

The Development of An Ecological Intelligence System to Promote Being A Happiness University of Students, Personnel, and Communities

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Abstract

This research aims 1) to develop an ecological intelligence system to promote being a happiness university, and 2) to operate the pragmatic activity forum to implement an ecological intelligence system to promote being a happiness university. For quantitative research, 1,090 samples generated from Yamane's formula (1973) by quota sampling include 390 students, 300 personnel, and 400 people in the communities of the service area of Ubon Ratchathani Rajabhat University (UBRU). For qualitative research, the samples selected by convenience sampling consist of 55 students, 33 personnel, and 11 people in the communities of UBRU service area.

The curriculum is evaluated before implementation, the results are found that; 1) the curriculum structure of an ecological intelligence system in terms of principles and reasons of the pragmatic activity forum is absolutely appropriate, 2) the pragmatic forum contents of an ecological intelligence system consist of 3 units: Unit 1, the growth mindset development indicates that the scope of the pragmatic forum contents is absolutely appropriate; Unit 2, the self-esteem development indicates that the learning activities and the pragmatic forum procedures are absolutely appropriate; Unit 3, the promotion of being a happiness university indicates that the learning media for the pragmatic forum is absolutely appropriate.

The pragmatic activity forum for 3 leader groups (a group per day) was held on 24-26 July 2024 at the Inthanin Building, Faculty of Business Administration and Management, UBRU. Trainees who took the pre-test and the post-test indicated that the pre-test and the post-test were different for all groups and the post-test score was higher than the pre-test score. In addition, it was shown that trainees have gotten a better understanding of the growth mindset, the self-esteem, and happiness after participating in this pragmatic forum. Therefore, it indicates that the growth mindset directly affects happiness and the self-esteem. Moreover, the self-esteem directly affects happiness, and the growth mindset also affects happiness through the self-esteem to promote being truly a happiness university.

Keywords: Ecological Intelligence System, Happiness University, Growth Mindset, Self-Esteem, Curriculum Development

Introduction

A happiness workplace is a process of developing people in an organization with goals and strategies to make the organization ready for changes (Noklang et al., 2019). This led to continuous development and growth of the organization that focused on managing the human as the main principle (Thai Health Promotion Foundation, 2023). The Opener Institute at Oxford University has been dedicated to high-quality research called the happiness science at work (Barattucci et al., 2023). From the empirical data, it has been found that happy employees could work efficiently (Pryce-Jones and Lutterbie, 2010). For the factors that caused happiness at work, it was found that the quality of work life (Nekouei et al., 2014) and organizational commitment (Boroujeni, Asadi, and Tabatabaie, 2012) have had both direct and indirect effects on happiness at work. In addition, the quality of work life has also affected organizational commitment (Faghih Parvar, Allameh, and Ansari, 2013).

Human resource management is considered the most important basic of the resource strategies. The success of various organizations is directly related to the efficiency of human resource utilization based on behavioral science (Faghih Parvar, Allameh, and Ansari, 2013). Making employees in the organization happy is a key factor indicating the good working conditions and performance that affect the success of an organization. The study of Graham (2008), Selim (2008), Borghesi and Vercelli (2007), and Mahon et al. (2005) has been found that happiness at work related to the success of work and organizations. Pongsaran Phonsrilert (2023) proposed that the happiness level of employees working in the organization was a significant factor in driving the organization to achieve the goals set.

An ecological intelligence system for a happiness university was a concept that a happiness university could create and transfer knowledge, innovation, and a better quality of life (Hwang and Lee, 2018). The development of an ecological intelligence system to promote being a happiness university was with a sustainable well-being organization, which meant the happiness might not be tangible but could be felt and created (Jach et al., 2018). According to Institute for Population and Social Research, Mahidol University, Thailand, that has created knowledge, innovation, and quality of human to generate the environment for a happiness university (Thai Health Promotion Foundation, 2023). In addition, happiness of work meant an action that produced a result by solving problems in the right way, developing work skills, adjusting the environment in the workplace, managing time appropriately, relaxing, exercising, knowing how to assert one's rights, and building good relationships with coworkers (Wesarat, Sharif and Majid, 2015). According to happiness at work, it consisted of 8 fundamental concepts to make the happy organization: 1) happy body, 2) happy heart, 3) happy society, 4) happy relax, 5) happy brain, 6) happy soul, 7) happy money, and 8) happy family (Wasonthanarat, 2008; Kittisuksathit et al., 2022). Moreover, the goal of a happiness university is that a university can establish a conducive environment to make students, personnel, and communities feel good and happy affecting the strong organizational culture, the power and inspiration, the happy and funny learning, and the quality of human resources for society.

The development of an ecological intelligence system is emphasized with the growth mindset and the self-esteem including physical and mental health, society, knowledge, finance, and perspectives (Berg et al., 2023). According to these situations, we strongly focus on developing an ecological intelligence system to promote being a happiness university guided by the curriculum that is created from operating the pragmatic activity forum and its implementation for students, personnel, and communities in Ubon Ratchathani Rajabhat University (UBRU).

Objective

1. To develop an ecological intelligence system to promote being a happiness university of students, personnel, and communities
2. To operate the pragmatic activity forum to implement an ecological intelligence system to promote being a happiness university

Research Methodology

Sampling

The samples randomized by convenience sampling, were taken to organize the prototype of the pragmatic activity forum to create an ecological intelligence system to promote being a happiness university. They consist of 55 students, 33 personnel, and 11 people in the communities where they have participated with UBRU.

Tools Development and Validity

For qualitative research, we also design activities for this system based on the quantitative analysis of factors affecting the happiness of students, personnel, and communities. The prototype development of activities for this system comprises two phases:

Phase 1

1. Activities preparation and curriculum development

1.1 Collecting data to create activities from the growth mindset including challenges of life, the ability to overcome obstacles, the effort to goal, dealing with criticism, and the success perception of others

1.2 Collecting data to create activities from the self-esteem

1.3 Gathering data to generate activities for happiness

1.4 Generating the curriculum of the pragmatic activities forum for this system

2. Evaluation

After developing the curriculum, five experts have together evaluated this tool's validity as follows:

2.1 An appropriateness level of the curriculum structure includes 1) Principles and reasons of the pragmatic activity forum are appropriate, 2) Objectives of the pragmatic activity forum are accurate and complete, 3) Contents of the pragmatic activity forum are suitable, 4) Structure of the pragmatic activity forum is suitable, and 5) The pragmatic activity forum is appropriate to implement the development of an ecological intelligence system to promote being a happiness university.

2.2 Evaluation of contents of the pragmatic activity forum consists of 1) Objectives of the pragmatic activity unit correspond to the goals of this unit, 2) Scopes of contents of the pragmatic activity unit are suitable, 3) Learning activities and pragmatic activity procedures are appropriate, 4) The instructional media is appropriate, and 5) Methods of measurement and evaluation are suitable.

2.3 Opinion evaluation after participating in the pragmatic activity forum comprises three aspects: 1) Appropriateness of procedures, 2) Compatibility of each activity for implementation, and 3) Possibility of an ecological intelligence system to promote being a happiness university

Phase 2 Operation of the pragmatic activity forum

The pragmatic activity forum for developing the prototype of an ecological intelligence system to promote being a happiness university was held on 24-26 July 2024 at the Inthanin Building, Faculty of Business Administration and Management, UBRU.

Data Analysis and Summary

Descriptive statistics is a general data analysis of trainees such as occupation, education, gender, and others to present the statistically fundamental values including mean and standard deviation.

For an opinion level, a five-point Likert scale is applied as a tool: 1 is absolutely inappropriate, 2 is greatly inappropriate, 3 is neutral, 4 is greatly appropriate, and 5 is absolutely appropriate.

For a class interval, it is referred to the mean and interpreted as follows: 1.00 – 1.80 is absolutely inappropriate, 1.81 – 2.60 is greatly inappropriate, 2.61 – 3.40 is neutral, 3.41 – 4.20 is greatly appropriate, and 4.21 – 5.00 is absolutely appropriate.

3. To summarize relevant aspects and tally frequencies for the open-ended questions.

Research Finding

Results are found that:

1. Curriculum Development Process

We have developed the curriculum using concepts about an ecological intelligence system with the preparation meeting of the lecturer team to design this curriculum three times and one curriculum is our output received.

2. Curriculum Evaluation

After already developing the curriculum of an ecological intelligence system, it has been evaluated by five experts shown in Table 1.

Table 1: Appropriateness level of curriculum structure and contents of an ecological intelligence system to promote being a happiness university

Curriculum Structure and Contents of an Ecological Intelligence System to Promote Being a Happiness University	Appropriateness		
	\bar{x}	S.D.	Level
1. Principles and reasons of the pragmatic activity forum are appropriate.	4.60	.548	Absolute
2. Objectives of the pragmatic activity forum are accurate and complete.	4.20	.447	Great
3. Contents and languages of the pragmatic activity forum are suitable.	4.00	.707	Great
4. Structure of the pragmatic activity forum is suitable.	3.80	.548	Great
5. The pragmatic activity forum is appropriate to implement the development of an ecological intelligence system to promote being a happiness university.	4.40	.548	Absolute
6. Curriculum contents for an ecological intelligence system to promote being a happiness university			
6.1 Unit 1: Growth Mindset Development	4.40	.548	Absolute
6.2 Unit 2: Self-esteem Development	4.80	.837	Absolute
6.3 Unit 3: Promotion of Being a Happiness University	4.82	.543	Absolute

From Table 1, results of the appropriateness level of this curriculum structure are indicated the descending order as follows: principles and reasons of the pragmatic activity forum are appropriate, the pragmatic activity forum is appropriate to implement the development of an ecological intelligence system to promote being a happiness university, and objectives of the pragmatic activity forum are accurate and complete. In addition, the appropriateness level of curriculum contents is shown that all three units are absolutely appropriate.

3. Curriculum Implementation

3.1 The trainees take the pre-test and the post-test. The results are shown in Table 2.

Table 2: Results of the pre-test and the post-test for an ecological intelligence system

Testing score	Pre-test		Post-test		t	p
	\bar{x}	S.D.	\bar{x}	S.D.		
Students	7.49	2.886	9.40	1.082	4.594	.000
Personnel	6.85	2.852	9.52	.795	5.174	.000
Communities	5.27	2.284	9.82	.405	6.498	.000

From Table 2, the score difference testing of the post-test and the pre-test indicates that the pre-test and the post-test are different for all groups and the post-test score is higher than the pre-test score. Therefore, it shows that trainees get a better understanding of the growth mindset, the self-esteem, and happiness after participating in this pragmatic forum.

3.2 According to observation and interview of trainees,

The Growth Mindset

1. Challenges of life found that the informants should be mindful to solve various problems, dare to face things with happiness, and take good learning in work.

2. The ability to overcome obstacles is found that the informants obtain the ability to think, analyze, determine, and discover plenty of reasons until overcoming those current obstacles.

3. The effort to goals is found that the informants attempt to work hard, be persistent, never give up, and devote both their physical and mental strength to achieve the goal sets.

4. Dealing with criticism is found that the informants obtain the ability to mindfully handle both positive and negative criticisms from others around them based on reality.

5. The success perception of others is found that the informants obtain the ability to embrace and be inspired by the success of others and are constantly learning new lessons in life.

The Self-esteem

1. In terms of self-acceptance, it is found that the informants are confident in themselves, believe in themselves as good people, intend to do a good job every day, devote fully themselves to their work, attempt to be good members of the workplace, are determined to create the job security and act as the useful people.

2. In terms of acceptance from others, it is found that the informants are proud to be a part of the university, are ready to listen to problems from colleagues, are able to adapt well to colleagues, accept mistakes that occur during work and fix them, and are able to work happily with others.

3. In terms of knowing self-own goals, it is found that the informants are ready to learn new things all the time, would like to reach the highest goal in their work by developing themselves for the academic work, to get knowledge and be able to do a good research that is beneficial to the public, and to be loved by their friends and organizations.

The happiness of students, personnel, and communities comprises 7 issues as follows,

1. In terms of physical health, it is found that the informants are more concerned about themselves and need to be healthy when they get older. They would like to exercise regularly, have nutritious food, take supplements or vitamins, drink enough water, get full rest, abstain from smoking, alcohol, and narcotics, not be stressed, and take annual health checkups.

2. In terms of physical and mental health, it is found that the informants want colleagues to support their mental health and do various activities together. Moreover, they would like a shady and refreshing environment, to create positive thinking, to look at the bright side of everything, to reduce the stress and pressure of work, not have to rush, and to have a mental consultant who can handle various situations well and keep a strong mind of problems.

3. In terms of society, it is found that the informants want to build morale and encouragement in their work and to accept the differences between people. They would like unity, safety in life and property, work assistance, good health and environment, and happy and funny activities to make relationships or give out prizes.

4. In terms of knowledge, it is found that the informants would like the training courses on research, the knowledge development of advanced technologies including communication, auxiliary careers, new technologies (AI/PDCA), and modern knowledge sharing. In addition, they would like to study what they want by themselves or participate in training from various organizations, and to be both a sender and a receiver of knowledge to each other.

5. In terms of finance, it is found that the informants should organize their financial management, investment, saving more than half of their income, good debt management, reducing expenses, increasing revenue, a living allowance, a retirement fund, a debt-free, auxiliary jobs, making more savings for traveling and children's further education.

6. Perspectives on a university are found that the informants think that a university is a place to gather persons with knowledge and ready to transfer knowledge to people who are interested in learning. Moreover, a university is a place to create careers, a gathering point for communities to establish a good society, and a place to share independent knowledge within the rules of a good society. They would like a university to promote the sports complex that they are ready to use for all competition levels, to offer a research fund for personnel, and to take good interactions of personnel in all faculties.

7. Happiness while operating in university is found that the informants are happy to be in the faculty, to work together warmly like a family, to take good care of each other for trivial matters which give them encouragement to work, and to regard an organizational culture that is kind to each other. Moreover, the supervisor also supports the subordinates in various aspects. A university advocates suitable facilities including a good environment, sufficient tools for teaching and research, and many activities such as a sports event, a New Year's event, and a study tour with colleagues.

After finishing the pragmatic activity forum for an ecological intelligence system to promote being a happiness university, we also survey the opinions of 99 trainees in all three groups to discuss three aspects: 1) Appropriateness of procedures, 2) Compatibility of each activity for implementation, and 3) Possibility of an ecological intelligence system to promote being a happiness university.

Table 3: The opinions survey of 99 trainees after finishing the pragmatic activity forum

Question	\bar{x}	S.D.	Appropriateness
Appropriateness of procedures			
1. A trainee achieves the goal set.	4.51	.652	Absolute
2. Procedures of the pragmatic activity forum based on concepts and theories.	3.87	.687	Great
3. Instructional procedures of lecturers affect outputs within the goal sets.	3.84	.812	Great
4. Knowledge of a trainee is better.	4.09	.541	Great
Compatibility of each activity for implementation			
1. Activities affect the growth mindset development.	3.74	.754	Great
2. Activities affect the self-esteem development.	4.11	.685	Great
3. A trainee changes the growth mindset.	4.06	.548	Great
4. A trainee changes the self-esteem.	4.28	.875	Absolute
Possibility of an ecological intelligence system to promote being a happiness university			
1. The growth mindset development promotes the happiness.	3.99	.613	Great
2. The growth mindset development promotes the self-esteem.	4.02	.557	Great
3. The self-esteem promotes the happiness.	4.21	.647	Absolute
4. An ecological intelligence system promotes being a happiness university.	3.86	.951	Great
Overall	4.05	.701	Great

From Table 3, the opinions of 99 trainees under these three aspects are found that; 1) appropriateness of procedures shows that a trainee achieves the goal sets with the absolute appropriateness; 2) compatibility of each activity for implementation shows that a trainee changes the self-esteem with the absolute appropriateness; and 3) Possibility of an ecological intelligence system to promote being a happiness university is shown that the self-esteem promotes the happiness with the absolute appropriateness.

Discussion

From the objective 1, it is found that,

1. Curriculum development process, we have developed this curriculum based on concepts of an ecological intelligence system and related research about the causal factors affecting the happiness of students, personnel, and communities. In addition, we have also cooperated with the lecturer team to design this curriculum three times, and one curriculum is our output received.

2. Curriculum evaluation, 1) an appropriateness levels of curriculum structure for an ecological intelligence system to promote being a happiness university, it is found that the experts discuss these appropriateness levels in the descending order; principles and reasons of the pragmatic activity forum are appropriate; the pragmatic activity forum is appropriate to implement this system development; objectives of the pragmatic activity forum are accurate and complete; and contents and languages of the pragmatic activity forum are suitable,

2) an appropriateness levels of curriculum contents for this system, these contents consist of three units; Unit 1: Growth mindset development is indicated that scope of contents, instructional media, and learning activities and training procedures are absolutely appropriate; Unit 2: Self-esteem development is found that learning activities and training procedures are absolutely appropriate; Unit 3: Promotion of being a happiness university is found that instructional media is greatly appropriate, and learning activities and training procedures are absolutely appropriate.

From the objective 2, it is found that,

The pragmatic activity forum for 3 leader groups (a group per day) was held on 24-26 July 2024 at the Inthanin Building, Faculty of Business Administration and Management, UBRU. Trainees who take the pre-test and the post-test indicate that the pre-test and the post-test are different for all groups and the post-test score is higher than the pre-test score. Therefore, there are shown that trainees have gotten a better understanding of the growth mindset, the self-esteem, and happiness after participating in this pragmatic forum.

After finishing the pragmatic activity forum, the opinions of 99 trainees are discussed in three aspects; 1) appropriateness of procedures is found that a trainee achieves the goal sets with the absolute appropriateness; 2) compatibility of each activity for implementation is found that a trainee changes the self-esteem with the absolute appropriateness; and 3) Possibility of an ecological intelligence system to promote being a happiness university is found that the self-esteem promotes the happiness with the absolute appropriateness.

Curriculum development for an ecological intelligence system to promote being a happiness university is considered from sequences and procedures of development, and evaluation of each procedure. After the opinions of 99 trainees are surveyed, absolutely appropriate results include a trainee achieves the goal set, a trainee changes the self-esteem, and the self-esteem promotes the happiness.

A discussion of the growth mindset of students, personnel, and communities, there is indicated that the growth mindset comprises various aspects: challenges of life, the ability to overcome obstacles, the effort to goals, dealing with criticism, and the success perception of others. Therefore, the growth mindset directly affects happiness and the self-esteem. In addition, the self-esteem directly affects happiness, and the growth mindset also affects the happiness through the self-esteem.

A discussion of the self-esteem, it consists of various aspects: self-acceptance, acceptance from others, and knowing of self-own goals. Moreover, happiness consists of these aspects: physical and mental health, society, knowledge, finances, and perspectives on a university. From participating in the pragmatic activity forum, it is indicated that all aspects of the happiness for students, personnel, and communities are increased. These discoveries are consistent with the study of Naraporn Sarodom (2023), who developed the growth mindset for English communicative teaching of English teachers based on Dweck's Self-Theory (Dweck, 2015). In addition, she has studied the conceptual framework of English communicative teaching, the growth mindset adjustment of English teachers, and the curriculum implementation. This curriculum comprised principles, objectives, structure, contents, activities, materials, and evaluation. Results indicated that the curriculum and manual were absolutely appropriate, English teachers have taken more growth mindset and less fixed mindset after the curriculum implementation, and an overall of English teachers' opinions for using this curriculum was absolutely appropriate.

Conclusion

We propose the development of an ecological intelligence system to promote being a happiness university. Two key points are the growth mindset and the self-esteem of students, personnel, and people in communities of UBRU service area. There are two phases: Phase 1, activities preparation, curriculum development, and evaluation; Phase 2, operation of the pragmatic activity forum to implement an ecological intelligence system based on the curriculum in Phase 1. There are three groups: students, personnel, and people in communities to participate in the pragmatic activity forum. After completing this pragmatic forum, trainees have gotten a better understanding of the growth mindset, the self-esteem, and happiness. Therefore, it indicates that the growth mindset directly affects happiness and the self-esteem. In addition, the self-esteem directly affects happiness, and the growth mindset also affects happiness through the self-esteem to promote being truly a happiness university.

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