

Research Article

Learning Center Management System under the Office of Secondary Education Area Chiang Mai Based on the Concept of Good Learning with Happiness

Jiraluk Kanrha*

Ph.D. Candidate (Educational Administration), Doctoral Student
Graduate School, Western University

Jiraporn Supising

Ed.D. (Educational Administration), Associate Professor
Graduate School, Western University

*Corresponding author: Jiralukk@gmail.com

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Abstract

The objectives of this multi-phase mixed methods research were 1) to synthesize the components of the learning center management on the concept of good learning with happiness; 2) to investigate the current conditions, problems, and factors contributing to success for the learning center management based on the concept of good learning with happiness; and 3) to develop the learning center management system under the Office of Secondary Education Area, Chiang Mai based on the concept of good learning with happiness. Key informants consisted of 40 respondents; the instruments used were a synthesis table of components, a confirmation form, a semi-structured interview form, a verifying form of accuracy and suitability, and an evaluation form of feasibility and utility. The data were analyzed by frequency, percentage, mean and standard deviation, and content analysis. The study results revealed as follows: 1) the learning center management comprised six core components, which were confirmed to include a total of 6 components and 33 subcomponents; 2) the current conditions consisted of the learning center offering various activities aimed at promoting both physical and mental well-being, grounded in the concept of good learning with happiness; problems included lack of resources and self-development; and the factors contributing to success consisted of leadership, teacher development, and adequate funding; and 3) the learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness employed the creation of an environment conducive to happy learning; empowering physical and mental health and well-being; educational management based on learner-centeredness; encouraging good relationships among teachers, students, and communities; promoting holistic self-development; and internal quality assurance within the learning centers.

Keywords: Learning center management system, The concept of good learning with happiness

Introduction

Due to the “Good Learning with Happiness is an educational policy statement of the Ministry of Education (2023), therefore, the cooperation of administrators, teachers, educational personnel, parents and communities to drive education forward. The concept of education management is divided into 2 main points: education for excellence and education for life security.

In line with the sixth driving strategy for developing the efficiency of the educational management system, both policy and operational agencies in the central, regional, provincial, and educational areas, as well as educational institutions must adopt this framework as a guiding principle. Continuous survey and change of measures and victory markers are essential to adjust to advancing circumstances in each range for the advancement of learners’ potential at all ages. A key factor in accomplishing victory is the move within the instruction administration worldview from being the state's instruction administration to a collaborative approach including all segments of society. This change prioritizes correspondence and openness in instruction (Office of the Education Council, Ministry of Education, 2017).

Moreover, Pitanom et al. (2023) showed that children experience genuine learning happiness when they are in an environment where adults support them and allow them to learn organically. When kids learn according to their interests, they acquire skills joyfully and become more resilient. In addition to families, communities and schools also play a significant role by fostering a positive learning environment. Children's learning satisfaction is increased by efficient participation management that fosters their general development in Thai society through the sharing of knowledge, authority, and influence among schools, families, and communities.

Learning centers are places designed to support the learning process and the development of learners’ skills in a variety of ways. The main goal of learning centers is to provide a variety of educational services to enable learners to learn better according to their own needs and convenience, as stipulated in the Ministerial Regulation on the rights of community organizations and private organizations in organizing basic education in learning centers. B.E. 2555 (Thai Government Gazette Office, 2012) are called “learning centers,” which focus on providing appropriate support to learners, providing advice on learning, providing an environment suitable for learning, and promoting the exchange of knowledge and experiences among learners and the community, such as organizing educational and social activities that support the participants’ learning. Finally, it helps increase learning opportunities that anyone can access according to their own needs and convenience.

As the director of the Quran-Arts and Science Program Learning Center, Jitpakdee, the researcher realizes the importance of this problem. With the belief that the current educational management must be improved and developed to keep up with the changes in society and technology continuously, so that the teaching and learning management can respond to the needs and expectations of the learners effectively and with maximum benefit. Therefore, the development learning center management system under the Office of Secondary Education Area Chiang Mai Based on the concept of good learning with happiness is necessary to assess the appropriateness and consistency of the current system in order to obtain specific policy recommendations that are beneficial to long-term development. This system will not only help to collect important data for the development of the management system that can respond to educational changes in the future effectively.

Research objectives

1. To synthesize basic components of the learning center management based on the concept of good learning with happiness.
2. To investigate the current conditions, problems, and factors supporting to success for the learning center management based on the concept of good learning with happiness.
3. To develop the learning center management system under the Office of Secondary Education Area, Chiang Mai based on the concept of good learning with happiness.

Methodology

The research method with ethical approval for human research, COA No. 353/2024, was divided into three phases, as follows:

Phase 1: Synthesize basic components of the learning center management based on the concept of good learning with happiness from concepts and theories, and check confirmation from twenty-seven academic papers from both Thai and foreign educators that were published via electronic media and confirm the derived basic components of the learning center management based on the concept of good learning with happiness by focus group discussion of five experts who are two school administrators with at least 5 years of experience in learning center management, two educational supervisors responsible for learning centers, and an educational administrator who graduated with a doctorate degree in educational administration to correct the appropriate and comprehending. The data were analyzed by percentage.

Phase 2: Investigate the current conditions, problems, and factors supporting to success for the learning center management based on the concept of good learning with happiness. Key informants were selected by purposive sampling consisting of ten school administrators with at least 5 years of experience in educational institution management systems, a supervisor acting as director of the educational management promotion group, and a supervisor responsible for learning centers, for a total of thirteen experts. The instrument used was an unstructured interview form. Data were analyzed by content analysis and classified into issues.

Phase 3: Develop the learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness dividing into three steps:

Step 3.1: Draft a learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness by the researcher and propose to the dissertation advisors to check the feasibility and coverage.

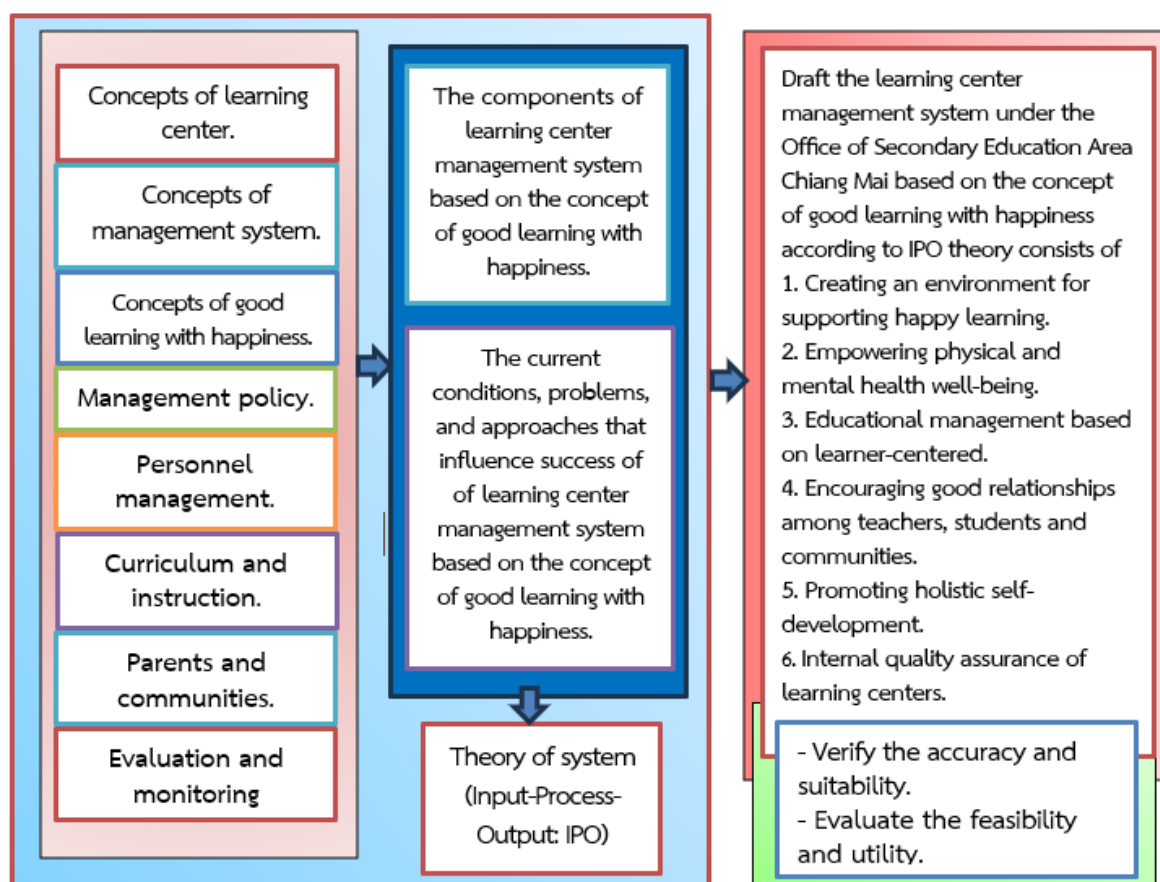
Step 3.2: Improve and verify the accuracy and suitability. Key informants were selected by purposive sampling consisting of a supervisor acting as director of the educational management promotion group, four educational supervisors, an educational administration academic, a learning center administrator who graduated with a doctorate degree, a learning center administrator, and three school administrators, for a total of eleven experts. The instrument used was a draft of the system. The data were analyzed by frequency and percentage.

Step 3.3: Evaluate feasibility and utility the learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness. Key informants were selected by purposive sampling consisting of two learning center administrators who graduated with a doctorate degree at least 5 years experiences and nine learning center administrators in Chiang Mai Province, for a total of eleven experts. The instrument used was a draft of strategies. The data were analyzed by mean and standard deviation.

The research framework is shown in Figure 1

Figure 1

Conceptual framework of the research



Results

Phase 1: After confirmation and edit by focus group discussion of five experts and relevant representatives of school administrators to correct the appropriate and comprehending, consisting of six components 33 sub-components, The details are as follows:

1. Creating an environment that promotes happy learning consists of 5 sub-components: Procurement and preparation of teaching media, creating a space to create a relaxing environment, promoting a friendly environment, supporting positive activities, and supporting equality in learning.

2. Promotion and development of physical and mental health consist of 4 sub-components: Health development planning system, development of an environment that promotes health, support for activities that promote physical and mental health, and promotion of positive relationships in learning centers.

3. Flexible educational management and responsiveness based on students' needs consists of 6 sub-components: Goal setting and indicators, learning outcomes measurement, learning anywhere, anytime, using the credit bank system, evaluation of happiness and satisfaction, support for children and youth who drop out of the education system (Zero Dropout).

4. Building good relationships among teachers, learners, and communities consists of 6 sub-components: Teacher and personnel participation, student participation, parental participation, community participation, external agency participation, and creating a culture of participation.

5. Potential empowerment and self-development consist of 6 sub-components: Determination of individual development goals, holistic assessment, listening to suggestions for development, self-analysis, peer assessment, and preparation of individual development plans.

6. Educational quality assurance system in learning centers consists of 6 sub-components: Quality standard determination, internal quality assessment, personnel development for quality assurance, preparation of quality assessment report, improvement according to suggestions, and continuous quality monitoring and inspection.

Phase 2: Investigate the current conditions, problems, and factors supporting to success for the learning center management under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness. The details were shown in Table 1.

Table 1

Results of investigation of the current conditions, problems, and factors supporting to success for the learning center management based on the concept of good learning with happiness.

Current Conditions	Problems	Factors Supporting to Success
1. Creating an environment that promotes happy learning.		
Current conditions in education include a diverse learning environment, modern media promoting creativity, positive classroom relationships, and a variety of activities promoting happiness, such as recreational and cooperative learning, as well as fostering unity among students.	Problems in learning centers include resource limitations, excessive academic achievement stress, lack of diversity in teaching methods, and unsuitable physical environments. These issues hinder a positive learning environment, promote stress, and hinder student motivation and interest in learning.	Success in learning environments relies on support from administrators and communities, teacher skill development, appropriate resources, and a positive classroom culture. Administrators should focus on developing learning environments, teachers should be trained in positive teaching techniques, and appropriate technology should be used.
2. Promotion and development of physical and mental health.		
Learning centers provide physical health care, wellness programs, relaxation activities, stress reduction services, and health concepts in curriculum, integrating technology for exercise and stress measurement.	Health education faces challenges like discontinuity of activities, resource limitations, stress, high expectations, low awareness, and inappropriate learning environments, leading to short-term projects, budget issues, and chronic stress.	Promoting well-being in schools requires administrators, personnel development, community participation, technology use, a well-being environment, and learner participation, with training in psychological counseling and happiness-building activities.
3. Flexible educational management and responsiveness based on students' needs.		
The learning center employs adaptable learning methods, such as project-based and integrated learning, to foster student participation and interest. The administrator supports flexible teaching, adjusting class schedules and activities for individual abilities. The center also promotes a friendly environment, fostering good relationships between teachers and learners through group activities and happy learning.	Learning centers face resource and flexibility limitations, adapting to learner differences, inadequate personnel development, and an incomplete evaluation system. Resources like budget and appropriate media are lacking, and teachers struggle to meet learner needs. Additionally, the assessment system prioritizes academic achievement over life skill development.	Factors supporting to success in learning centers include support from administrators, positive relationships between teachers, learners, and the community, activities that promote happiness, individual learning, and community and family support. Administrators should provide necessary resources, foster positive relationships, organize activities that promote creativity, and consider individual aptitudes and interests.

Current Conditions	Problems	Factors Supporting to Success
4. Building good relationships among teachers, learners, and the community.		
The current conditions involve cooperation in teaching and learning activities, parental and community participation, and sharing resources such as community libraries, public spaces, and expertise between teachers, students, and communities.	The issues include inconsistent communication between teachers, students, and communities, lack of mutual understanding, and time and resource constraints, resulting in incomplete cooperation and hindering effective implementation of projects.	Community leaders and administrators support school-community connections, organizing collaborative activities for collaboration, creating collaborative networks for resource exchange, and fostering positive relationships between teachers and learners.
5. Potential empowerment and self-development.		
The current conditions promote learner potential through various activities, flexible teaching, teacher development through training, a professional learning community, and a culture of self-development. They support project-based learning, problem-based learning, and life skills development, focusing on individual interests and personal goals.	Learning centers face challenges such as limited resources and time, lack of continuity in the development process, resistance to change, and lack of individual development plans. Teachers often cling to traditional methods, resulting in slow improvement and incomplete development. Additionally, some learners and teachers lack clear plans for self-development.	Administrators provide support, training, and resources for teacher and learner development. Continuous training and skill enhancement activities, technology use, motivation, and recognition enhance self-development. Individual development planning helps teachers and learners create clear plans with measurable goals, promoting self-improvement and growth.
6. Educational quality assurance system in learning centers.		
The learning center's quality assurance plan aligns with Office of the Secondary Education Area standards, measures academic achievement, life skills development, and student happiness, undergoes inspections by teachers, administrators, and external inspectors.	The quality assurance process is complex and delays operations due to its numerous steps. Some teachers and personnel lack understanding, leading to subpar standards. Resource limitations and incomplete follow-up, such as student happiness and psychological impact, hinder the process's effectiveness.	Quality assurance in learning centers involves administrators, personnel development, technology integration, community participation, and holistic evaluation, focusing on academics, life skills, and student happiness.

Phase 3: Results of developing the learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness, dividing into three steps as follows:

Step 3.1: Draft a learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness. The researcher synthesized the results from Phase 1 and Phase 2 to classify the significant issues to draft a learning center management system by the dissertation advisors checking the feasibility, consisting of six components: Creating an environment that promotes happy learning, promotion and development of physical and mental health, flexible educational management and responsiveness based on students' needs, building good relationships among teachers, learners, and communities, potential empowerment and self-development, and educational quality assurance system in learning centers, based on a learning center management system (input-process-output: IPO).

Step 3.2: Improve a draft a learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness. Eleven key informants adjusted the names of components and improve the details of a learning center management system (input-process-output: IPO) to suit the learning center management system based on the concept of good learning with happiness before and verify the accuracy and suitability.

The details of a learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness according to a learning center management (input-process-output: IPO) after improving were shown in Table 2.

Table 2:

Results of a learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness according to a learning center management (input-process-output: IPO) (input-process-output: IPO)

Input	Process	Output
Component 1: E: Environment = Creating an environment for supporting happy learning.		
- Appropriate budget, learner needs, and modern technology based on the concept of good learning with happiness.	- Prepare and improve media to be interesting and up-to-date, and provide advice on use based on the concept of good learning with happiness	- Complete, up-to-date and appropriate learning media for learners, promoting effective learning and creating interest in the learning process based on the concept of good learning with happiness.
- Information on learner needs, budget, and resources for designing and organizing spaces based on the concept of good learning with happiness	- Design a relaxation area that meets the needs.	- A ready-to-use relaxation area helps reduce stress,
	- Organize activities that promote good relationships based on the	

Input	Process	Output
- Guidelines for creating a friendly environment, knowledge and teachers' positive communication skills. - Information on learner interests and needs, necessary resources, and guidelines for organizing activities.	- concept of good learning with happiness. - Implement positive activities that emphasize participation and fun. - Procure learning equipment, scholarships, and implement measures to reduce the burden.	- increase concentration and promote a relaxing learning environment based on the concept of good learning with happiness. - Learners are happy from participating in activities, and receive an environment conducive to learning.

Component 2: W: Well-Being = Empowering physical and mental health well-being.

- Information on the physical and mental health of learners for development based on the concept of good learning with happiness. - The environment to be improved, budget, and resources for space management based on the concept of good learning with happiness. - Information on learners and staff needs, resources for activities based on the concept of good learning with happiness. - Guidelines for developing good interpersonal relationships, information on communication and teamwork, and resources.	- Analyze well-being data, setting clear goals, and developing a plan based on the concept of good learning with happiness. - Plan to improve and develop the environment based on the concept of good learning with happiness. - Plan and organize a variety of activities based on the concept of good learning with happiness. - Organize activities that promote positive relationships based on the concept of good learning with happiness.	- A systematic and demand-based health development plan based on the concept of good learning with happiness. - A safe, clean and suitable learning environment based on the concept of good learning with happiness. - Students and personnel have better physical and mental health based on the concept of good learning with happiness. - Students, teachers and personnel have good relationships with one another.
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Component 3: L: Learner-centered = Educational management based on learner-centered.

- Basic information related to learners and learning centers, relevant policies or plans based on the concept of good learning with happiness. - Basic information about learners' clear learning goals based on the concept of good learning with happiness, and appropriate assessment tools.	- Set clear goals that cover all aspects based on the concept of good learning with happiness. - Design measurement that is consistent with the indicators based on the concept of good learning with happiness. - Conduct measurement through various activities or tools. Collect data to analyze learning outcomes.	- Clear and measurable goals and indicators help the operation of the learning center based on the concept of good learning with happiness. - Learning outcomes that reflect learners' progress based on the concept of good learning with happiness.
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Input	Process	Output
- Appropriate technology and personnel with expertise in online teaching. - Standardized credit management systems, curriculum content, and cooperation. - Basic information about learners, tools for assessing happiness and satisfaction. - Information on learners and youth who have dropped out of the education system, cooperation for organizing flexible learning.	- Develop content and learning activities that are suitable for online learning. Design an easy-to-use system that supports all devices. - Track learning outcomes via online systems. - Design a curriculum and activities that are consistent with credit accumulation. Create a channel for credit transfer among institutions. - Collect data through questionnaires, observations, or interviews with students.	- Learners can access convenient and flexible education and have improved outcomes. - Learners have the opportunity to transfer learning credits. - Reports reflecting learners' happiness and satisfaction levels. - Learners and youth can return to learning according to their abilities, potential, and integrate knowledge to create a stable future

Component 4: R: Relationships = Encouraging good relationships among teachers, students, and communities.

- Teacher and staff readiness, clear plans based on the concept of good learning with happiness. - Information on learners' interests and needs based on the concept of good learning with happiness. - Information on parents, activities, and effective communication channels. - Information on community needs and potential, and support from local organizations or agencies. - Information on relevant agencies, available resources, and policies. - Approaches to promote participation and support from personnel at all levels.	- Promote meetings, exchange of ideas and teamwork, and organize activities based on the concept of good learning with happiness. - Give learners an opportunity to express their opinions guidelines for various activities based on the concept of good learning with happiness. - Invite parents to attend meetings and activities of the learning center. - Coordinate and build networks of cooperation with external agencies through activities and projects. - Organize activities and forums to promote participation and create awareness of shared responsibility.	- Effective collaboration in line with sustainable goals based on the concept of good learning with happiness. - Learners are responsible, know how to work as a team, based on the concept of good learning with happiness. - Good cooperation occurs among the learning center and parents. - The community plays a role in developing the learning center. - A strong network and culture of cooperation exists and sustainable development of the learning center.
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Component 5: S: Self-development = Promoting holistic self-development.

- Information on learners' potential, interests and personal goals based on the concept of good learning with happiness.	- Plan individual goals through discussion, analysis, and support based on the concept of good learning with happiness.	- Learners have clear goals and can continuously develop themselves based on the
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Input	Process	Output
- Information on learners' learning outcomes, lifestyles, social skills and emotional development based on the concept of good learning with happiness. - Constructive comments and suggestions from teachers, colleagues or parents. - Information on learners' outcomes, skills and experiences. - Information and suggestions from fellow students or colleagues reflecting diverse perspectives. - Information on personal goals, self-evaluation results and suggestions from relevant parties.	- Use comprehensive assessment tools to analyze balanced growth based on the concept of good learning with happiness. - Organize activities or discussions to receive constructive feedback, focusing on strengths and development guidelines. - Organize activities or using tools to stimulate self-reflection and analysis. - Provide peer assessment processes through sharing of ideas, group discussions to provide constructive feedback. - Create an individual development plan with clear goals, according to the development guidelines, monitoring, and improvement.	- concept of good learning with happiness. - A holistic assessment report reflecting the learner's development in all aspects based on the concept of good learning with happiness. - Clear and constructive suggestions and develop their full potential. - Learners have a deep understanding and plan their own development effectively and continuously. - Learners and staff receive suggestions, fostering cooperation and self-development. - An individual development plan with clear goals supports continuous self-development.

Component 6: A: Assurance = Internal quality assurance of learning centers.

- Quality standards, teaching, and learning guidelines based on the concept of good learning with happiness, and related management criteria. - Quality standards and criteria for internal learning based on the concept of good learning with happiness and internal management. - Information on personnel skills, development needs, and resources for personnel development. - Quality assessment results, strengths, and recommendations for areas for improvement. - Recommendations from assessment reports, and resources needed for improvement.	- Establish and develop clear standards for teaching and management based on the concept of good learning with happiness. - Conduct systematic internal assessments by examining operations, processes and outcomes. - Organize training and personnel development activities that focus on quality assurance process. - Collect and analyze quality assessment results and suggestions for improvement. - Analyze suggestions and developing an improvement plan. - Monitor performance according to the improvement plan.	- Clear and acceptable quality standards based on the concept of good learning with happiness. - Internal quality assessment reports reflecting strengths and areas for development based on the concept of good learning with happiness, effectively. - Personnel have knowledge and skills in quality assurance. - Operations with quality standards and building confidence in the quality of the learning center for all relevant parties.
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Input	Process	Output
- Improvement results, specified quality standards, and monitoring and verification instrument.		- Improving the teaching and learning process and management, resulting in the learning center being higher quality based on the concept of good learning with happiness.

The data were analyzed by frequency and percentage as shown in Table 3.

Table 3

Results of verifying the accuracy and suitability of the learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness.

A learning center management system based on the concept of good learning with happiness.	Verifying results			
	Accuracy		Suitability	
	Frequency	Percentage	Frequency	Percentage
1. Creating an environment for supporting happy learning.	9.93	90.30	10.47	95.15
2. Empowering physical and mental health well-being.	10.27	93.33	10.67	96.97
3. Educational management based on learner-centered.	10.11	91.92	10.50	95.45
4. Encouraging good relationships among teachers, students and communities.	10.50	95.45	10.89	98.99
5. Promoting holistic self-development.	9.39	85.35	10.17	92.42
6. Internal quality assurance of learning centers.	9.72	88.38	10.28	93.43
Average	9.99	90.79	10.49	95.40

Step 3.3: Results of evaluation of the feasibility and utility of a learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness.

Table 4

Results of evaluation the feasibility and utility of a learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness.

A learning center management system based on the concept of good learning with happiness.	Examination results (n=15)					
	Feasibility			Utility		
	$\bar{X}$	S.D.	Meaning	$\bar{X}$	S.D.	Meaning
1. Creating an environment for supporting happy learning.	4.85	0.36	Highest	4.94	0.19	Highest
2. Empowering physical and mental health well-being.	4.86	0.34	Highest	4.92	0.26	Highest
3. Educational management based on learner-centered.	4.88	0.32	Highest	4.95	0.17	Highest
4. Encouraging good relationships among teachers, students and communities.	4.91	0.54	Highest	4.84	0.35	Highest
5. Promoting holistic self-development.	4.89	0.56	Highest	4.95	0.41	Highest
6. Internal quality assurance of learning centers.	4.88	0.58	Highest	4.95	0.41	Highest
Total average	4.88	0.45	Highest	4.94	0.31	Highest

After evaluation the feasibility and utility, fifteen experts also corrected, edited all components, and gave the name of the learning center management as follows:

1: E: Environment = Creating an environment for supporting happy learning.

Input: Appropriate budget, learner needs, modern technology, a friendly environment, knowledge, and teachers' communication skills based on the concept of good learning with happiness.

Process: Organize and implement activities in an environment based on the concept of good learning with happiness.

Output: A friendly classroom environment and appropriate learning media for learners based on the concept of good learning with happiness.

2. W: Well-Being = Empowering physical and mental health well-being.

Input: Information on the physical and mental health of the environment based on the concept of good learning with happiness.

Process: Analyze well-being data, set clear goals, and develop a comprehensive health development plan based on the concept of good learning with happiness.

Output: A systematic and demand-based health development plan to promote good health in the learning center based on the concept of good learning with happiness.

3. L: Learner-centered = Educational management based on learner-centered.

Input: Basic information related to learners' management systems and appropriate assessment tools based on the concept of good learning with happiness.

Process: Set clear goals that cover all aspects and plan for monitoring and evaluation based on the concept of good learning with happiness.

Output: Learning outcomes, learners' progress, and clear assessment reports for future teaching and learning development based on the concept of good learning with happiness.

4. R: Relationships = Encouraging good relationships among teachers, students and communities.

Input: Information on parents, community needs, and potential activity plans and support from local organizations or agencies based on the concept of good learning with happiness.

Process: Invite parents and build networks of cooperation with agencies through activities and projects that enhance the development of the learning center based on the concept of good learning with happiness.

Output: A strong network for developing and supporting learning for sustainable development of the learning center based on the concept of good learning with happiness.

5. S: Self-development = Promoting holistic self-development.

Input: Information on learners' and staff's learning outcomes, self-evaluation results and suggestions from relevant parties based on the concept of good learning with happiness.

Process: Organize activities, provide peer assessment processes, and self-assessments to stimulate self-reflection and analysis based on the concept of good learning with happiness.

Output: A holistic assessment report reflecting the learner's development in all aspects based on the concept of good learning with happiness.

6. A: Assurance = Internal quality assurance of learning centers.

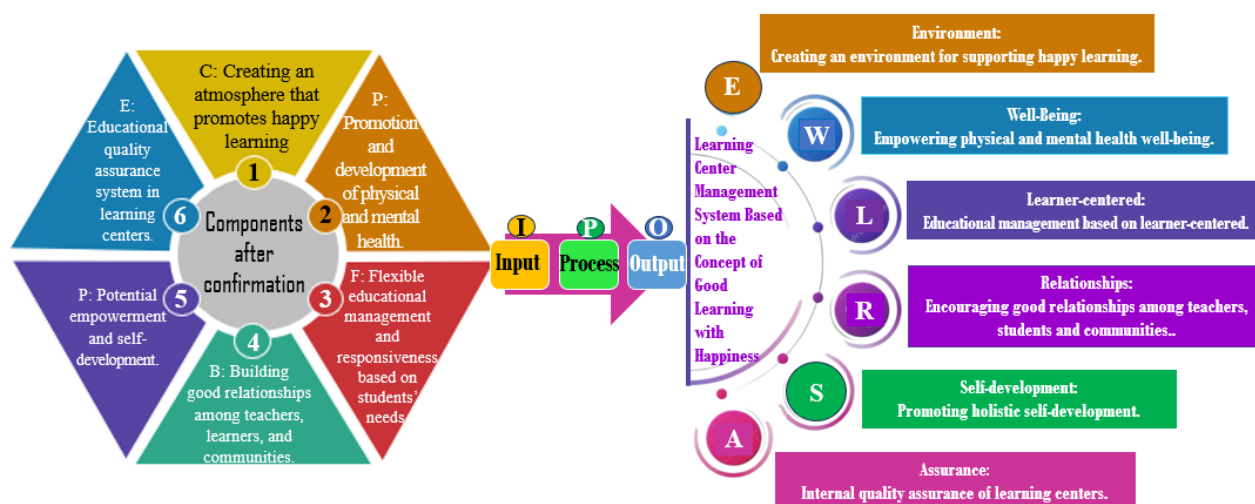
Input: Quality standards and criteria related to management and monitoring and verification tools based on the concept of good learning with happiness.

Process: Conduct systematic internal assessments by examining operations, processes and outcomes that affect quality based on the concept of good learning with happiness.

Output: Internal quality assessment reports reflecting strengths and areas for improving and upgrading the quality of the learning center based on the concept of good learning with happiness, effectively, was named CFPBPE(IPO)EWLRSA as shown in Figure 2.

Figure 2

The learning center management system under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness.



Discussion

The researchers summarized and selected the significant issues for discussion as follows:

From the research results, there were three important issues that the research could be discussed as follows:

The first issue: Concerning the learning center management system based on the concept of good learning with happiness comprises six core components and 33 sub-components, including creating an environment that promotes happy learning, promotion and development of physical and mental health, flexible educational management and responsiveness based on students' needs, building good relationships among teachers, learners, and communities, potential empowerment and self-development, and educational quality assurance system in learning centers.

According to the findings of Sukjairungwattana & Supannopaph (2021), the research found that there were seven elements in students' learning behavior includes motivation to learn; participation in learning activities; conducting extra researches; revision of the lessons; preparation before examinations; attention in learning; behavior in the classroom. 2) the relationship between the four supporting factors, namely self-preparations, family's supports, classroom atmosphere, and interactions with peers, and students' learning behavior.

The second issue: The current conditions, problems, and factors supporting to success for the learning center management based on the concept of good learning with happiness, through a variety of activities promotes both physical and mental well-being based on the concept of good learning with

happiness. Problems include a lack of resources, self-development, and empowerment. Strong leadership, teacher development, and adequate funding will be a supportive learning center.

Office of the Education Council, Ministry of Education (2017) stated that the framework for promoting learners' potential at all ages requires policy and operational agencies, educational institutions, and policy and operational agencies to adopt continuous surveys, change measures, and prioritize communication and openness in education. Regarding the proposed managerial guidance, Rotrak & Chinnawong (2019) indicated that the learning center's staff should be local and receive ongoing training; the government and local government should provide a suitable yearly budget to support the center's operations; the learning center should have enough devices to meet client usage demands; a committee should be formed with chosen locals to serve on it; and the committee should carry out the center's missions transparently and systematically. Moreover, Supising et al. (2023), suggested the current conditions for developing the driving system in work-integrated education in terms of students, the participatory relationships among stakeholders, and organizational environments affected students' performance and gave them before and after knowledge about work-integrated education and cooperative learning programs. Additionally, Piatanom et al. (2023) showed that children experience genuine learning happiness when they are in an environment where adults support them and allow them to learn organically. When kids learn according to their interests, they acquire skills joyfully and become more resilient. In addition to families, communities and schools also play a significant role by fostering a positive learning environment.

The third issue: The learning center management system based on system theory (IPO) under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness consisted of creating environment for supporting happy learning; empowering physical and mental health well-being, educational management based on learner-centered; encouraging good relationships among teachers, students, and communities; promoting holistic self-development; and internal quality assurance of learning centers.

For this purpose, Input-Process-Output (IPO) have been implemented for the research, Supising et al. (2023), suggested the current conditions for developing the driving system in work-integrated education in terms of students the participative relationships the universities, employers, mentors, and organizational environments had an impact on students' performance and provided students with pre-and post-knowledge of cooperative and work-integrated education programs. Moreover, Supannopawan & Sukjairungwattana (2024) identified guidelines for fostering student happiness in the Western Region teaching profession, including modern teaching methods, student participation, analytical thinking skills, love, compassion, and friendship, public mind and resilience enhancement, teaching profession understanding, environmental management, and outdoor learning spaces. Likewise, Pansakun (2021) emphasizes the importance of health promotion in schools, focusing on health and environmental aspects. This shared learning process should be integrated into schools and communities, promoting

knowledge and skills for daily life, decision-making, and maintaining a clean, safe environment. The focus should be tailored to the specific context. Furthermore, it is consistent with Supising et al. (2023), who synthesized components of the driving system of management in work-integrated education, it was found that information consisted of an information technology system co-designing and implementation involving with digital technology for education, the development of knowledge assets, and an educational supervisory system.

It can be concluded that the findings present a systematic learning center management model based on System Theory (IPO) that integrates good learning with happiness. In learning centers, it provides a structured framework for combining input, process, and output in the following the relationship building, empowerment, flexible education, supportive learning environments, learner centered, and quality assessment based on the concept of good learning with happiness. The results can be applied in educational policy development, the administration of schools and learning centers, teacher preparation, the integration of technology, students' well-being, and community cooperation.

Recommendations

1. Recommendations for Application of Research Findings

1. The Office of the Secondary Education Service Area, Chiang Mai and relevant agencies should promote good learning with happiness according to the educational minister's policy reforms that encourage learners to have happy behavior.

2. The findings can be proposed to the Ministry of Education to strengthen collaborative networks by establishing a clear, structured statement for regulations of learning centers actively.

3. The learning centers under the Office of the Secondary Education Service Area, Chiang Mai should establish clear monitoring and evaluation to assess the effectiveness according to the IPO-based learning center management system for improvement successes.

2. Recommendations for Further Research

1. There should be a study of the learning center management system based on system theory (IPO) under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness under the Office of the Basic Education Commission.

2. There should be a study of the learning center management strategy based on system theory (IPO) under the Office of Secondary Education Area Chiang Mai based on the concept of good learning with happiness under the Office of the Basic Education Commission.

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