# The environment of Educational Institute and Learning Happiness of Students' : A Cross-sectional Survey Rajabhat University, Thailand

# Jatuporn Ounprasertsuk<sup>\*1</sup>, Jintana Ruksachat<sup>1</sup>, Phannee Rojanabenjakun<sup>1</sup>, Tipvarin Benjanirat<sup>1</sup>, Pongsak Jaroenngarmsamer<sup>1</sup>, Narongdham Tiyaphom<sup>2</sup>, Jutatip Sillabutra<sup>3</sup>

<sup>1</sup>College of Allied Health Sciences, Suan Sunandha Rajabhat University, Samut Songkram Province, Thailand

<sup>2</sup> Product Manager of Natureslim Co., Ltd., Thailand

<sup>3</sup> Department of Biostatistics, Faculty of Public Health, Mahidol University, Thailand

\*Corresponding Author: Jatuporn Ounprasertsuk Email: jatuporn.ou@ssru.ac.th

#### Abstract

**Background** - The environment is important to learning. It is creating a suitable environment for students, students will be happy to study. The student is happy in learning them will do for better academic achievement, respectively. The students are studying success to be qualified personnel for further development of the country.

**Objective** – This research investigates the relationship between environmental factors and the learning happiness of students.

**Methods** - This research is contextual research by using a cross-sectional survey. The samples were students select the sample group by stratified proportion random simple and not overridden by using a random number table. The sample consisted of 262 students. The research instrument was a questionnaire. The statistics used for data analysis are descriptive, inferential statistics analyzed.

**Results** - The students are moderately happy with environmental factors, it was found that teacher advisor characteristics are the highest mean (M=2.79). The mean overall learning happiness level was M = 2.39 is moderate happiness. The students were happiest in the family. The teacher advisor characteristics and curriculum characteristics could explain the variance of the learning happiness, and it calculated 11.0%. There are the teacher advisor's characteristics are to look after the students closely, which gives students peace of mind and clear curriculum characteristics, assuring them that after graduation they will not lose their job.

**Conclusion** – Creating an environment should be a student's focus and there is a plan to develop the environment to suit the learners continuously. This is a concept that requires further attention from university policymakers and researchers to ensure policies and practices are in place that delivers a valued learning experience to students, in higher education, through engaging pedagogical activities.

**Keywords:** Environment education, Learning Happiness, Student, University

#### Background

What is the essence of quality education? How do we know it exists? How can we judge the extent of it? How can it be acquired and what are its subjective or objective properties? These are fundamental questions that we contend have not been readily addressed in the literature on the quality of higher education. In a seminal paper by (Harvey & Green, 1993), it is suggested that quality is used in five ways in the higher education debate: excellence, perfection, fitness for purpose, value for money, and transformation. University students are considered significant human resources for national development 84 (Pacnoy, Dithprayoon, Suksatan, & Chotisiri, 2017; Suksatan, Ruamsook, & Prabsangob, 2020) Happiness is a person's perception of the satisfaction of life. It is what every human being desires because happiness is a good feeling living a happy life is what a person wants to keep feeling for a long time (Leung, Terrana, & Jerzak, 2016)To contribute to the body of knowledge on happiness, students were initially asked to offer their definitions of happiness. The most frequent responses revealed several common themes, by gender and type of university. These are centered on being content. having a supportive family, being positive, avoiding stress, and maintaining a balanced life. Moreover, happiness is associated with an ontological issue, one that concerned their enduring notion of becoming happy - not external institutional structural influences such as quality housing, campuses or sport facilities, all offerings made by the university. From a psychological point of view, happiness is about and feelings. The level emotions of psychological happiness is related to emotional well-being in physical and mental health (Frey & Stutzer, 2009).

A good environment fosters good ideas, problem-solving, and imagination, and these can only happen in the right environment to actions create conditions for learning. The environment is one of the important factors influencing education that makes learning successful. People in good social conditions will unknowingly absorb good qualities (Calavia, Blanco, & Casas, 2021). Supported environment and facilitate teaching and learning, such as the classroom is comfortable to have complete equipment and teaching materials make to students happy in their studies and is happy to teach. The environment supports learning in various fields. Causing an impression to motivate students to have interest and motivated to learn happiness(Gudalov & Treshchenkov, 2020; Kikulwe & Asindu, 2020; Machado, Oliveira, Marin, Sampaio, & Bertolucci, 2020).

Parents and teachers play a major role in a child's academic and personal development (Kazi & Akhlaq, 2017; Tiwari & Mutascu, 2015). However, the student undergoes different environments that affect his/her decisionmaking (Kulcsár, Dobrean, & Gati, 2020). Students' self-efficacy also plays a mediating role in their decision-making process (Tang, Pan, & Newmeyer, 2008). (Edwards & Quinter, 2011) also found that most high school students choose a different career from the ones they choose while in secondary. They also found that access to opportunities and learning experiences are the most significant factors affecting students' career choices. This goes to show the importance of the school environment in student's life. Moreover, the linkage of indecisiveness with environmental information, self-efficacy, and decision-making ability is mediated by students' career choice anxiety (Germeijs, Verschueren, & Soenens, 2006). Most of the students came to seek counseling services for problems related to learning adaptation more than any other area, study distressed, perform unsatisfactory tasks, do not submit reports, miss school, have to make excuses or repeat classes.

The management of learning that makes students happily study is important because when students are happy in learning they will do better academic achievement, respectively. Students are encouraged to learn happily, motivate and feel good about themselves, school, teachers, and friends, which are essential elements that will promote students to see the value. And develop potential according to their expertise and interests will lead to a happy adjustment to society in the future. c. For the above reasons, the study aimed to study the educational environment, measure the level of learning happiness and investigate the relationship between the environment and the level of learning happiness of the students (Arici Özcan & Vural, 2020; MacIntyre, Lanxi, & Khajavy, 2020; Piñeros, 2020).

#### Methods

#### **Study Design**

This research is explanatory research using a cross-sectional survey. To study personal factors including gender, age, religion, domicile, marital status of parent, income earned, expenses, housing conditions while studying, a field of study, academic year, GPA. The educational environment factors consisted of 5 characteristics: teacher advisor characteristics, teaching quality, curriculum characteristics. the relationship between teachers and students, environment, and the level of learning happiness of the students.

## Setting and Sample

The population is students at a suan sunandha rajabhat university in Thailand. Which consists of Applied Thai Traditional Medicine Health Sciences, Traditional Chinese medicine, Secretary of Medicine and Public Health and Public Health enrolled in semester 1, the academic year 2020. There were a total of 827 students and a sample number of 262 students.(Da Silva, Peixoto, Ferraro, Adamo, & Machado, 2020; Rykiel, 2020; Wilks, 1941). The samples were students select the sample group by stratified proportion random simple and not overridden by using a random number table for each subject (Kocturk, 2020; Noble & Jandejsek, 2020). The questionnaire was distributed to students with a randomly selected list of students who had readiness and convenience in answering the questionnaire. Inclusion criteria are students in all 5 classes, vears 1-4 registered enrolled in semester 1, the academic year 2020. And exclusion criteria: The students are not comfortable participating in the research, they can cancel participation in this research at any time (Alnusairat, Elnaklah, Ab Yajid, Johar, & Khatibi, 2021; Ojogiwa, 2021; Ozer & Akbas, 2020; Salavrakos, 2020).

#### Instruments

The researcher created the questionnaire were divided into 3 parts.

Part 1 Personal factors were gender, age, religion, domicile, marital status of parent, Income earned, expenses, housing conditions while studying, a field of study, academic year, GPA.

Part 2 The educational environment factors consisted of 5 characteristics: teacher advisor characteristics, teaching quality, curriculum characteristics, relationship between teachers and students, environment. A total number of 37 questionnaires, five rating scales, where the respondents choose to answer their opinions. And used to experiment with students with similar characteristics was not a sample of 30 subjects Cronbach's alpha coefficient 0.97.

Part 3 The learning happiness of the students: happy body, happy heart, happy relax, happy soul, happy family, happy society, happy brain, happy money, happy environment. The total number of 51 questionnaires, five rating scales, where the respondents choose to answer their opinions. And used to experiment with students with similar characteristics was not a sample of 30 subjects Cronbach's alpha coefficient 0.73.

## **Content validity**

Conducted content correlation from 3 experts to check for content validity. The questionnaires were used with a total of 30 people who looked like a sample group (Try out) and analyzed the confidence of the questionnaire. By using the alpha Cronbach coefficient receives the confidence value of the questionnaire: educational environment factors Cronbach's alpha coefficient 0.97 and learning happiness Cronbach's alpha coefficient 0.73.

# **Data Collection**

were collected bv Data using questionnaires. Data were collected during 1 May – 1 August 2020. We used a convenience sample of 262 students who were willing to participate in the study. The participants then signed a consent form, and each student spent around 10-15 minutes completing the self-report questionnaires. Checked all questionnaires, and if an incomplete questionnaire was found, the participant was asked to complete the questionnaire. However, respondents who were not willing to participate could withdraw anytime.

#### Data analysis

Analyze personal factors. environmental factors, learning happiness by descriptive statistics using frequency, percentage, mean and standard deviation. And inferential statistics: using analvze the relationships personal between factors. environment factors with learning happiness by Pearson's product-moment correlation, chisquare test, and multiple regression analysis (Statistical significance was set at <.05)

#### **Ethical Consideration**

The present study was approved by the Ethical Committee from Suan Sunandha Rajabhat University Ethics Committee certificate number: COA.2-166/2020 and the directors of five faculties. Each participant received explanations about the study and had their rights protected throughout, including confidentiality and the right to refuse or withdraw from the study. The participants also received information and signed a consent form.

#### Results

Characteristics of the Participants

In this research, 262 students, Most of the students are female, 22 years old, Buddhist, parents' marital status lived together, income received per month from 160-330 US, stayed at the dormitory. Overall, the environmental factors mean was M = 2.77, moderately happy. Considering each aspect of environmental factors, it was found that teacher advisor characteristics M=2.79, the relationship between teachers and students M=2.78, teaching quality M=2.71, environment M=2.65, and curriculum characteristics M=2.14

<b>Fable 1</b> Number, percentage, mear	, and standard environr	ment factors of students	(n=262)
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Variable	Number	%	М	SD
Environment factors			2.77	0.42
Low happiness	0	0.00		
Moderate happiness	60	22.90		
Very happy	202	77.10		
Teacher advisor characteristics			2.79	0.44
Low happiness	4	1.50		
Moderate happiness	47	17.90		
Very happy	211	80.50		
Relationship between teachers and students			2.78	0.42
Low happiness	1	0.40		
Moderate happiness	55	21.00		
Very happy	206	78.60		
Teaching quality			2.71	0.45
Low happiness				
Moderate happiness	76	29.00		
Very happy	186	71.00		
Environment			2.65	0.55
Low happiness	9	3.40		
Moderate happiness	74	28.20		
Very happy	179	68.30		
Curriculum characteristics			2.14	0.42
Low happiness	7	2.70		
Moderate happiness	212	80.90		

Very happy	43	16.40		
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The mean overall learning happiness level was M = 2.39 is moderate happiness. The means in descending order are Happy Family M=2.64, Happy Soul M=2.61, Happy Heart M=2.55 Happy Brain M=2.40, Happy Society M=2.38, Happy Environment M=2.36, Happy Relax M=2.29, Happy Money M=2.21) and Happy Body M=2.14) see in table 2.

Table 2 Number, percentage, mean and standard deviation learning happiness of students (n=	=262)
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Variable	Number	%	М	SD
Level of learning happiness			2.39	0.50
Low happiness	1	0.40		
Moderate happiness	158	60.30		
Very happy	103	39.30		
Happy Heart			2.55	0.50
Low happiness	0	0		
Moderate happiness	118	45.00		
Very happy	144	55.00		
Happy Brain			2.40	0.51
Low happiness	2	0.80		
Moderate happiness	152	58.00		
Very happy	108	41.20		
Happy Society			2.38	0.57
Low happiness	12	4.60		
Moderate happiness	138	52.70		
Very happy	112	42.70		
Happy Environment			2.36	0.56
Low happiness	10	3.80		
Moderate happiness	147	56.10		
Very happy	105	40.10		
Happy Relax			2.29	0.51
Low happiness	7	2.70		
Moderate happiness	171	65.30		
Very happy	84	32.00		

Happy Money			2.21	0.62
Low happiness	29	11.10		
Moderate happiness	149	56.90		
Very happy	84	32.00		
Happy Body			2.14	0.50
Low happiness	17	6.50		
Moderate happiness	192	73.30		
Very happy	53	20.20		

Table 3 reported that teacher advisor characteristics and curriculum characteristics could explain the variance of the learning happiness, and it calculated 11.0%. There are the teacher advisor's characteristics are to look after the students closely, which gives students peace of mind and clear curriculum characteristics, assuring them that after graduation they will not lose their job.

Table 3	Regression coefficients of predicted variables and statistics of environmental factors and	l
	learning happiness by multiple regression analysis $(n = 262)$	

Variable	Unstandardized		Standardized	t	p-value
	Coefficients		Coefficients		
	В	Std.Error	Beta	-	
Constant	.931	.297		3.132	.002
1. Teacher advisor characteristics	.231	.068	.207	3.375	.001*
2. Relationship between teachers and students	.043	.069	.040	.627	.531
3. Teaching quality	.048	.076	.040	.627	.531
4. Environment	.058	.075	.050	.778	.437
5. Curriculum characteristics	.164	.056	.180	2.908	.004*

Note: p-value < 0.05,  $R^2$ =0.110, Adjusted  $R^2$  = 0.093, F=0.47

#### actions

#### Discussion

The study aimed to study the educational environment, measure the level of learning happiness and investigate the relationship between environment and the level of learning happiness of the students. Overview of educational factors living at a moderate level of happiness. Students are happy with a high level of teacher advisor characteristics, the relationship between teachers and students, teaching quality, and environment, but curriculum characteristics were moderately happy. Characteristics of the advisors that the students believe, trust in seeking advice, and have been assigned to assist in helping students succeed in their studies (Mosala & ChİNomona, 2020; Niyimbanira, Eggink, & Nishimwe-Niyimbanira, 2020; Okpa, Ajah, & Igbe, 2020). The reforms initiated in this study to change the learning environments at our university affected changes in students' perceptions of the nature of those environments and also in the type of thinking and behavior that they reported engaging in. Overall, we consider that these changes in students' perceptions were positive and in line with the direction of reform that is recommended in the educational literature. The reform activity and its study involved a collaboration between faculty members from both education is a strong example of the cross-faculty synergy that can lead to positive changes at the university level. It is informative to us and to the literature that students identified valid concerns concerning the reform. We join a group of researchers such as (Duran, McArthur, & Hook, 2004)), (Hanif, Sneddon, Al-Ahmadi, & Reid, 2009), and (Leung et al., 2016) who have taken an interest in exploring and reporting on such student concerns. We know from the education literature (Hall & Hord, 2015; G. P. Thomas, 1999; van den Berg, Sleegers, Geijsel, & Vandenberghe, 2000) that change is difficult not only for adults working in education settings but also for students. As with any other level of teaching, there is a need to consider the nature of the students as learners, their past educational experiences, and their beliefs about teaching and learning (G. Thomas & Meldrum, 2018)

The learning happiness of the students was moderate. The students are very happy of a happy family, happy soul, happy heart and moderate happiness level of the happy brain, happy society, happy environment. The students who enjoy low levels of happiness in life are happy relaxed, happy money, and happy body (Henkel & Haley, 2020; Maka, Van Niekerk, DeBruyn, & Pakela-Jezile, 2021; Marcel Heimar Ribeiro Utiyama, 2020). Family relationships who love each other, trust each other, adapt to each other. Have joint activities give advice and suggest a good approach to each other. Give opportunities to express opinions and accept mutual opinions, as well as to support, encourage, encourage one another. (Duran et al., 2004; Gibbs & Dean, 2014) was found termed this profound happiness and discuss it elsewhere. In summary, this approach differs from happiness made on retrospective and accumulative life-long desire satisfaction in life university (Duran et al., 2004; Gibbs & Dean, 2014).

The teacher advisor characteristics and curriculum characteristics could explain the variance of the learning happiness. The main results show that high levels of happiness are related to the environment (Tiwari & Mutascu, 2015). The relationship between learning environments is essential to the learning happiness of students.

#### Conclusion

Academic happiness is a priority for university administrators. Currently, there are many choices in education for students to choose according to the suitability of each person. Highlighting In particular, creating an environment that is more convenient for learners is important, which can be a strong point in making a difference. Creating an environment should be a student's focus and there is a plan to develop the environment to suit the learners continuously. This is a concept that requires further attention from university policymakers and researchers to ensure policies and practices are in place that delivers a valued learning experience to students, in higher education, through engaging pedagogical activities. The concept of student engagement will be addressed in more detail in future papers by the authors.

#### Limitation

This research only studied students at one university should have studied at other universities to compare research results and apply the information to promote environment management to learning happiness of students. In addition, the data was collected by using questionnaires alone. There should be more qualitative data collection, such as in-depth interviews, grouping, to confirm more quality quantitative research data.

#### **Declaration of Conflicting Interest**

The authors declare no conflict of interest.

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