., 2021a). However, the Covid-19 crisis is an important factor causing important changes in vocational education and entering the new normal situation in education (New Normal Situation) and the Next Normal. The trend of Thai vocational education in the future will change rapidly from the impact of this crisis and have the greatest impact on vocational education. This crisis has caused vocational education institutions, both students and teachers, to adapt to online learning and training. Many subjects are beginning to see the possibility of organizing online teaching. This is something that we must always try to adapt to, and this may be an opportunity to revamp or expand vocational education in the future or the next normal (Hamdan et al., 2021).

The research team therefore has the opinion that if it is possible to create happiness for people working in vocational institutions, it is necessary to find an appropriate approach and one that comes from the thoughts of the personnel in the institution themselves. Therefore, there is interest in studying ways to strengthen the organization of happiness in workplaces as a guideline for developing vocational education institutions that can develop people and work together (Ramrong & Ritmontri, 2018; Worapongpat et al., 2020). The framework for thinking about happy workplaces in Thailand has two perspectives: 1) explaining a happy organization that focuses on a process means the process of developing people in the organization with goals. and strategies in line with the organization's vision and 2) explaining a happy workplace that emphasizes the characteristics of the organization, meaning an organization where workers are happy nice place to work. Reconciliation community happiness at work is a feeling that arises within a person's mind that responds to events that occur at work or a person's experience in working. It is the basis of a good life, very important for every day of work and both personal lives. Everyone searches for and desires to be happy. Also, can develop happiness in work happiness in work is the result of learning which is a response to action and own creations delighted, leads to efficient work, considering perceptions and expressions related to work, performing tasks with happiness, having fun and bonding together, satisfied with working

together, build good relationships at work, and work with the feeling of wanting to work. have a relationship with the job and thus continue to exist in the organization as well (Heifetz, 2009). Furthermore, components of being a happy workplace of the vocational education institutions under the educational transformation situation is an important feature in managing the institution for efficiency and effectiveness in the educational transformation circumstances. Therefore, the research team is interested in studying the components and guidelines for being a happy workplace of vocational education institutions under the circumstances of educational transformation. By using a combined research method between quantitative and qualitative research to study the components and guidelines for creating a happy workplace of Thai vocational education institutions under the educational transformation situation. The findings can be used as a main component in determining policies and procedures within the organization to serve as guidelines for creating an organization of happiness for vocational education institutions under the situation of further educational transformation.

## **Literature Review**

The World Health Organization (WHO) (Burton, 2010) has emphasized the framework of workplace well-being, which organizations must consider in four aspects: 1) the physical environment that is a facility in the workplace, 2) the psychosocial environment that is the organizational culture, attitudes, beliefs, values, and practices, 3) the source of personal well-being in the workplace that supports the physical and mental health services of employees, and 4) the organizational community that is the connection between the community and the organization. The concept of human resource management and modern organization aims to promote and manage personnel to work happily. Creating happiness among people in the organization is an important strategy to build a “Happy Workplace”, which is one of the factors in increasing the capacity of personnel and an important strategy of competition between organizations to compete for talented personnel to work with the organization. (Martin et al., 2005). In addition, it will have a positive effect on the efficiency and effectiveness of the organization in terms of productivity and results, as well as excellence in various areas such as family, community, society, and the nation.

Making people happy at work is important for educational organizations. An important factor in organizational development is the internal personnel who are ready to devote themselves to various aspects of work, and the most important thing is to train, instruct and develop learners to have skills that can grow completely. For vocational institutions, it is considered an organization that is a source of human development and intellectual development to be a key force in driving the country. Currently, the term “Happy Workplace or Happy Organization” has received a lot of attention and discussion in many educational institutions and has also been implemented under the concept of happy workplace. (Srirongthong, 2022; Shelke & Shaikh, 2023).

## **Research Methodology**

This research uses a mixed method between quantitative and qualitative research, the convergent parallel approach, with related details as follows.

### **Population and Sample**

The population used in the study is educational personnel and administrators of vocational education institutions. The academic year 2022 from 38 institutions in the Northeastern region of Thailand.

1) Sample groups used in qualitative research by conducting in-depth interviews, including 10 personnel and administrators of 10 vocational education institutions, the sample size was determined using the snowball sampling method, which uses sample cases with special characteristics and have special conditions or expertise, especially administrators of vocational

education institutions who have empirical management work and have received quality awards in vocational education administration in Thailand. The sample group for the focus group discussion were executives of vocational education institutes, 10 people.

2) Sample groups used in quantitative research They are educational personnel of 38 vocational education institutions, obtained by multistate sampling, totaling 388 people according to the following steps. Step 1: The researcher randomly selected vocational education institutions using a simple random drawing method. The researcher believes that the basic context of all 38 vocational education institutions has the same philosophy. In addition, the educational and learning management contexts have similar formats, which can be considered overall as being homogeneous (homogeneity) between the institutions. The researcher sampled 9 numbers of institutions include: Nong Khai Technical College, Nong Khai Vocational College, Nong Khai Shipbuilding Technology and Industry College, Bueng Kan Technical College, Nong Bua Lamphu Technical College, Loei Vocational College, Udon Thani Technical College, Udon Thani Vocational College, and Udon Thani Kanchanapisek Technical College. Step 2: From the 6 vocational institutions randomly selected from step 1, the researcher randomly selected 64 personnel from each vocational institution using a simple random sampling method using lottery methods. The sample size was 384 people and 4 executives. The total number of samples used in the research was 388 people.

### **Research Instruments**

1) Tools used in qualitative research; it is a semi-structured interview.

2) Tools used in quantitative research; it is a questionnaire and a rating scale of 5 levels according to the Likert method.

Determining the quality of tools by testing validity. The researcher took the questionnaire created for the research and tested it for validity in terms of content. Considered selecting items with a consistency index of .5 or higher, resulting in an IOC value of .945, and then put it to use for testing. Then test it to find the confidence value using Cronbach's Alpha Coefficient formula and finding the power to discriminate for each item by finding the Item's Total Correlation value. The reliability value was equal to .949.

### **Data Collection**

Qualitative data was conducted by interviewing 10 executives via the online system. Quantitative data was collected by creating 388 internet data links, 388 questionnaires were returned, accounting for the 100 percentage by collecting data between October and December 2023.

### **Data Analysis and Synthesis**

Qualitative data uses content analysis to determine topics/groups of topics and important concepts that are the essence of the research using the narrative form method. Quantitative data uses ready-made social science statistical programs by distributing percentages, averages, and standard deviation. The obtained data is then checked for completeness and accuracy again to lead to a final summary and discussion of the results.

Research procedures conducting the research has a research plan and steps in 3 steps, respectively, as follows.

Step 1: Study and analysis of the components of being a happy workplace of vocational education institutions under the circumstances of educational transformation. This step is carried out by researching the concept of a happy workplace from related documents, textbooks, and research. The details of the operation are as follows.

1) Study theoretical concepts from documents, textbooks, and related research. with happiness workplace s in educational institutions and use the document analysis method (Documentary Research) to analyze and summarize issues regarding the happiness workplace of vocational education institutions.

2) In-depth interviews with 10 administrators of vocational education institutions who have empirical work and success in managing vocational education institutions.

3) Component analysis was carried out by collecting empirical data on the elements of being a happy workplace of vocational education institutions under the circumstances of educational transformation. By creating a questionnaire which is a rating scale. The data was then used to analyze the elements of being a happy workplace of vocational education institutions under the circumstances in education. Using the Exploratory Factor Analysis (EFA) method to find important elements using a ready-made program.

4) Carry out a check on the suitability of the data before factor analysis by considering the suitability of the correlation matrix, Barlett's test of sphericity, considering the statistically significant chi-square value. Suitability of data in factor analysis with the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO). Analysis of indicators using exploratory factor analysis to extract factors to consider grouping variables using Principal Component Analysis (PCA) and using the orthogonal rotation method using the varimax method.

Step 2: Examining the components of being a happy workplace of vocational education institutions under the educational transformation circumstances. The examination of the components was carried out using the data triangulation methodology by taking the empirical data in step 1 to check whether the data were similar or different and how is it consistent? To find a summary of the components of the organization of happiness vocational education institutions under the circumstances of educational transformation using the narrative form method.

Step 3: Proposing guidelines for creating a happy workplace of vocational education institutions under the educational transformation circumstances. Proposing guidelines for implementation by focus group discussion using 10 experts in vocational education administration from a specific selection of experts based on convenience. By using the information in step 2 to determine the appropriate guidelines for creating a happy workplace of vocational education institutions under the circumstances of educational transformation by analyzing the content.

## Research Results

### Components of Being a Happy Organization of Vocational Education Institutions under the Circumstances of Educational Transformation

The results of exploratory component analysis from empirical data appear as shown in Table 1)

1) It is found that the components of being a happy workplace of vocational education institutions under the educational transformation circumstances consist of 10 components, and 75 indicators, All components can explain the elements of being a happy workplace of vocational education institutions under the educational transformation circumstances at 82.528 percent, with details of each component as follows.

**Table 1** Number of components of being a happy workplace of vocational education institutions under the educational transformation situation.

Component	Component name	Number of items from the questionnaire	Eigen value	Percentage of variance
1)	Mental happiness (Happy Heart)	10	13.204	23.127
2)	Happiness financial status (Happy Money)	9	9.446	11.776
3)	Social happiness (Happy Society)	9	9.446	11.776
4)	Happiness from family (Happy Family)	9	9.446	11.776

5)	Happiness in body (Happy Body)	8	7.105	9.008
6)	Happiness in brain (Happy Brain)	7	5.112	3.588
7)	Happiness from practicing in order (Happy Principle)	7	5.112	3.588
8)	Cultural and religious happiness (Happy Soul)	6	3.609	2.872
9)	Happiness from relaxation (Happy Relax)	6	3.609	2.872
10)	Happiness from atmosphere and environment (Happy Ecosystem)	4	2.226	2.145
<b>Total</b>				82.528

Component 1: Mental happiness refers to the happiness that arises from personnel of vocational education institutions having a good mental state in performing their jobs. There is teamwork and there is good communication at work. This sub-component has 10 items: 1) behaving with everyone in a friendly manner, 2) being considerate to co-workers during work, 3) being ready to help everyone in the institution when problems arise in work, 4) not having conflicts with co-workers during work, 5) being friendly with co-workers and not being selfish, 6) personnel in your unit behave towards each other in a friendly manner, 7) all personnel people communicate well in their work, 8) all personnel work together as a team, 9) creative organizational atmosphere, and 10) organizational culture brings mental happiness.

Component 2: Happy financial status refers to the happiness that results from personnel receiving compensation that is appropriate to their duties and responsibilities, being free from debt, and having their own income and expenditure accounts prepared. There are 9 items in this sub-component: 1) Personnel receive compensation for working on time and by their abilities, 2) Personnel receive additional compensation arising from their special expertise, 3) The institution has a personnel development fund and continues to operate, 4) Personnel have savings from allocations from compensation received, 5) The institution has welfare to provide financial assistance when necessary, 6) Not having debt burdens or being able to repay debts on time, 7) Personnel have to Prepare their own income and expense accounts, 8) Compensation received is appropriate to the duties you are responsible for performing, and 9) The institution has a compensation system that is transparent and auditable.

Component 3: Social happiness refers to the happiness that arises from personnel being happy with their work and doing activities that are beneficial to society and the community with participation. This sub-component has 9 items: 1) Members of the residential community have activities together to develop the community, 2) The institution has a good management system and good governance, 3) The institution always organizes activities that are beneficial to society, 4) The institution has a flexible work system with no pressure, 5) Personnel are happy with the community in which they currently live, 6) Personnel are happy with working for the institution, 7) The institution organizes activities to promote physical and mental health, 8) The institute provides opportunities for you to develop knowledge in working at all times, and 9) surrounding society cooperates in institutional development.

Component 4: Happiness from family refers to the happiness that arises from personnel receiving encouragement to work from their families and being a warm family. There are 9 items in this sub-component: 1) receiving continuous warmth from the family, 2) receiving encouragement in working from the family, 3) the family has members who are knowledgeable and are good advisors if you have problems from work, 4) Your family is caring, 5) Working hours are appropriate and do not affect family time, 6) The family is democratic and respects each other, 7) The family has a good social status, 8) Family can be a great place to relax both physically and mentally, and 9) Families can create sustainable warmth.

Component 5: Happy in body refers to the happiness that comes from personnel having good mental health. Receive comprehensive medical treatment rights including having a healthy body from participating in regular exercise activities. There are 8 items in this sub-component: 1) Personnel have good physical health, 2) Personnel have a program to maintain good health, 3) Participate in regular exercise activities (average 3-5 days/week), 4) Health care by eating nutritious food, 5) Receiving comprehensive medical treatment rights, 6) Personnel have good mental health along with their bodies, 7) Food contributes to continuous physical development, and 8) Personnel can Develop appropriate physical performance.

Component 6: Happy in brain means happiness that comes from personnel knowing how to develop their work and being ready to exchange knowledge in their work. This sub-component has 7 items: 1) having good knowledge and understanding of work performance, 2) acquiring knowledge about the work performed regularly, 3) developing oneself until knowing appropriate to the work performed, 4) Being ready to continuously exchange knowledge in working, 5) Know how to develop your work, 6) Have responsibility for every task assigned to the fullest of your ability, and 7) Institutional support and Promote progress in self-development.

Component 7: Happiness from practicing in order refers to the happiness that comes from personnel respecting and following the rules and regulations of the educational institution. There are 7 items in this sub-component: 1) The institution sets good rules and regulations and has good governance, 2) Personnel understand the institution's regulations well, 3) Personnel strictly follow the institution's regulations, 4) Respect for Institutional regulations, 5) The institution has developed regulations to keep up with the times, 6) Conduct is in good organizational culture, and 7 ) Personnel accepts mistakes if they do not comply with the established regulations.

Component 8: Cultural and religious happiness refers to happiness that results from personnel participating in religious activities that are beneficial to themselves and society. The institution also encourages personnel to have ethics in their work. This sub-component has 6 items: 1) The institution promotes the practice of religion as a good religious person, 2) The institution promotes participation in the preservation of arts and culture, 3) Participation in creating a good culture in the organization, 4) The institute promotes and provides knowledge on ethics for work, 5) The institute promotes work for advancement in the field, and 6) Participation in religious activities that are beneficial to society.

Component 9: Happiness from relaxation refers to happiness that comes from personnel having hobbies that they like to do in their free time from work and knowing how to find activities to relax when they feel stressed from work. This sub-component has 6 items: 1) Personnel know how to find activities to relax when they feel stressed from work, 2) The institution has an administrative process that does not cause stress, 3) The institution provides a place to relax for personnel, 4) The institution organizes relaxation activities, 5) Personnel have hobbies that they like to do in their free time from work, and 6 ) Personnel know how to use their free time beneficially for relaxation.

Component 10: Happiness from atmosphere and environment refers to the happiness that arises from personnel living amidst the atmosphere and environment of democracy and the beautiful culture of the organization. There are 4 sub-components in this aspect: 1) Executives create a democratic organizational culture, 2) Executives provide opportunities and promote professional advancement, 3) Good working environment, and 4) Lively atmosphere of an educational innovation organization.

### **Guidelines for Creating a Happy Workplace of Vocational Education Institutions under the Circumstances of Educational Transformation**

Guidelines for developing a happy organization of vocational education institutions under the changing circumstances of educational transformation. Each one requires a specific design that



is appropriate and consistent with its context, both individual characteristics and factors. Enterprise level Additional issues that have been discussed and are very important for development are as follows.

- 1) Acceptance of the Rule: It is often easy for organizations to define agreements or create rules. However, it is difficult to motivate everyone to act in unison without using force or cause acceptance of established agreements or rules to be a common behavior of personnel throughout the organization.
- 2) Participation at all levels: Participatory hierarchy means making the feeling of various barriers or obstacles disappear to enable participation in activities, cooperation, exchange, learning, sharing, and bonding. increased among personnel at all levels.
- 3) Positive Relations and Working Climate: Positive expressions (opinions, words, gestures) all help create a happy atmosphere in the organization. Make the expression of thoughts and behavior effective. It creates a good working environment in terms of interpersonal relationships. Job satisfaction especially among the new generation that comes into the organization. Therefore, interaction between personnel is what helps create good work results.
- 4) Appreciation of the Values of Work: The concept of valuable work comes from seeing the meaning of the assigned work. having a good feeling intend to do. In the end, you will love and cherish the work that has been meticulously crafted with willingness and dedication, so the work will always be of high quality. The impression of the value of the work does not arise from factors of salary or remuneration but from factors of social conditions, groups of friends, and intellectual stimulation of those involved. The process of creating this work is filled with happiness or blossoms. It is during the journey and destination that the work appears.
- 5) Communication Characteristic: is considered an influential factor in creating happiness in an organization. Communication that connects to personnel at all levels often relies on various forms of informal communication, including gestures, words, and the use of media and activities such as photos of employee and family activities. singing contest and stories of impressive experiences, etc.

Designing the process for creating a happy organization of vocational education institutions that is appropriate under the educational transformation situation and consistent with the organization's context according to the MAPHR concept. Consisting of the main components of factors that create happiness in workplaces, 5 dimensions are:

- (1) M: Management or happiness through management.
- (2) A: Atmosphere & Environment or happiness with the atmosphere and environment.
- (3) P: Process or happiness through the process of creating happiness.
- (4) H: Health or happiness with physical and mental health.
- (5) R: Result or happiness with the results of the organization.

Developing happiness in organizations to be continuous and sustainable requires using all five main components as principles for developing the process of creating happiness for workplaces in a sustainable way.

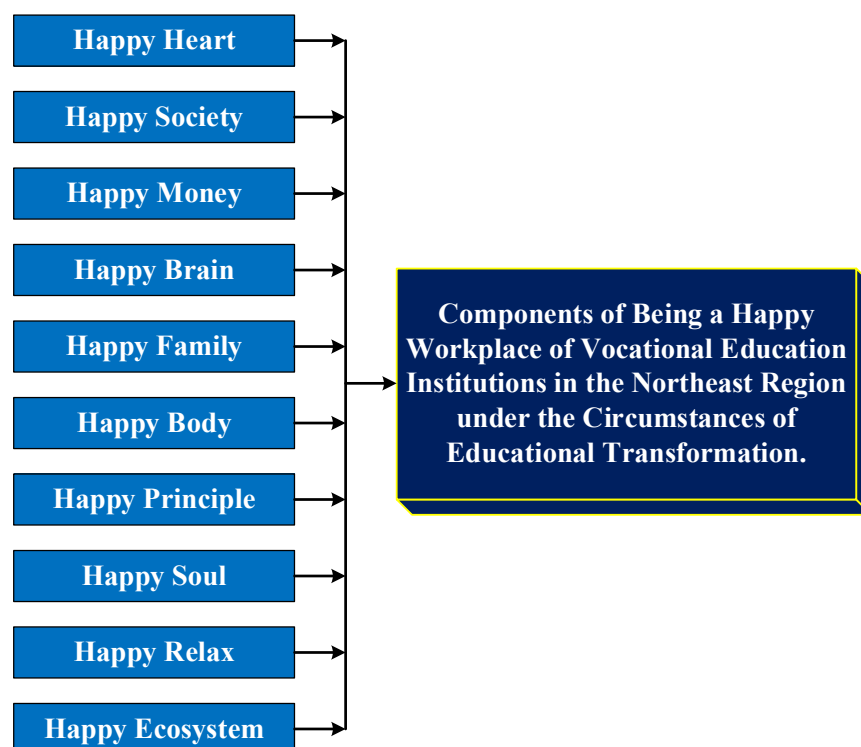
Factors that are components of happiness at work include: 1) Factors related to work, including the nature of work, type of work, differences in work, freedom in work, advancement and success, and completeness of work, 2) Factors related to people and interpersonal relationships including relationships with co-workers, recognition and being known, and receiving admiration from co-workers, 3) factors related to oneself including attitudes, abilities, self-esteem, attitudes and beliefs about work, and 4) factors related to the work environment including organizational culture and society's perception of work, etc.

As for the factors of creating a happy workplace in vocational education institutions under the educational transformation circumstances, it was found that the method of creating happiness in the institution cannot be duplicated. Although some executives see the development of life skills for personnel as an impact on the production process and takes time. The more training,

the more costly. When the quality improved, it soon resigned. This results in an organization's lack of knowledge from learning. Skill transfer, exchange and sharing, as well as the development of exemplary leaders in various fields that will affect the production process and work quality. Therefore, the workplace is also an important source for learning work skills and developing life skills together, as well as fusing knowledge and abilities to create benefits for the organization and society. So, the results of organizing the process of creating happiness for personnel in the organization and the development of a happy workplace are more important than what the organization must invest in.

## Conclusion and Discussion

Components of being a happy workplace of vocational education institutions under the circumstances of educational transformation. There are 10 components and 75 indicators, including: (1) Mental happiness (Happy Heart), (2) Happiness financial status (Happy Money), (3) Happiness in society (Happy Society), (4) Happiness from family (Happy Family), (5) Happiness in body (Happy Body), (6) Happiness in brain (Happy Brain), (7) Happiness from practicing in order (Happy Principle), (8) Cultural and religious happiness (Happy Soul), (9) Happiness from relaxation (Happy Relax), and (10) Happiness from atmosphere and environment (Happy Ecosystem), as shown in Figure 1.



**Figure 1** Components of being a happy organization of vocational education institutions under the circumstances of educational transformation.

Guidelines for creating a happy workplace of vocational education institutions under the educational transformation circumstances include:

- 1) Guideline for developing a happy workplace of vocational education institutions under the circumstances of educational transformation have important points including: 1) acceptance of the agreement, 2) participation of all levels (participatory hierarchy), 3) positive relations and working climate, 4) appreciation of the values of work, and 5) communication characteristic.
- 2) Designing the process for creating a happy workplace of appropriate vocational education institutions under the educational transformation circumstances, consisting of (1) M:

Management or happiness through management, (2) A: Atmosphere & Environment or happiness through atmosphere and conditions environment, (3) P: Process or happiness with the process of creating happiness, (4) H: Health or happiness with physical and mental health, and (5) R: Result or happiness with the results of the organization.

The factors that are the components of happiness at work are: 1) factors related to the work itself, such as characteristics, types, differences, independence, progress, success, and completeness of the work, 2) factors related to people and interpersonal relationships, such as relationships with colleagues; Recognition and recognition 3) Self-related factors, such as attitude, ability, self-esteem, and attitudes and beliefs about work, and 4) factors related to the work environment, such as organizational culture and social perception of work.

From the research results and conclusions in the past topic, there are important points that can be discussed to reveal research issues that are consistent with past research results and past academic work as follows.

1) Mental happiness is considered one of the components of being a happy workplace of vocational education institutions under the circumstances of educational transformation, that is mental happiness that arises from the personnel of vocational education institutions. Working as a team and having good communication at work. This is consistent with the research of Sinthanapanya et al. (2014) and Mousa et al. (2020) who found that there is generosity towards one another. Being able to work for each other and help each other in the workplace, it's like being in the same family. Including the importance of working as a team and in the same direction as Ramrong & Ritmontri (2018) and Srirongthong (2022), it was found that having good communication with co-workers in the organization and being considerate are components of psychological happiness.

2) Happiness financial status is considered one of the components of being a happy workplace of vocational education institutions under the circumstances of educational transformation, that is, happiness in financial status that comes from personnel receiving remuneration appropriate to their duties and responsibilities and prepare their own income and expense accounts. This is consistent with Pinthong's (2013) research and Mousa et al. (2020) found that being satisfied with the current financial situation. Have money left over to save every month. Within the family, income and expenditure accounts are prepared and money is managed well. There is an adherence to the principle of sufficiency in life. Don't create debt with extravagant things and has sustainable stability which is a component of happiness in terms of financial status.

3) Social happiness is considered one of the components of being a happy workplace of vocational education institutions under the circumstances of educational transformation, that is, social happiness that results from happy personnel. with working and doing activities that are beneficial to society and the community with participation. This is consistent with the research of Sinthanapanya et al. (2014); Ramrong & Ritmontri (2018) and Mousa et al. (2020) who found that relationships with others living happily together with society, having a quality of life at work and doing activities that are benefits to society such as planting trees/donating things/doing public charity activities are components of social happiness.

4) Happiness from family is considered one of the components of being a happy workplace of vocational education institutions under the circumstances of educational transformation. That is, happiness from a family where personnel receive encouragement in Work from family and be a warm family. This is consistent with the research of Pinthong (2013); Srirongthong (2022) and the statement of Burton (2010) who found and said that having a warm family is an encouragement to work. The responsible workload does not affect family life. Family members will be involved in knowing and helping to give advice. Family members take pride in their work. Everyone will recognize the problem and work together to solve it and supporting each other is considered a component of family happiness.

5) Physical happiness is considered one of the components of being a happy workplace of vocational education institutions under the circumstances of educational transformation, that is, physical happiness that comes from being a person. good mental health Receive comprehensive medical treatment rights and include having a healthy body from participating in regular exercise activities. This is consistent with the research of Sinthanapanya et al. (2014), Ramrong & Ritmontri (2018), and Srirongthong (2022). It is found that having good health and a strong mind ready to work in educational institutions place importance on personnel health policies. Participation in promoting good health at work, creating happiness at work for employees by having good physical and mental health, and supporting health promotion activities for personnel which is considered a component of physical happiness.

6) Brain happiness is considered one of the components of being a happy workplace of vocational education institutions under the circumstances of educational transformation. That is, brain happiness that comes from personnel knowing how to develop one's work and being ready to exchange knowledge for better work performance. This is consistent with Pinthong's (2013) research and Mousa et al. (2020) found that personnel have their learning that never ends. There is self-improvement all the time. Always have an interest in acquiring additional knowledge and are ready to exchange knowledge with colleagues which is a component of mental happiness.

7) Happiness from practicing in order is considered one of the components of being a happy workplace of vocational education institutions under the circumstances of educational transformation, that is, the personnel of the institution respect and strictly follow the rules and regulations of the institution. This is consistent with the research of Sinthanapanya et al. (2014); Ramrong & Ritmontri (2018) and Srirongthong (2022). Including those who found that having policies or activities encourages personnel to be loyal to the organization and to be in harmony with each other. Being ready to sacrifice and help each other whenever the organization or co-workers encounter problems. Happiness at work comes from having a good society and environment which is considered a component of conduct in the organization of happiness.

8) Cultural and religious happiness is considered one of the components of being a happy workplace of vocational education institutions under the circumstances of educational transformation, that is, personnel are involved in religious activities. Religion that benefits society. The institution also supports and encourages personnel to have ethics in their work. This is consistent with the research of Sinthanapanya et al. (2014); Ramrong & Ritmontri (2018) and Srirongthong (2022), it was found that educational institutions have inculcated morality, ethics, and code of conduct necessary for work performance. Personnel are encouraged to participate in religious activities. Giving importance to the use of religious teachings or ethics and morality in work and life. and personnel of the institution perform their duties according to the framework of morality, discipline, and ethics appropriately which represents a component of cultural and religious happiness.

9) Happiness from relaxation is considered one of the components of being a happy workplace of vocational education institutions under the circumstances of educational transformation. The happiness of relaxation comes from personnels who have hobbies that they like to do in their free time from work and know how to find activities to relax when they feel stressed from work. This is consistent with the research of Ramrong & Ritmontri (2018); Srirongthong (2022) and the statement of Thummakul et al. (2012). It was found and said that knowing how to allocate working time and leisure time in a balanced way. Uses free time for adequate recreation. Spend some time doing your favorite hobbies. When there is stress arising from work, there is a break for the brain so that it is ready to solve the next problem. which is considered a component of happiness from relaxation.

10) Happiness from the atmosphere and environment is considered one of the components of being a happy workplace of vocational education institutions under the circumstances of

educational transformation, that is, happiness that comes from personnel being amidst the atmosphere and environment of democracy and the beautiful culture of the organization. This is consistent with the research of Phakamach et al. (2021b) and Srirongthong (2022). Creating a good atmosphere and environment in educational administration and creating educational innovations in the digital age that are useful and quality will help personnel in the organization relieve stress and be happier with their work. In addition, in the situation of educational transformation administrators of every vocational education institution should have innovative leadership to be able to create and develop educational innovations and technology. Including using it as an educational tool that can ease the burden of educational personnel for teaching and learning in changing situations in education get better This is considered a component of happiness from a good atmosphere and environment in educational organizations.

### **Suggestions for Applying the Research Results**

The results of a study of the components and guidelines for being a happy workplace of vocational education institutions under the educational transformation circumstances found new elements, including happiness from behaving in an orderly manner and happiness from the atmosphere and environment. Therefore, administrators or agencies related to Thai vocational education institutions should set policies and operational plans to be consistent with being a happy organization appropriate to the educational context. To develop work and develop educational personnel to work efficiently. and be able to continuously expand the science of vocational education administration for sustainability.

### **Suggestions for Further Research**

- 1) The guidelines for developing a happy workplace should be studied and the components applied to suit the context of the administration of each vocational institution, considering the creation of true happiness.
- 2) There should be a comparative study of the components of being a happy organization of vocational education institutions in the context of different cultures in the ASEAN region and the world context.

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