

The Impact of School Administrators' Positive Interaction on the Work Performance of Civil Service Teachers in Bangkok Metropolitan Administration Schools

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Abstract

The objectives of this study were to: 1) examine the positive interactions of school administrators in the Bangkok Metropolitan Administration (BMA); 2) assess the work performance of civil service teachers under the BMA; 3) explore the relationship between the positive interactions between these positive interactions and teachers' work performance; and 4) identify specific aspects of positive interactions that influence work performance. The study employed a quantitative design. The sample consisted of 370 civil service teachers from BMA schools during the 2024 academic year, selected via a multi-stage random sampling procedure. The research instrument was a questionnaire. Data analysis included means, standard deviations, Pearson's correlation coefficients, and stepwise multiple regression. The findings revealed that: 1) both the positive interactions of school administrators and the work performance of teachers were at a high level; 2) there was a strong positive correlation ($p < .01$) between administrators' positive interactions and teachers' work performance; and 3) the dimensions of optimism, creating motivations, and engagement significantly influenced teachers' work performance, collectively explaining 37.40% of the variance. The study concludes that positive administrative interactions—particularly engagement, motivation, and optimism—are critical predictors of teacher performance. Administrators who foster these positive interpersonal dynamics can significantly enhance teacher effectiveness and school quality. Future studies should expand the scope to other educational regions and incorporate qualitative methods to gain deeper insights into the specific experiences of administrators and teachers.

Keywords: Positive Interaction, Work Performance, Civil Service Teacher, School Administrator, Bma School, Pearson's Correlation Coefficient, Stepwise Multiple Regression

Introduction

In today's world, building positive relationships and engaging in effective interpersonal communication have become essential factors for success in both personal life and professional endeavors. Positive relationships help foster collaboration, improve understanding, and reduce conflicts—key elements of a healthy and sustainable society (Detkoontod & Yaprakit, 2023). School administration plays a vital role in enhancing educational quality at both individual and organizational levels. Effective administration requires not only managing instructional systems and resources but also fostering strong relationships between administrators and civil service teachers. This includes fostering positive interactions that boost teachers' motivation, enthusiasm, and work effectiveness (Donbuntao & Kositpimanwach, 2024).

Positive Interaction involves communication and expressions—through actions, emotions, and constructive attitudes—from school administrators toward teachers and colleagues — that positively influence teachers’ work. It is a key factor impacting teachers’ work outcomes in educational settings. When administrators foster understanding and cooperation, teachers feel appreciated and experience higher job satisfaction, leading to better professional growth and work efficiency. Positive interactions generally include: (1) optimism, (2) motivation, and (3) participation (Mertika et al., 2020; Chalothorn & Chakkraburi, 2022). These elements support teachers’ work performance, characterized by healthy relationships, collective involvement in school development, clear goals, supportive work environments, and internal motivation—ultimately fostering teachers’ happiness and a favorable workplace climate (Chaowachai, 2021; Sittichai, 2024).

The Bangkok Metropolitan Administration (BMA) Education Department has launched a training program for the 2024 fiscal year to prepare and develop civil service teachers and educational personnel before they are appointed school directors. School directors play a crucial role in school management, guiding educational policies, visions, and missions. They are responsible for overseeing, supporting, and ensuring that instructional practices align with established policies. Therefore, the progress of schools and the quality of students heavily rely on the leadership and skills of school administrators. The program aims to equip future school directors with the necessary qualifications, improve their knowledge, skills, attitudes, ethics, and professional behavior, and ultimately promote effective performance and ongoing educational growth within Bangkok.

A review of related research emphasizes the importance of positive interactions between school administrators and teachers, especially during times of rapid educational change. When administrators build strong relationships and maintain positive engagement with teachers, they can boost teachers’ enthusiasm for self-improvement and instructional growth. Additionally, positive interactions enhance cooperation within schools, helping to create a

supportive learning and working environment (Limsongport, 2025). Therefore, the researcher aims to examine how positive interactions from school administrators influence the work performance of civil service teachers in Bangkok Metropolitan Administration schools. The goal is to support teachers’ psychological, emotional, and cognitive development and to develop practical guidelines for administrators. When teachers receive sufficient support and understanding from administrators, their job satisfaction increases, stress decreases, and participation in school activities improves—all of which boost teachers’ work performance and contribute to the overall development of schools.

Despite the acknowledged importance of relationship-building in educational management, empirical research specifically examining how distinct dimensions of positive interactions—namely, optimism, motivation, and engagement—collectively influence teacher performance within the Bangkok Metropolitan Administration (BMA) context is scarce. Most existing studies focus on general leadership styles rather than specific positive interpersonal dynamics. Therefore, this study aims to fill this gap by investigating the impact of school administrators’ positive interactions on the work performance of civil service teachers in BMA schools, providing a clearer understanding of how these specific interactions can be leveraged to enhance educational quality.

Research Objectives

1. To study the positive interactions of school administrators under the BMA.
2. To examine the work performance of civil service teachers under the BMA.
3. To investigate the relationship between the positive interactions of school administrators and the work performance of civil service teachers under the BMA.
4. To explore the aspects of school administrators’ positive interactions that influence the work performance of civil service teachers under the BMA.

Research Hypothesis

1. The positive interactions of school administrators under the BMA are at a high level.

2. The work performance of civil service teachers under the BMA is at a high level.
3. There is a strong positive relationship between the positive interactions of school administrators and the work performance of civil service teachers under the BMA, with statistical significance at the .05 level.
4. The positive interactions of school administrators significantly influence the work performance of civil service teachers under the BMA at the .05 level.

Conceptual Framework

In studying the positive interactions of school administrators that influence the work performance of civil service teachers under the BMA, the researcher considered two variables: (1) positive interaction, which includes optimism, motivation, and participation ([Limsongport, 2025](#); [Chienwattanasook & Junkrapor, 2020](#); [Wannasuk & Boonsathorn, 2022](#); [Techamaneesathit, 2024](#); [Manee Wongse & Auychaisawadi, 2023](#); [Boonkerd et al., 2024](#); [Mertika et al., 2020](#); [Huh & Lee, 2021](#)); and (2) teachers' work performance, which encompasses teachers' job satisfaction, social relationships, and work environment ([Hiransalee et al., 2025](#); [Sittichai, 2024](#); [Donbuntao & Kositpimanwach, 2024](#); [Sinthanapanya et al., 2015](#); [Utami & Vioreza, 2021](#)). The research's conceptual framework is presented in Figure 1.

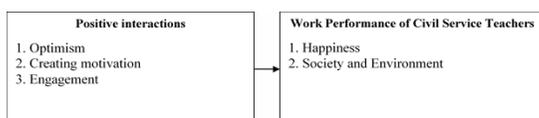


Figure 1 Conceptual Framework

Methodology

Population and Sample

The study population included 13,214 civil service teachers under the BMA in the 2024 academic year, representing 437 schools. The sample comprised civil service teachers from the BMA in the same year. The sample size was determined using Cohen's sample size table ([Cohen et al., 2018](#)) at the .05 significance level, resulting in 370 participants. A multi-stage random sampling method was used as follows: 1) cluster random sampling to select one educational

service area: Bangkok South Area; 2) cluster random sampling to choose two district offices: Bang Na District Office and Khlong Toei District Office, which oversee 11 schools in total; and 3) simple random sampling to select teacher representatives to respond to the questionnaire.

Research Instruments

The research instrument was a questionnaire that measured the positive interactions of school administrators and their impact on the work performance of civil service teachers under the BMA. It consisted of three parts:

Part 1: General information about the respondents using a checklist format, including gender, age, highest educational attainment, academic standing, and years of service.

Part 2: A 5-point Likert scale questionnaire regarding teachers' perceptions of school administrators' positive interactions, ranging from Strongly Agree to Disagree Strongly. This section contained 30 items, covering three dimensions according to the conceptual framework.

Part 3: A 5-point Likert scale questionnaire concerning teachers' work performance under the BMA. This section included 16 items, organized into two dimensions according to the conceptual framework.

Quality Evaluation of the Instruments

1. **Document Review:** Relevant documents, research reports, and theoretical concepts related to school administrators' positive interactions and teachers' work performance were reviewed to develop the questionnaire.
2. **Questionnaire Construction:** A total of 46 items were created: 30 for positive interactions and 16 for teachers' work performance. Advisors reviewed the initial draft for content accuracy, structure, and language before revisions were made.
3. **Content Validity Testing:** The revised questionnaire was evaluated by five experts using the Index of Item-Objective Congruence (IOC), with acceptable values ≥ 0.60 . The IOC values ranged from 0.80 to 1.00, and all 46 items met the criteria.

4. **Reliability Testing:** A pilot test was conducted with 30 teachers with characteristics similar to the sample. Cronbach's alpha was calculated, yielding an overall reliability of 0.989.
5. **Data Collection:** The validated questionnaire was distributed to 360 BMA teachers via Google Forms.

Data Analysis

1. To examine the positive interactions of school administrators, the data were analyzed using the Mean and Standard Deviation (S.D.), and interpreted based on the criteria for mean interpretation (Srisaard, 2017).
2. To assess the work performance of civil service teachers in schools under the BMA, the data were analyzed using the Mean and Standard Deviation (S.D.), and interpreted according to the criteria for mean interpretation (Srisaard, 2017).
3. To determine the relationship between school administrators' positive interactions and the work performance of civil service teachers under the BMA, the data were analyzed using Pearson's Product-Moment Correlation Coefficient: r_{xy} , and interpreted based on the criteria for correlation coefficient interpretation (Srisaard, 2017).
4. To analyze the influence of school administrators' positive interactions on the work performance of civil service teachers under the BMA, the Stepwise Multiple Regression method was employed.

Research Results

The results of the study on the positive interaction of school administrators under the BMA showed that the overall level and each dimension of administrators' positive interaction were rated as high. When examining each dimension, Engagement had the highest mean score, followed by Optimism, while Creating Motivation had the lowest (see Table 1).

Table 1 Mean and Standard Deviation of the Positive Interactions of School Administrators under the BMA, Overall and by Dimension (n = 360)

Positive Interaction of School Administrators	Teachers' Perceptions			
	\bar{x}	S.D.	Level	Rank
Optimism	4.42	0.304	High	2
Creating motivation	4.41	0.314	High	3
Engagement	4.43	0.307	High	1
Overall	4.42	0.265	High	

The analysis of civil service teachers' work performance under the BMA indicated that both the overall level and each dimension were rated as high. When broken down by dimension, the highest average score was in Social Relationships and Work Environment, while the lowest was in Teachers' Happiness at Work (see Table 2).

Table 2 Mean and Standard Deviation of Civil Service Teachers' Work Performance Under the BMA, Overall and by Dimension (n = 360)

Teachers' Work Performance	Teachers' Perceptions			
	\bar{x}	S.D.	Level	Rank
Teachers' Happiness at Work	4.34	0.274	High	2
Social Relationships and Work Environment	4.41	0.321	High	1
Overall	4.43	0.266	High	

The analysis of the relationship between school administrators' positive interaction and teachers' work performance showed a strong overall positive correlation ($r_{xy} = 0.611^{**}$), with statistical significance at the .01 level. When broken down by dimension, Optimism (X_1) had a moderate positive correlation ($r_{xy} = 0.486^{**}$), Creating Motivation (X_2) also had a moderate positive correlation ($r_{xy} = 0.555^{**}$), and Engagement (X_3) demonstrated a moderate positive correlation ($r_{xy} = 0.534^{**}$), all statistically significant at the .01 level (as shown in Table 3).

Table 3 Pearson’s Correlation Coefficients between School Administrators’ Positive Interaction and Teachers’ Work Performance under the BMA

Positive Interaction of School Administrative	X ₁	X ₂	X ₃	X _{tot}	Y _{tot}
X ₁	1	-	-	-	-
X ₂	0.606**	1	-	-	-
X ₃	0.533**	0.607**	1	-	-
X _{tot}	0.859**	0.884**	0.837**	1	-
Y _{tot}	0.486**	0.555**	0.534**	0.611**	1

**Statistically significant at the .01 level

The results of the stepwise multiple regression analysis showed that three dimensions of school administrators’ positive interaction—Optimism (X₁), Creating Motivation (X₂), and Engagement (X₃)—were included in the regression equation. Optimism (X₁) was statistically significant at the .05 level, while Creating Motivation (X₂) and Engagement (X₃) were statistically significant at the .01 level. These variables collectively explained 37.40% of the

variance in teachers’ work performance (R² = 0.379), with a standard error of estimate (see Table 4).

The regression equations were as follows:

Raw-score equation:

$$\hat{Y} = 1.729 + 0.251(X_2) + 0.243(X_3) + 0.117(X_1)$$

Standardized-score equation:

$$Z_{\hat{Y}} = 0.296(X_2) + 0.280(X_3) + 0.134(X_1)$$

Positive Interaction of School Administrations	B	S.E.	B	t	Sig.
Optimism (X ₁)	0.117	0.051	0.134	2.312*	0.021
Creating motivation (X ₂)	0.251	0.051	0.296	4.876**	0.000
Engagement (X ₃)	0.243	0.047	0.280	5.163**	0.000
Constancy	1.729	0.186		9.286	0.000

Discussion

The findings on the positive interaction of school administrators showed that both the overall level and each dimension were rated as high. This suggests that school administrators focus on positive interactions in their management practices by fostering optimism, motivation, and engagement among teachers, thereby helping achieve clear goals and successful school outcomes. These findings align with the study by [Chalothorn & Chakkraburi \(2022\)](#), Positive interaction between lecturers and students in higher education in the online learning era. The research revealed that positive instructor-student interactions were generally high. Additionally, this supports the study by [Limsongport \(2025\)](#), The role of human relations in building positive relationships in the workplace. The findings indicated that positive relationship building, motivation, and work engagement were generally high. Similarly, [Mertika et al. \(2020\)](#), “Positive relationships” and their

impact on wellbeing, found that positive interaction was generally high. Likewise, [Fredrickson \(2005\)](#), The broaden-and-build theory of positive emotions, noted that positive emotions enhance quality of life, which was overall at the highest level. These results also align with [Bertness et al. \(2024\)](#), Positive interactions and interdependence in communities, which showed that positive interactions could generally address community members’ livelihood issues at a high level.

The results showed that teachers’ work performance was rated as high overall and across dimensions. This may be attributed to the relationships among work performance, job satisfaction, and a supportive social and work environment. These findings align with the study by [Sittichai \(2024\)](#), Factors affecting teachers’ happiness at work under the Office of Vocational Education Commission, Prachuap Khiri Khan Province. The research revealed that the level of factors affecting teachers’

work happiness under the Office of the Vocational Education Commission (OVEC) was generally high. Similarly, this agrees with the study by [Utami & Vioreza \(2021\)](#), Teacher work productivity in senior high school, which found that teachers' job satisfaction was overall high. In addition, [Wannasuk & Boonsathorn \(2022\)](#), The relationship of commitment and driving forces, positive thinking, and levels of commitment and motivation in the work of hotel employees in Bangkok, reported that factors contributing to commitment and drive positively correlated with employees' commitment and motivation, which were generally high. Likewise, [He et al. \(2013\)](#) found that global shifts towards positive species interactions with increasing environmental stress, and that positive social and environmental interactions generally reached high levels. These results also align with [Garcia & Juliani \(2024\)](#), who found that teachers' health and presenteeism significantly influenced their attendance, both of which were generally high.

The study found a strong positive relationship between administrators' positive interaction and teachers' work performance ($r_{xy} = 0.611^{**}$, statistically significant at the .01 level), supporting the research hypothesis. Among the dimensions, Creating Motivation (X_2) showed the strongest correlation with teachers' work performance, highlighting the essential role of motivation in enhancing teachers' effectiveness. These results are consistent with the study by [Detkoontod and Yaprudit \(2023\)](#), Effective management of modern educational institutions, which revealed a positive, significant relationship at the .05 level between private school teachers' work motivation and their organizational commitment to the environment. Additionally, this aligns with [Chienwattanasook and Junkrapor \(2020\)](#), the role of authentic leadership in enhancing work-life integration: A positive psychological capital perspective, which showed a positive relationship between Positive Psychological Capital (Optimism) and employee job performance at the .01 level. Similarly, [Sinthanapanya et al. \(2015\)](#) found a positive, high-level causal relationship between these factors and work happiness in their study, "Development of a causal relationship model of factors affecting teachers' happiness at work

under the Bangkok Metropolitan Administration." [Tao \(2022\)](#), Understanding the relationships between teacher mindfulness, work engagement, and classroom emotions, reported a positive moderate relationship between teachers' job involvement and work commitment at the .01 level. Furthermore, [Wang & Shakibaei \(2025\)](#) found that the relationship between teachers' job satisfaction and performance was also positive and high at the .01 level.

The regression analysis showed that Optimism, Creating Motivation, and Engagement together predicted teachers' work performance by 37.40%. Administrators demonstrating optimism foster a positive mindset and supportive environment; those who create motivation inspire teachers to succeed; and those who promote engagement encourage shared planning, activities, and evaluation. These interconnected traits improve teachers' work performance. This aligns with [Chaowachai & Chatruprachewin \(2022\)](#), who found that workplace interpersonal interaction predicted workplace happiness at 99.40%, significant at the .01 level. Similarly, [Sukkamon et al. \(2023\)](#), Participatory management and organizational commitment affecting the quality of work life of teachers in large public schools in Buriram Province, discovered that management based on teacher participation and shared decision-making could predict school effectiveness by 0.81%, significant at the .05 level. Likewise, [Hiransalee et al. \(2025\)](#), Factors affecting teachers' happiness at work under the Chonburi Primary Educational Service Area Office, indicated that social and work environment factors explained 48.80% of the variance in work happiness, significant at the .01 level. Similarly, [Sahni \(2021\)](#), Employee Engagement Among Millennial Workforce: Empirical Study on Selected Antecedents and Consequences, showed that job involvement predicted work happiness at 57.40%, significant at the .01 level. These findings also match with [Song \(2024\)](#), Assessing the interactions between learning enjoyment, motivation, burnout, and grit in EFL students: a mixed-methods approach, which found motivated behavior predicted work happiness at 65.00%, significant at the .01 level.

Conclusion

The findings of this study directly address the challenge of enhancing educational quality and school management highlighted in the introduction. While effective administration requires managing resources, this study confirms that the critical missing link often lies in interpersonal dynamics. The results demonstrate that positive interactions among school administrators under the Bangkok Metropolitan Administration significantly improve the work performance of civil service teachers. Specifically, engagement, motivation, and optimism were identified as important predictors of teachers' work performance at the .01 level of statistical significance. These findings offer a concrete solution to the initial research problem of how to boost teacher motivation and efficiency; they suggest that by shifting the focus from purely structural management to fostering positive interactions, administrators can effectively address performance issues and achieve the BMA's goal of promoting ongoing educational growth.

The scope of the research was limited to civil service teachers within the Bangkok Metropolitan Administration (BMA) context, explicitly selected from the Bangkok South Area. Consequently, the findings may not be directly generalizable to schools in other regions or under different administrative jurisdictions with varying organizational cultures. Additionally, as this study employed a quantitative design using questionnaires, it may not fully capture the nuances of interpersonal experiences that qualitative methods could. Future research would benefit from expanding the population scope and incorporating mixed methods to gain deeper insights.

Recommendations

Practical Recommendations

Short-term Recommendations

1. School administrators under the BMA should place greater emphasis on engagement, as it was found to have the highest average score. Administrators should pay close attention to teachers' concerns and needs, which may help improve the overall level of positive interaction within schools.
2. School administrators should also promote and prioritize teachers' work performance, especially

regarding teachers' happiness at work, which was identified as the dimension with the lowest average score. Administrators should implement management practices that better consider teachers' well-being and job satisfaction within the school environment.

Long-term Recommendations

1. The Education Department and relevant agencies may use findings related to school administrators' positive interactions and their effect on teachers' work performance as a basis for planning and developing strategic initiatives to improve educational management and organizational effectiveness.

Recommendations for Future Research

1. Future studies should examine how school administrators' positive interactions relate to other factors that may influence teachers' work performance, such as school leadership and positive psychology, to gain a more comprehensive understanding of the factors that support teachers' performance in schools.
2. Further research should explore practical approaches or development models for enhancing school administrators' positive interactions, especially in creating motivation, as this dimension was found to have the lowest average score.
3. Future studies should investigate strategies or models for improving teachers' work performance, particularly in social relationships and the work environment, as this dimension was identified as having the highest average score.
4. Future research should use findings from evaluations of school administrators' positive interactions and their impact on teachers' work performance to develop models or strategies for promoting positive interactions among school administrators, to improve organizational and school development.

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