Study of Happiness with Online Learning in Covid-19 among the Students at Suan Dusit University, Thailand

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Abstract

This research examined happiness with online learning among 2,190 undergraduate students at Suan Dusit University (SDU), who studied online in the first semester of the 2021 academic year. The data were collected from online happiness assessment forms completed by the SDU students. Frequencies, percentages, means, and standard deviations were calculated, and t-tests and one-way ANOVA were performed to analyze the data. The results indicated that students' overall happiness with their online learning was at a moderate level. The students were also satisfied with their studies at a moderate level. They were also moderately proud of the university and were comfortable with online learning, especially regarding the instructors, online instruction, the instructional activities, and lesson content. Students of different genders all enjoyed learning with the online instructional system, as arranged by SDU, at the same level. However, students from different majors, different years, different faculties or schools, different learning campuses or centers, and with different average monthly allowances, enjoyed their online learning at SDU differently.

Keywords: happiness, online learning, covid-19

1. Introduction

Because the spread of COVID-19 was not expected and no preparations had been made, it affected the instructional management of all educational institutes with their progressive semester, including Suan Dusit University (SDU). Overall, 95% of SDU students aged 17-22 were studying on undergraduate programs. These were adolescents who were not yet fully mature. Confronted with such a serious external factor, the students were likely to have been so internally affected that they needed to substantially adjust themselves. They were probably not happy with the instructional activities and management provided by the University because the instruction needed to be changed from the traditional form to an online one. The University provided great care and assistance to the students so they could learn through online instruction using its basic structures, which the University had prepared, such as WBSC, an online instructional system. This system was designed and developed by the international LMS, with Moodle and Microsoft Office 365, and can be combined with recognized online applications like Microsoft Teams.

Happiness can be defined as the ability to successfully deal with external and internal factors which affect one's body and mind. Students are individuals who are engaged in instructional activities and live in the society with their friends and instructors. They wish to lead their lives with happiness, especially during their classroom learning, as this stimulates them to learn further. However, students' learning is generally obstructed or limited by certain criteria or conditions. These are the external factors students need to deal with, such as instructional activities and instructional evaluation, and include critical and unexpected situations such as the outbreak of COVID-19 from 1 April 2020 to the present. This situation caused the educational institutes under the Ministry of Higher Education, Sciences, Research and Innovation to cancel all instructional activities onsite and transfer them completely online.

This inspired the research team to study happiness with online learning among SDU students in Semester 1 Academic Year 2020, focusing on 2 external factors, instructional activities and instructional evaluation and assessment, and assessing happiness in relation to satisfaction, pride, and comfort (Tayapingka, 2016). The data collected will serve as guidance for instructors, programs, and faculties to arrange their online instruction effectively, fulfill students' needs, promote happiness with learning, enhance learning achievement and motivation and satisfaction with online learning, and further develop online instruction for SDU students.

2. Related Literature

2.1 Students' Happiness

According to the Royal Institute's Dictionary, B.E. 2542, 'happiness' is a condition of physical comfort, satisfaction, and well-being with good health or fulfilment. Conversely, the Department of Mental Health (2002) stated that a happy life results from an individual's ability to deal with problems while leading their life and having the potential to develop themselves and enjoy a better quality of life. This includes developing their inner virtue amidst social and environmental changes. This aligns with a study by Kittisuksathit et al. (2013) which reported that experiences and feelings were things human beings could always manage, according to their overall needs, which could make please and overwhelmed, however, without disturbing others. This agrees with Seligman's belief (Tantipiwattanasakul & Sitalapinant, 2011) that happiness is influenced by genetic and external factors at rates of 50% and 10-15%, respectively, as well as by internal factors. The latter comprise mental competency and mental qualities that are under human control, like thoughts, actions, and ways of living which are intentionally chosen. For example, assisting others, optimism, valuable living goals, and active solution to problems and confronting problems in life with strength also represent happiness at a rate of 35-40%. Finally, the Department of Mental Health (2002) and Tayapingka (2016) claimed that happiness should comprise pride, satisfaction, and comfort.

The ability to deal with external and internal factors affecting the body and mind is important and necessary for university students, who have a lot to deal with and be responsible for, especially their studies. Siripakmongkol (2011) reported that students' happiness was an expression of their satisfaction with and positive response to study, which resulted from their own personality and study experiences. Similarly, Kongwijit (2013) asserted that learners' happiness refers to the positive feelings gained from learning in which teachers allowed them to express their ideas, practice their skills, and demonstrate their learning regarding their own ability and interests so they can apply the knowledge, skills and values they have learnt in their everyday lives. Patpon (2014) claimed that learners' happiness consists of a positive feeling toward learning activities gained through teachers' planning, designing and managing instruction in a way that reflects their need to learn and carry out activities, have fun when learning, their willingness to do learning activities, eagerness to join their friends and teachers, enjoyment in participating in activities with their friends and teachers, pleasure at being in the company of their friends and teachers, and comfort with the environment facilitating learning at the educational institute. Happiness with learning is an important factor affecting learning efficiency, which results from learners' balancing the use of the two halves of their brain. Parnpai (2018) claimed learners' happiness refers to how satisfied learners were with learning during activities, as expressed through emotions and behaviours, which resulted from the teachers and institutes' management of instructional environments.

However, despite teachers preparing effectively for learning activities to facilitate learning with happiness, Patpon (2014) believed learners should also participate in activities with friends in groups and as individuals, continue submitting assignments, study with enthusiasm and comfort, focus on learning what is not known, study regularly, work on assigned tasks with willingness, study hard, enjoy studying on courses the instructors actively teach, like their instructors, friends and universities, pay attention to study without boredom, enjoy their studies, like to learn and find out what is not known, and wish to acquire knowledge from various learning sources. UNESCO (2008) divided happiness with learning into the following factors: good relationships in the family, mutual understanding in society, opportunity for learners to express ideas, good physical and mental health, learner-centered instructional management, permission for learners to choose to learn what they are keen in, and an environment and community which are friendly to learning and social peace. Conversely, Parnpai (2018) classified the components and features of happiness with learning into three areas: learners, learning and relationships. In the area of learners, happiness consists of enthusiasm, emotional stability, self-esteem, acceptance from teachers and friends, and self-confidence. In the area of learning, happiness comprises learning for balanced self-development, opportunity to learn regarding their ability and interests, learners' responses in terms of their enthusiasm, learning new things, and learning goals. In the area of relationships, happiness includes helping others, good relationships with people around them, adjustment to others, cooperation, and participation in activities.

If we ignore the genetic factors which are hard to adjust, the university students' happiness should result from two sets of factors, internal and external. The internal factors consist of desires, needs, satisfaction, pride and comfort in carrying out learning activities, pleasure, optimism, valuable goals in life, active solution to problems, and confronting problems in life with strength, and so on, all of which concern learners' emotional maturity. The external factors comprise the environment for instructional management, learning activities, learning technology, their friends, instructors, the university, the society, their families, and any unexpected situation. If university students can deal with both external and internal factors, students will be happy. Research by the Office for

Promoting Learning Society and Youth Quality (2014) revealed that out of 10 points, Thai children and adolescents are happy with learning at an average rate of 5.78 points. This agrees with the findings of the Institute for Population and Social Research (2018), which reported that happiness among Thai working-age people was 58.6 percent on average. There are different things students cannot yet manage, especially external factors such as instructors, instructional management, lesson content, teaching activities, teaching materials and technology, and learning evaluation and assessment. This is because these factors are the duty and responsibility of instructors', who are tasked with organizing everything for the students. These internal and external factors directly affect learners in the same way. For instance, if instructors successfully arrange the instructional activities, learning technology, and evaluation and assessment (the external factors), which fulfil learners' needs and increase satisfaction, then learners will be proud, comfortable, and ultimately happy (the internal factors). By contrast, if instructors do not arrange this as learners require, then learners' happiness will decrease or disappear. In such cases, the impacts on learning may be manifested in a lack of attention to lesson or class absence, which may affect levels of learning achievement. Thus, happiness is extremely important to the learning and level of achievement of students.

2.2 Management of Online Instruction

Online instructional management is a form of educational innovation which changed the instructional method from the traditional classroom approach prior to the global spread of COVID-19 – which had detrimental effects on education, learners and teachers in all levels (United Nations, 2020) – into a new instructional form with digital technology as the medium between the learner and the instructor. Digital technology consists of hardware, software, and computer networks such as computers, mobile phones, tablets, computer programs, online networks, and the Internet (Di Pietro et al., 2020). Combining new technology with Internet networks ensures high-quality interaction, and means learners do not necessarily have to study at a particular place. This is convenient as they can access learning quickly and easily at all places and at all times. It facilitates life-long learning, with content transfer, learning activities, and evaluation and assessment through letters, still pictures in combination with moving pictures and sounds, with the help of digital technology, to learners. In this way, teachers, learners and classmates can communicate, discuss, and exchange ideas through the digital technology (Klaisang, 2012). The advantage of online learning is that it is highly flexible. However, learners need to be more responsible for their learning than usual, and teachers should also design and plan more than they do in normal classes. If all is planned, designed, and managed well, it pays dividends because the same or less amount of resources is used with an unlimited number of learners at an unlimited number of times, with a long period of learning time. (Rattanapian, 2005). Learners can study and learn the content according to the order of learning activities which teachers design and develop, from the simple to the most difficult, according to their maturity and learning abilities. The lesson contents are arranged continuously and integrated into other areas of study, so as to build up an understanding of life and society (Kongwijit, 2013). This is a guideline of instructional management for learners' happiness, which also enables learners to choose the content according to their interests and preferences. This is different from classroom learning where learners only need to learn what the teachers have designed and planned.

The management of online instruction emerged with the ability to engage with computer technology and telecommunication technology and communication. In the beginning, no online instruction was combined with instructional management in educational institutes, more often it formed part of the instruction or training for people in business and industry. Nowadays, online instructional management is widely applied at all levels of education. Online instructional management appears in various forms and is labelled using different terms, such as web-based instruction, web-based course, web-based learning, www-based instruction, online instruction, internet-based instruction, and e-learning. This aligns with Khan's study (2004), which reported that online instruction also included massive open online courses (MOOCs), web-based instruction, distributed learning, advance distributed learning, distance learning, online learning, and mobile learning. It is therefore necessary to understand the features, significance, and components of online instruction, which are detailed as follows.

2.3 Forms of Online Instruction

Online instruction is divided into synchronous online instruction and asynchronous online instruction. Saelee and Linta (2020) distinguish the two forms, explaining that synchronous online instruction is learning which presents knowledge and involves teacher-learner and learner-learner interactions at the same time or in real time. Such instruction involves the use of video conferences, online chat with oral conversations, or written messages The tools or applications for synchronous or real-time online instruction are Google Meet, Microsoft Teams, Zoom, Line, and Facebook. These tools and applications have different distinguishing features, are both free and charged, available for appropriately selected. By contrast, asynchronous online instruction is learning which does not take place at the same place or at the same time, and uses resources which facilitate sharing information to design

learner-centered activities for self-study. The instructors may prepare teaching materials in advance and choose the teaching methods appropriate for each lesson. The online tools for this instruction may combine face-to-face instruction with self-study in each weekly lesson, depending on the instructors' weekly design. The tools or applications for synchronous or real-time online instruction are Google Classroom, Google Site, Microsoft Teams, Loom, YouTube, Moodle, MOOCs, and others.

2.4 Components of Online Instruction

Online instruction is a form of instructional management which combines knowledge, the learning innovation, and modern technology with different formats of instructions. Wayo et al. (2020) summarized the components of online instruction as follows.

1) Instructors transfer the content and knowledge to the learners, so that the latter can understand the content. The instructors' experiences and expertise also help ensure online instruction achieves its goals. The instructors serve as guides, mentors, coaches, and facilitators who enable learners to see their potential for learning, developing their learning competency, skills, (including hard skills), and the knowledge necessary for work and soft skills in society, as well as promoting their understanding of lesson content more quickly and ensuring it endures. However, instructors should develop their own information and communication technology (ICT) competency to promote the instructional process effectively and to prepare for any possible problems during their instruction. In addition, they should monitor learners' class attendance, problems and difficulties, and additional needs, so as to help them benefit from the online instruction.

2) Learners gain the content and knowledge from the instructors. They must be prepared in terms of information and technology (IT) use and digital literacy. Learners should be able to search for, analyze, and evaluate the information in a systematic way, making appropriate judgements about the information. They should also prepare for their learning by studying the scope of content before class, searching for information related to their own learning, preparing the Internet network for use, preparing the venue for learning and use online communication with the instructors appropriately, share information with others, and perform with generosity online. In addition, learners should also be responsible for their own learning with good ethics and morality, participate in their learning, submit all assignments on time, and revise lessons regularly so as to receive maximum benefits from their online classes.

3) Content is an important component which helps ensure the instruction achieve its goals. The content should be designed according to the course objectives by planning the course outline, which is the guidance to connect all the lesson contents. The detail of the content should be clear, brief, easy to understand, and always updated so that learners can learn and develop their own understanding appropriately. The information and details should be linked, and the lesson content should encourage learners to search for more information following their online instruction.

4) Teaching materials and learning resources are also extremely important to instructional management. Good teaching materials will enable learners to understand the lesson content while learning. Therefore, the materials should be unique and attractive to learners and stimulate their learning, using resources such as video clips, pictures, moving pictures, simulations, academic articles, and so on. The instructors should select suitable materials and attend to the following details: font size, colour, picture clarity, information accuracy, and alignment with the content, as this will ensure the learners can better understand the lesson.

5) The instructional management process refers to the design of earning regarding the topics, objectives, content, teaching materials, learning activities, and methods of evaluation and assessment. Information technology should be employed to help design the instructional method using analytical, planning, and designing processes. This will assist in developing and assessing the learning curriculum. An effective instructional management process should encourage learners to apply the content in their everyday lives.

6) The communication system is also important for the success of online instruction. The first kind of communication system is one-way communication, which involves delivering the content through teaching materials such as video clips, PowerPoint slides, slides, scenarios, and case studies, all without teacher-learner interactions. The second kind of communication system is two-way communication, which delivers the content through teaching materials such as computer assisted instruction (CAI) and learning management system (LMS). This two-way communication can also be taught with applications such as Google Meet, Zoom, Webex, and Microsoft Teams, with teachers and learners exchanging their ideas and information during the instruction and learners' understanding immediately evaluated and assessed, as it is in a normal classroom.

7) The IT network system is a channel which facilitates the efficiency of instruction. It comprises the Intranet

system, which allows learners to use network services within the educational institutes for their online instruction, and the Internet system, which connects all computer network systems worldwide. This provides learners with access to all online instruction at all places and at all times, as well as enabling them to search for information while learning.

8) Evaluation and assessment during the lesson, like inquiry, involves observation of learners' performance and reflection, while evaluation and assessment after class involves the use of pre-tests to assess learners' knowledge and understanding and their level of achievement. Evaluation and assessment should be conducted with different tools, so as to evaluate and assess learners in accordance with reality. These tools must be effective and should promote ethics and morality in online evaluation to prevent cheating in tests.

There are numerous tools which can be used to support online instruction. For example, Google Meet can be used for live instruction and description online, as well as class manipulation and communication with learners; whereas Kahoot can be used to develop pre- and post-tests.

2.5 Guideline for Online Instruction with Learners' Happiness

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2017) conducted a survey of instructors and learners and found that the indicators of happiness in educational institutes to be used as a guideline for developing happiness in learning can be divided into three areas, with learners, instructors, parents, and friends; instructional process; and positive instructional environment. This matches the author's review of documents, textbooks, and books, and studies by the Department of Mental Health. (2002), Laohajarassaeng (2002), Rattanapian (2005), Sakoontanark (2009), Klaisang (2012), Kongwijit (2013), Kittisuksathit et al. (2013), Patpon (2014), Tayapingka (2016), Sappaweerawong et al. (2016), Parnpai (2018), Seeharach (2018), UNESCO (2017), Anukoonwech (2020), Di Pietro et al. (2020), Widodo, Wibowo, and Wagiran (2020), Rapanta et al. (2020) and Elumalai et al. (2020). Triangulation by five experts in learning psychology and online instruction, to align with a study by the Office of the Higher Education Commission (2018), indicated alignment with the promotion of instructional management in higher education, which comprises 4 competencies: designing and planning learning activities effectively, conducting activities effectively, promoting the learning atmosphere and supporting learning, and evaluation and assessment of learning, as well as providing creative feedback. This revealed that the guideline for online instruction to develop learners' happiness consisted of two groups of factors: internal factors and external factors. The internal factors were satisfaction, pride, and comfort while the external factors were related to learners, instructors, instruction, content, teaching materials and technology, learning activities, and evaluation and assessment. Iamsen et al. (2022) summarized the guidelines for online instruction with learners' happiness, as presented in Table 1.

Table 1. Guideline for online instruction with students' happiness

Main Factors	Minor Factors	Details
Students' Internal Factors	Satisfaction	- appropriate number of learning days and periods in each week - appropriate number of hours for study and relaxation on each day - university instructional management is flexible - students' satisfied with their study program - students' fixed goals of study and work - students' study program with job opportunities.
	Pride	- students opportunity to study in a recognized faculty and university. - students' recommendation of the university to their relatives, friends, or acquaintances - students' love and protection of the university. - students' involvement as part of the university. - students dedication to the university's reputation. - students' study without leaving before graduation.
	Comfort	- online learning environment or accommodation. - students' parents or family's socioeconomic status. - readiness for online learning.

Students' External Factors	Learners	- relaxation, e.g., casually dressing for class. - opportunity to learn anywhere, anytime. - money-saving and reduced costs of living. - possible practice of learning activities. - participation in activities with friends. - chances to present learning results with respect to their abilities and interests. - support and attention from instructors. - application of knowledge, skills, and values gained from learning in real life. - development of competency related to online learning.
	Instructors	- having a good personality, polite, tidy, suitable for instruction. - well-mannered, speaking politely, and being a good model. - always attending class on time. - allowing students to revise, inquire, and discuss with them outside the classroom via the online system. - giving advice and paying attention to all students. - friendly, lively, and always in a good mood - humorous and tactfully teaching with fun - developing competency in online instruction
	Instruction	- planned, designed, and prepared, from the simplest to the most difficult - allowing students to discuss and exchange ideas before class - clearly informing students about the rules and regulations of class attendance such as request for class leave, absence, or late attendance - checking attendance and always informing students of assignment scores before class - clearly identifying the objectives and learning goals before study - arranging appropriate time for activities - giving the students learning materials before class - encouraging the students to acquire knowledge by themselves, without manipulating or forcing them - arranging learner-centered instruction - instructing with a teaching method that is fun and interesting for the learners
	Content	- preparing the content according to the learning objectives - adding up-to-date content to the existing lesson content - advising the learners to use technology and learning resources for content - recommending learning resources after online classes - organising the contents in a series which can be integrated into other fields of study, to promote learners' understanding of life and society - focusing on the application of knowledge
	Teaching materials and technology	- preparing for and selecting the teaching materials and technology for online instruction to increase learners' understanding - clear picture sizes and letter fonts in the teaching materials used for online instruction - teaching materials and digital technology with agility - solution to any impromptu problems while using teaching materials and digital technology in online class - using a variety of teaching materials and digital technology - encouraging the learners to access the lesson content at all time - good signals of communication with no disconnection - improving the readiness of the learning technology for students with special needs
	Learning Activities	- specifying learning objectives clearly - live lectures lasting 30-45 minutes online - providing a variety of learning activities and encouraging all students to participate in the activities with the focus on group work skills - giving advice to students about the take-home assignments - solving problems or giving advice during the online instruction - encouraging the learners to discuss and exchange information while learning online

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	- giving clear criteria for evaluation and assessment
	- giving pre-tests before study
	- giving assignments appropriate to the content
Evaluation and	- giving pre-tests after study
Assessment	- using different methods of evaluation and assessment
	- The learners' results from the academic test scores should not be arranged in ranks
	- encouraging the learners to engage in self-evaluation
	- giving immediate feedback to learners so that they are aware of their ability

3. Objective of Research

To study SDU students' happiness with online instruction and to identify any differences in terms of gender, geographical background, major, year, faculty or school, campus or center, and monthly allowance.

4. Hypothesis of Research

Students' happiness with online instruction will be at a high level for all variables.

5. Method

Independent Variables: gender, geographical background, study program, year, faculty or school, campus or center, and monthly allowance. Dependent Variable: SDU students' happiness with online instruction. Period of Study: January – September 2021.

Independent Variables		Dependent Variable
gender, geographical background, study program, year, faculty or school, campus or center, and monthly allowance	→	SDU students' happiness with online instruction
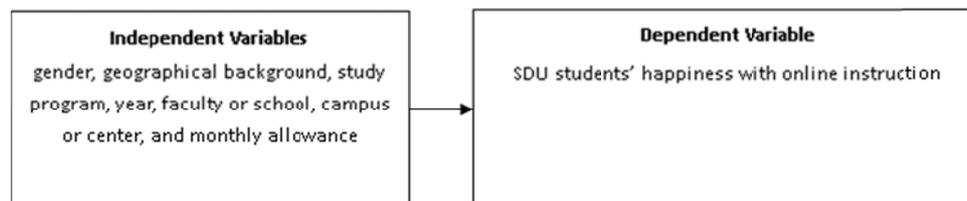
6. Methodology

The learning atmosphere and supporting learning, and evaluation and assessment of learning, as well as providing creative feedback. This revealed that the guideline for online instruction to develop learners' happiness consisted of two groups of factors: internal factors and external factors. The internal factors were satisfaction, pride, and comfort while the external factors were related to learners, instructors, instruction, content, teaching materials.

6.1 Population

6,830 undergraduate students in Years 1-4 at Suan Dusit University in all programs registering to study in Semester 2 Academic Year 2020 and studying online in Semester 1 Academic Year 2020 (Suan Dusit University, 2021).

6.2 Sample

2,190 undergraduate students in Years 1-4 at Suan Dusit University in all programs registering to study in Semester 2 Academic Year 2020 and studying online in Semester 1 Academic Year 2020. This sample was selected using stratified random sampling from all faculties and schools.

6.3 Research Instrument

The online happiness assessment forms for Suan Dusit University students that Development and Measurement of Effectiveness of Research Instruments by reviewing relevant books, documents, and research studies on the happiness of the learners who studied online to collect relevant information and details to create a guideline for developing an evaluation form of happiness. The evaluation form was developed in line with the specified objectives and later evaluated in terms of face validity and reliability. The evaluation form was used to collect information from 30 people, who were the population, not the sample, with Cronbach's alpha coefficient value. The evaluation form of happiness was divided into 5 parts: Part 1 - students' general information; Part 2 - satisfaction with their studies; Part 3 - pride in the University; Part 4 - comfort with online instruction, and Part 5 - comments and suggestions.

6.4 Data Collection

This research was approved by SDU's committee of research ethics. The information was collected between February and March 2021, with a memo from the Faculty of Education to the deans of faculties and the heads of programs. The data were collected using the evaluation form of SDU students' happiness with online instruction,

which was developed by Google Form and examined in terms of completeness and accuracy before being analyzed by a computer program.

6.5 Data Analysis

First, descriptive statistics in the form of frequencies, percentages, means, standard deviations were calculated. To generate inferential statistics, t-tests and one-way ANOVA were performed to analyze the data on students' happiness with online learning.

7. Results

7.1 Findings on SDU Students' Happiness with Online Instruction

Most students who responded to the evaluation form were female, with most hometowns in the Central Region, followed by those in Bangkok and the suburbs, with the smallest number in the Western Region. The largest number of respondents was enrolled on the Culinary Technology and Service Program, followed by the Nursing Program, with the smallest number on the Communication Arts Program. The respondents were mostly in the third-year, followed by the second-year, with the smallest number of the respondents in the fifth-year. The largest number of respondents was those in the School of Culinary Arts, followed by the School of Law and Politics, with the smallest number in the Faculty of Science and Technology. The largest number of respondents came from the main campus in Bangkok, followed by the Lampang campus, with the smallest number from Trang campus. Most respondents were financially supported at 3,000 - 5,000 baht per month, followed by 5,001 - 7,000 baht, with the smallest number of students receiving 7,001 - 9,000 baht.

The overall result for SDU students' happiness with online instruction was found to be at a moderate level. The students were the happiest with comfort in online instruction, followed by satisfaction with the instruction, and were least happy with pride in the University, as presented in Tables 2-4 and Figure 1-3.

Table 2. Students' satisfaction with study

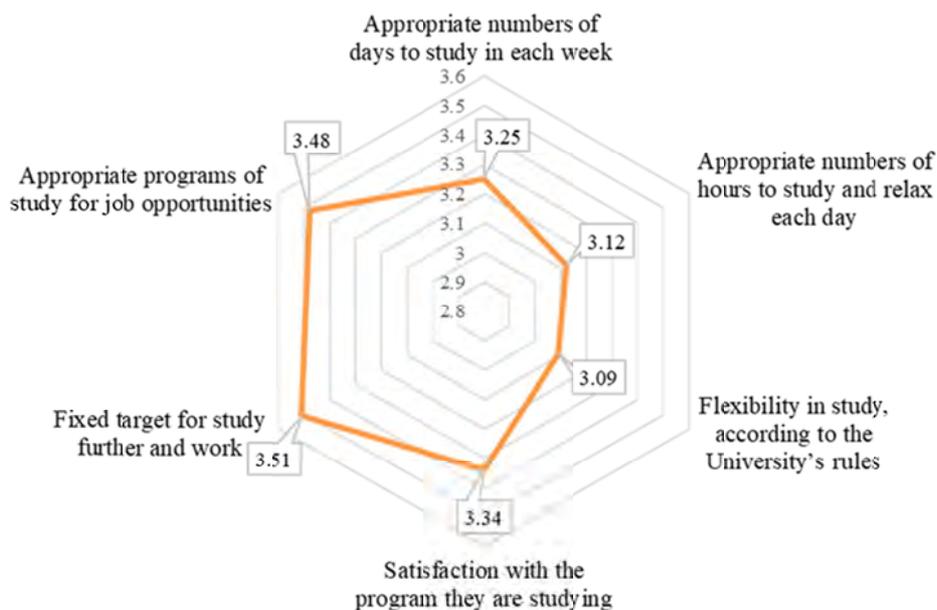| Satisfaction with Study	Mean	S.D.	Levels
Appropriate number of days to study in each week	3.25	0.86	moderate
Appropriate number of hours to study and relax each day	3.12	0.89	moderate
Flexibility in study, according to the University's rules	3.09	0.92	moderate
Satisfaction with the programs they are studying on	3.34	0.97	moderate
Fixed goals for study further and work	3.51	1.01	high
Appropriate programs of study for job opportunities	3.48	0.99	high
On average	3.30	0.75	moderate

Figure 1. Students' satisfaction with study

As indicated in Table 2, students were satisfied with their overall study at a moderate level. They were most satisfied with their fixed goals for further study and work. The second most satisfying part was the programs on which they were studying, along with the qualifications required for job vacancies. The least satisfying part was the flexibility of study at the University.

Table 3. SDU students' pride in the university

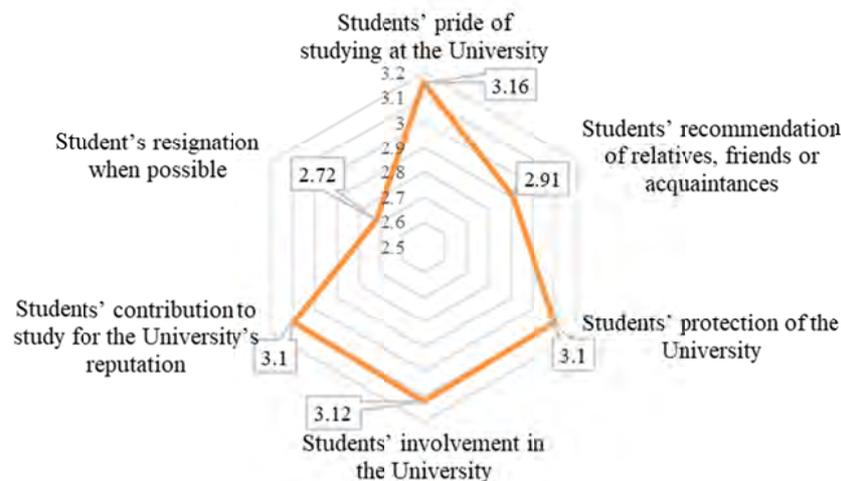| Pride in the University	Mean	S.D.	Levels
Students' pride in studying at the University	3.16	0.95	moderate
Students' recommendation of relatives, friends, or acquaintances	2.91	0.99	moderate
Students' protection of the University	3.10	0.96	moderate
Students' involvement in the University	3.12	0.99	moderate
Students' contribution to the University's reputation	3.10	0.97	moderate
Student's resignation when possible	2.72	1.15	moderate
On average	3.02	0.73	moderate

Figure 2. SDU students' pride in the university

As indicated in Table 3, the students were proud of Suan Dusit University at a moderate level. The area in which students were most proud was their enrollment into the university. The area in which the students were the second most proud was their involvement in the University. The area in which the students were the least proud was their resignation from the University when possible.

Table 4. Students' comfort with online learning

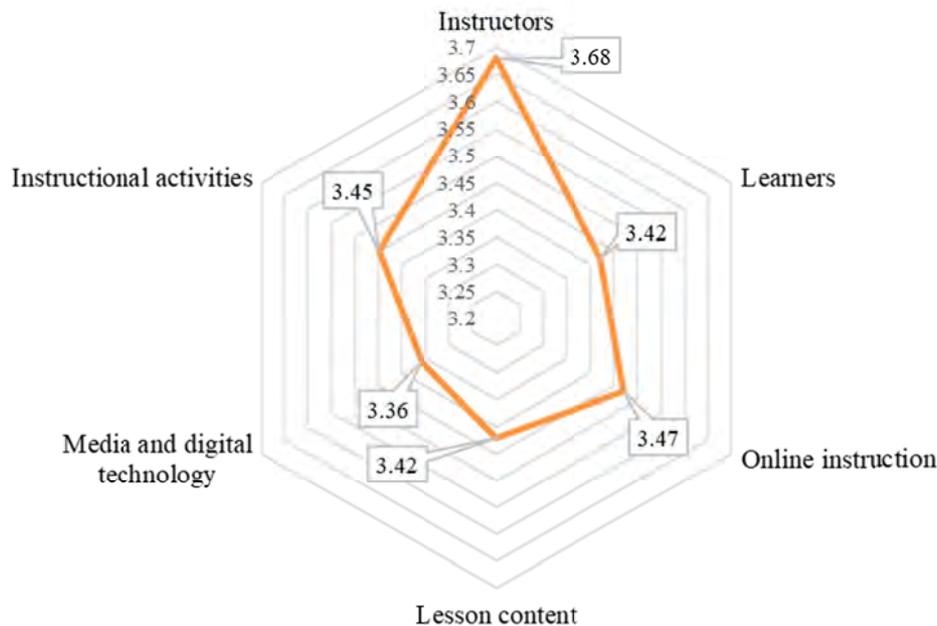| Comfort with Online Learning	Mean	S.D.	Levels
Instructors	3.68	0.79	high
Learners	3.42	0.87	high
Online instruction	3.47	0.82	high
Lesson content	3.42	0.85	high
Teaching materials and digital technology	3.36	0.83	moderate
Instructional activities	3.45	0.65	high
Evaluation and assessment	3.39	0.78	moderate
On average	3.46	0.70	high

Figure 3. Students' comfort with online learning

As indicated in Table 4., the overall comfort among SDU students studying online was at a high level. They were most comfortable with the instructors, followed by online instruction, instructional activities, lesson content, learners, and evaluation and assessment. They were least comfortable with the teaching materials and digital technology.

7.2 Findings on SDU Students' Happiness with Online Instruction

SDU students' happiness with online instruction, as classified by gender, geographical background, program, year, faculty or school, campus or center, and monthly allowance, was as follows.

There were no significant differences overall in happiness with online instruction by gender (p < .05). However, there were significant differences in terms of comfort but not in terms of satisfaction and pride.

There were significant differences in terms of comfort (p < .05) but not in terms of satisfaction and pride.

Overall, there were significant differences in happiness with online instruction by program (p < .05). There were significant differences in terms of comfort, satisfaction, and pride (p < .05)

Overall, there were significant differences in happiness with online instruction by year (p <.05). There were significant differences in terms of comfort and pride (p < .05)

Overall, there were significant differences in happiness with online instruction by faculty or school (p <.05). There were significant differences in terms of comfort, satisfaction, and pride (p < .05)

Overall, there were significant differences in happiness with online instruction by learning campus or center (p <.05). There were significant differences in terms of comfort, satisfaction, and pride (p < .05).

Overall, there were significant differences in happiness with online instruction by amount of financial support (p < .05). There were significant differences in terms of comfort, satisfaction, and pride (p < .05). However, there were no significant differences in happiness in terms of satisfaction and pride.

8. Conclusion and Discussions

The findings on SDU students' happiness with online instruction revealed that the students were happy with the online instruction at Suan Dusit University at a moderate level. This did not support the proposed hypothesis of the study. The students were satisfied with overall study at a moderate level. They were proud of the University, as a whole, at a moderate level but were comfortable about the overall online instruction at a high level, especially with regard to instructors, learners, online instructions, lesson content, and instructional activities, which aligns with the findings of Parnpai (2018), the Office for Promoting Learning Society and Youth Quality (2014), Wayo et al. (2020), Tantatanai (2017), and UNESCO (2017). The findings that both male and female students were happy with

the online instruction at Suan Dusit University aligned with the findings of Nuansri (2019). However, the fact that happiness with the online instruction at Suan Dusit University varied by program and year did not align with Nuansri's (2019) findings.

The fact that students' happiness with the online instruction at Suan Dusit University was at a moderate level can be explained as follows. COVID-19 has already been circulating for more than a year. As much as possible, the online instruction at Suan Dusit University has been developed and arranged for students in a completely effective way. However, there were different factors that may have reduced students' overall happiness with the online instruction. For example, the instructors' use of media and digital technology still needed good preparation and careful selection, so as to improve students' understanding of the lesson content, as well as instructors' use of media and digital technology. The use of media and digital technology should be diverse with good and continuous online connections. This aligned with Paudel (2021) and Subedi et al. (2020), who disclosed that Internet signals were the greatest challenge to online instruction, which also agreed with Tanyarattanasrisakul et al. (2021). These researchers found that the process of distance learning was still not complete due to improper teaching methods, lesson content which did not meet learners' needs or match with their context, non-diverse and uninteresting activities, and no teacher-learner interaction. Furthermore, the learners could not adequately control themselves, with some restrictions and objections affecting to the distance learning on limitations and major obstacles of distance learning. The communication with learners' parents was also not yet clear. Learning through a small telephone screen and the communication between the teacher and learners was not effective enough to build up an appropriate understanding, which may have caused students in the current study to be happy with online instruction at a moderate level only.

The students were comfortable with the instructors at a high level. They found that the instructors had a good personality, were polite in speech and manners – which were suitable for online instruction – and were good models for students. In addition, they were always on time for class, allowed the students to inquire further and ask for advice outside the classroom online, took good care of all students, were friendly, cheerful and always in a good mood, humorous, and taught with a style that made learning fun. This aligns with Tantatanai's (2017) finding that the instructor was a salient factor affecting learners' happiness. The successful management of online instruction requires a proper lesson plan and good preparation, and the person who arranges the learning activities should willingly give learners advice and assistance. This is another way to motivate students in learning, as reported in Irawan et al.'s study (2020), which revealed that it was necessary to help learners to be mentally happy while learning online; for instance, by enabling good interactions between learners and instructors (Yusnilita, 2020). In addition, the teacher should encourage learners to participate in the instruction and motivate them in different ways (Alawmleh, Al-Twait, & Al-Saht, 2020).

However, students' happiness with the online instruction at Suan Dusit University was dependent not only on the media and digital technology used and the instructors but also on the learners themselves through the online-instruction management system. This included the development of positive attitudes towards the instructional management (Mathew & Chung, 2021), time-management skills, technological preparation and computer use (Paudel, 2021), as well as the self-regulation which strongly affected their motivation to learn online (Holzer et al., 2021).

9. Recommendations

9.1 Recommendations for Use of Research Findings

The findings regarding SDU students' happiness with online instruction can be applied to the promotion and development of online instruction to ensure online learners learn with happiness. However, this study focused on online instruction management for SDU students only. The application of the research findings needs to be considered in terms of the particular context of each university or educational institute because there might be differences in instructional management for students across institutions.

9.2 Recommendations for Further Study

In future studies, researchers should examine students' happiness in more than one university or educational institute with similar contexts, so as to compare and confirm the findings between or among universities or educational institutes. It would also be useful to compare students' happiness with online instruction in Thailand with universities or educational institutes abroad, both with similar or different contexts, to determine whether the students are similarly or differently happy and in what way. It would also be of value to assess and compare students' happiness with both online and onsite instructions, in order to apply the findings in both scenarios. In addition, the study of factors which affect students' learning with happiness may also help instructors prepare and arrange online instruction effectively and ensure learners are happy when they learn.

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