

# AU STUDENTS HAPPINESS

*ACADEMIC YEAR 2023*



**PROJECT ADVISOR:**  
**PREECHA METHAVASARAPHAK, PH.D.**

**PROJECT RESEARCHERS:**  
**SRISUDA BOONYIM**  
**SAKULRAT SAJIRAWATTANAKUL**

# **AU Students Happiness**

Academic Year 2023

## **Project Advisor:**

Preecha Methavasarakaphak, Ph.D.

## **Researchers:**

Srisuda Boonyim

Sakulrat Sajirawattanakul

Institute for Research and Academic Services

April 2024

## **Preface**

The Institute for Research and Academic Services (IRAS) has conducted a survey on the happiness of students from various dimensions, following the university's policy. The purpose of this research is to provide data to support the management and development of various university services related to student happiness throughout their time at the university. The researchers applied both quantitative and qualitative research methods to obtain comprehensive data in line with the research objectives.

IRAS would like to express gratitude to all AU members, including faculty members and staff from various departments, as well as the Assumption University Student Organization (AUSO), for their cooperation in collecting data effectively. Finally, IRAS would like to thank all respondents who provided valuable and useful information in the survey.

Srisuda Boonyim  
Sakulrat Sajirawattanakul

Institute for Research and Academic Services

## EXECUTIVE SUMMARY

The objectives of this research were to study the happiness level of Assumption University students. The research targeted groups and samples were the graduates of both undergraduate and graduate programs. The sample size was 2,226, with 2,194 being undergraduate students and 32 being master's students in the academic year 2023. An online survey was used to collect data. The statistics used for interpreting the results included frequencies, percentages, mean, and standard deviations.

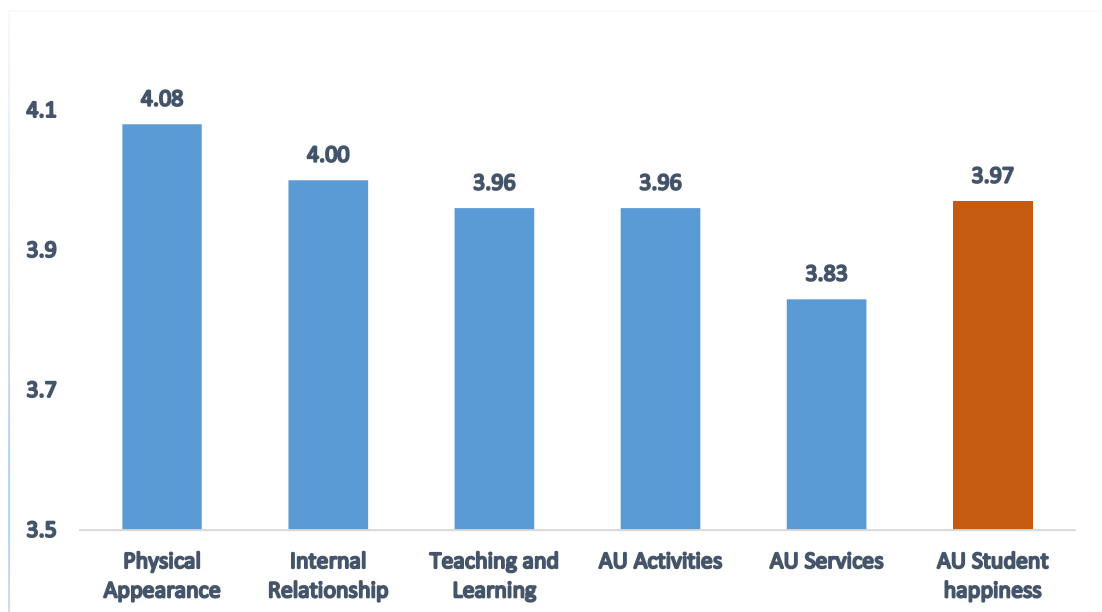
### Profile of the Respondents

Out of the total number of 2,226 respondents, the percentages of the undergraduate, and Master's students were 98.6%, and 1.4% respectively.

**The result findings were as follows:**

#### ➤ AU students happiness

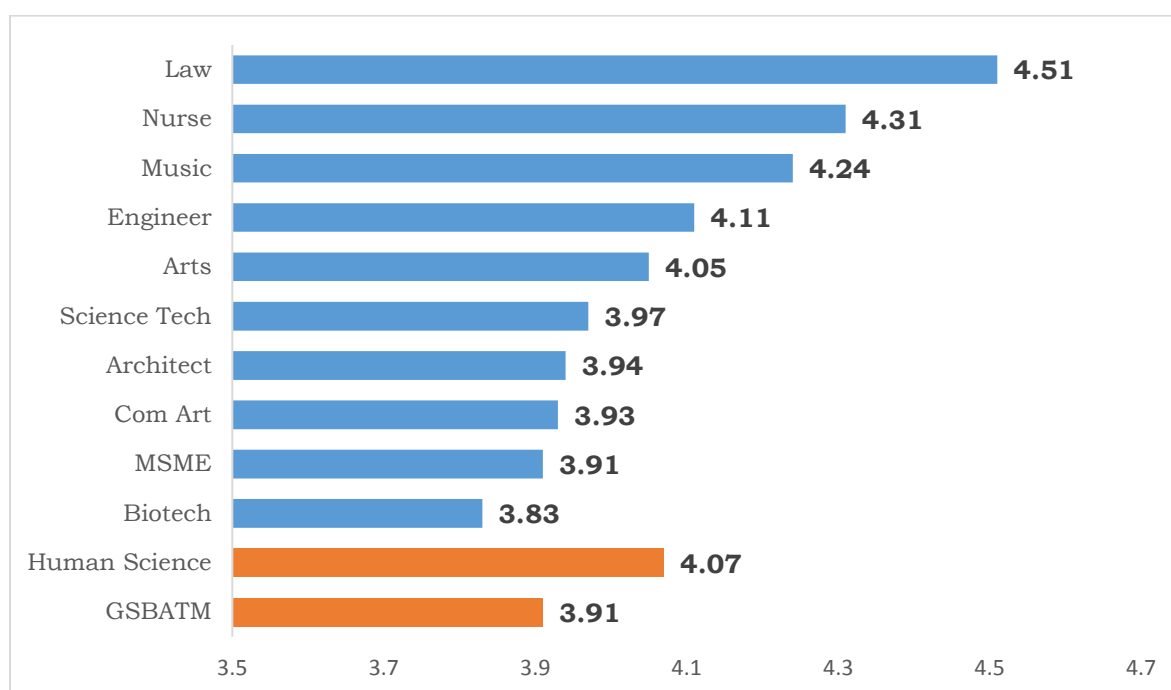
The overall happiness of Assumption University students is rated at 3.97, which is at the level of 'very happy' on a scale of 5. The aspect that brings students the most happiness is the physical environment, including beautiful buildings and the surrounding atmosphere of the university, with a happiness score of 4.08. Following closely is their relationships with friends, seniors, and lecturers, scoring 4.00. Thirdly, they find happiness in teaching and learning activities and various university activities, all with a happiness score of 3.96. The least contributing factor to student happiness is the service provided by university staff, with a happiness score of 3.83.



### ➤ **AU students happiness classified by school**

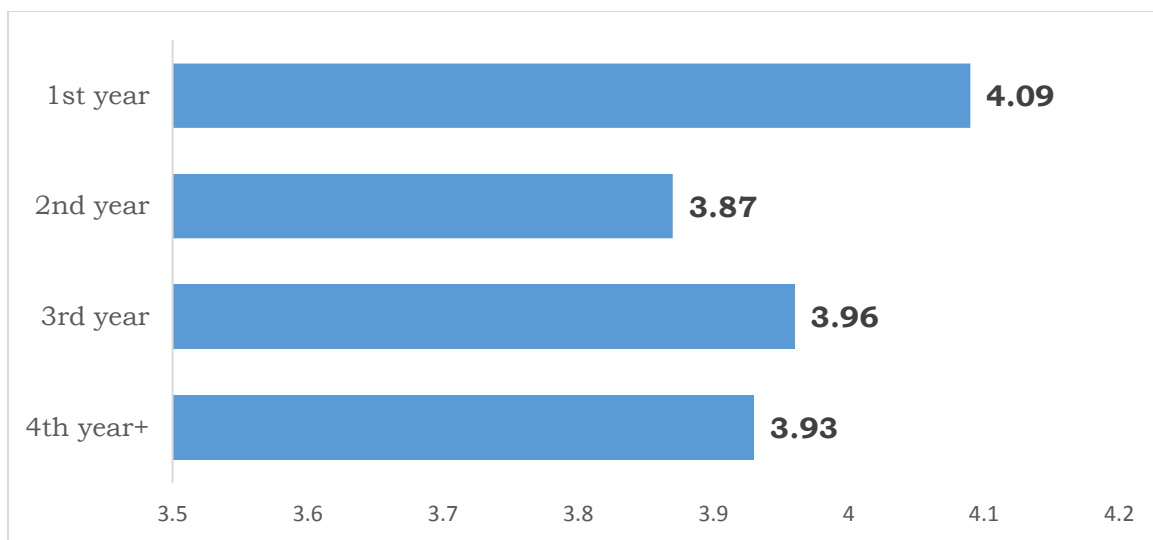
The School where students are happiest is the one located at the Hua Mak Campus, namely the Thomas Aquinas School of Law, with a happiness score of 4.51. Following closely is the Bernadette de Lourdes School of Nursing Science, with a happiness score of 4.31. In third is the Louis Nobiron School of Music, with a happiness score of 4.24. Conversely, the least happy students are also at the Hua Mak Campus, specifically in the Theophane Venard School of Biotechnology, with a happiness score of 3.83.

Additionally, master's students studying at the Graduate School of Human Sciences have a happiness score of 4.07, which is higher than students studying at the Graduate School of Business and Advanced Technology Management, who have a happiness score of 3.91.



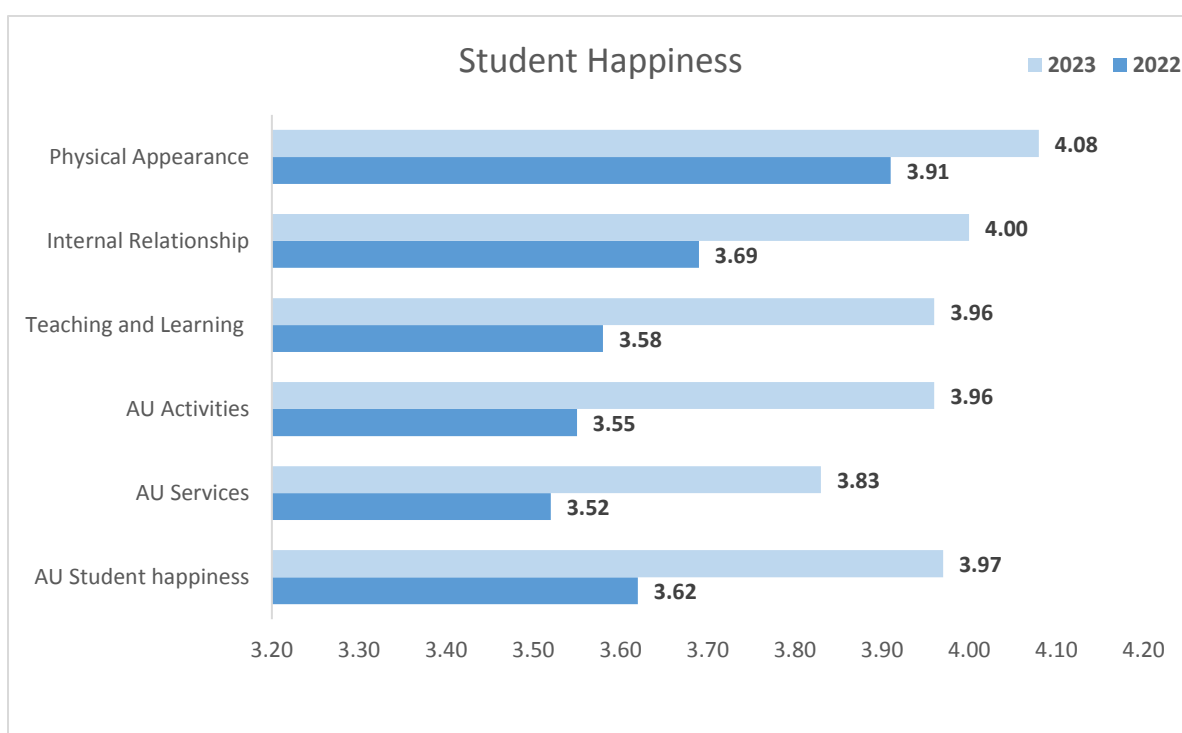
### ➤ **AU students happiness classified by class level**

The survey found that first-year students had a happiness score of 4.09, which was higher than students in other years. While, second-year students had the lowest happiness score, with a score of 3.87. Third and fourth-year students had closely similar happiness scores, at 3.96 and 3.93 respectively.



➤ **The comparison of AU students' happiness for the academic years 2022 and 2023**

When considering the happiness of students in the academic year 2022-2023, it was found that in the academic year 2023, students had a happiness score of 3.97, which is higher than the academic year 2022 where the happiness score was 3.62. When considering various aspects, it was found that in the academic year 2023, students were happier than in the academic year 2022 in all aspects, particularly regarding their happiness towards university-organized activities. The happiness score increased from 3.55 in the academic year 2022 to 3.96 in the academic year 2023.



## **Contents**

	<b>Page</b>
Executive Summary	I
Contents	IV
Table of Contents	V
Introduction	1
Objectives of the Research	1
Expected Outcomes	1
Population and Samples	1
Research Tools	1
Data Analysis	2
Study Results	2
Part 1: Profiles of the Respondents	2
Part 2: Happiness of Assumption University students	5
Part 3: Engagement of Assumption University students	15
Part 4: Happiness of students categorized by general information	19
Part 5: Engagement of students categorized by general information	23
Part 6: Qualitative data	27
Appendix	30
Research Tools	31

## Table of Contents

	<b>Page</b>
Table 1     Numbers and Percentages of the Respondents Based on General Data	4
Table 2     Numbers and Percentages of the Level of Happiness at AU	6
Table 3     Mean and Standard Deviation of Happiness Classified by Degree	6
Table 4     Mean and Standard Deviation of Happiness Classified by School	6
Table 5     Mean and Standard Deviation of Happiness Classified by School and Class Level	7
Table 6     Numbers, Percentages, Mean, and Standard Deviation of the Level of Happiness within Physical Appearance	10
Table 7     Numbers, Percentages, Mean, and Standard Deviation of the Level of Happiness within Internal Relationship	11
Table 8     Numbers, Percentages, Mean, and Standard Deviation of the Level of Happiness within Teaching and Learning	12
Table 9     Numbers, Percentages, Mean, and Standard Deviation of the Level of Happiness within AU Activities	13
Table 10    Numbers, Percentages, Mean, and Standard Deviation of the Level of Happiness within AU Services	14
Table 11    Numbers, Percentages, Mean, and Standard Deviation of Engagement	15
Table 12    Mean and Standard Deviation of Engagement Classified by Degree	16
Table 13    Mean and Standard Deviation of Engagement Classified by School	16
Table 14    Mean and Standard Deviation of Engagement Classified by School and class Level	17
Table 15    Compare the Level of Happiness Classified by General Data	20
Table 16    Compare the Level of Happiness Classified by gender	21
Table 17    Compare the Level of Happiness Classified by Nationality	21
Table 18    Compare the Level of Happiness Classified by class level	22
Table 19    Compare the Level of Happiness Classified by Residence	23
Table 20    Compare the Level of Engagement Classified by General Information	25
Table 21    Compare the Level of Engagement Classified by Gender	26
Table 22    Compare the Level of Engagement Classified by Nationality	26
Table 23    Compare the Level of Engagement Classified by Class Level	27



## **Introduction**

Assumption University emphasizes the importance of students in every dimension, especially in aspects related to the well-being of students. In this research, the study focuses on the happiness of students from five dimensions, including 1) Physical Appearance, 2) Internal Relationships, 3) Teaching and Learning, 4) AU Activities, and 5) AU Services.

The study results are utilized in formulating policies regarding the development of faculty, management of teaching, curriculum design, and various activities aimed at promoting students happiness for the maximum benefit of the university.

Currently, the Research and Academic Services Institute at Assumption University has successfully completed a research project and has prepared a research report for the faculty to be informed.

## **Objectives of the Research**

1. To study the happiness level of Assumption University students.
2. To compare the happiness levels of students Classified according to general information.

## **Expected Outcomes**

To utilize survey results to develop curriculum, services, and various activities to ensure students happiness within the University campus.

## **Population and Samples**

The target population of this project was students of Assumption University, both undergraduate and graduate levels, totaling 2,226 individuals. This comprises 2,194 undergraduate students and 32 graduate students.

## **Research Tools**

Research on “AU students happiness, academic year 2023” aimed to study the happiness level of Assumption University students. Tools used in this research were classified into quantitative research tools and qualitative research tools (semi-structured interview), which had a structured set of questions. Details were as follows:

1. General information of the respondents.
2. The happiness of students, categorized by dimensions, is as follows.
  - 2.1 Physical Appearance (elegance, environment, Relaxation areas, landscape)
  - 2.2 Internal Relationship (friends, seniors, and teachers)
  - 2.3 Teaching and Learning (teaching, content, curriculum, learning atmosphere)
  - 2.4 AU Activities (club and )
  - 2.5 AU Services

2.6 Students engagement with the university (Prouding, Participate, Interested with all related AU news, Engagement with the AU)

## **Data Analysis**

The data analysis is divided into 2 parts:

Quantitative Data Analysis: Utilizes statistical inference including frequency, percentage, mean, and standard deviation.

Qualitative Data Analysis: Utilizes content analysis for interpretation, followed by presenting findings through qualitative analysis.

## **Study Results**

The study results on student happiness for academic year 2023 can be categorized into six parts, namely:

Part 1 Profiles of the Respondents

Part 2 Happiness of Assumption University Students

Part 3 Engagement of Assumption University Students

Part 4 Happiness of students categorized by general information

Part 5 Engagement of students categorized by general information

Part 6 Qualitative data

## **Part 1: Profiles of the Respondents**

### **1.1 Genders**

The demographic profile of 2,226 respondents were collected and analyzed as shown in Table 1. The majority of samples were female (65.7%) while the rest were male (34.3%).

### **1.2 Nationalities**

The demographic profile of 2,226 respondents based on Nationalities were collected and analyzed as shown in Table 1. The majority of samples were Thais (53.1%), while the rest were Non-Thais (46.9%).

### **1.3 Faculties**

The demographic profile of 2,226 respondents based on faculties were collected and analyzed as shown in Table 1. The majority of samples were from Martin de Tours School of Management and Economics (53.2%), while the rest were from Vincent Mary School of Science and Technology (12.6%), Theodore Maria School of Arts (11.4%), Montfort del Rosario School of Architecture and Design (8.0%), Albert Laurence School of Communication Arts (5.3%), Vincent Mary School of Engineering (3.0%), Thomas Aquinas School of Law (2.0%), Louis Nobiron School of Music (1.4%), Bernadette de Lourdes School of Nursing Science (0.9%), Theophane Venard School of Biotechnology (0.8%), Graduate School of Business and Advanced Technology Management (0.8%) and Graduate School of Human Sciences (0.6%) .

#### **1.4 Years of Studies**

The demographic profile of 2,194 respondents based on years of undergraduate were collected and analyzed as shown in Table 1. The percentages of the first, second, third, fourth-year or higher respondents were 29.0%, 30.0%, 18.5% and 22.5% respectively.

#### **1.5 GPA**

The demographic profile of 2,194 respondents based on years of undergraduate were collected and analyzed as shown in Table 1. The grade point average (GPA) below 2.00 (2.6%), GPA between 2.01 and 2.49 (7.4%), GPA between 2.50 and 2.99 (21.1%), GPA between 3.00 and 3.49 (37.3%) and GPA between 3.50 and 4.00 (31.6%) respectively.

**Table 1: Numbers and Percentages of the Respondents Based on General Data**

Profile	Bachelor's Degree		Master's Degree		Total	
	n	%	n	%	n	%
Gender						
Male	755	34.4	9	28.1	764	34.3
Female	1,439	65.6	23	71.9	1,462	65.7
<b>Total</b>	<b>2,194</b>	<b>100.0</b>	<b>32</b>	<b>100.0</b>	<b>2,226</b>	<b>100.0</b>
Nationality						
Thai	1,170	53	13.0	41	1,183	53.1
Non-Thai	1,024	47	19.0	59	1,043	46.9
<b>Total</b>	<b>2,194</b>	<b>100.0</b>	<b>32</b>	<b>100.0</b>	<b>2,226</b>	<b>100.0</b>
Class Level						
1 <sup>st</sup> year	636	29.0	-	-	636	29.0
2 <sup>nd</sup> year	658	30.0	-	-	658	30.0
3 <sup>rd</sup> year	406	18.5	-	-	406	18.5
4 <sup>th</sup> year	414	18.9	-	-	414	18.9
<b>5<sup>th</sup> year+</b>	<b>80</b>	<b>3.6</b>	<b>-</b>	<b>-</b>	<b>80</b>	<b>3.6</b>
Total	2,194	100.0	-	-	2,194	100.0
Cumulative GPA						
<2.00	56	2.6	-	-	56	2.6
2.01-2.49	162	7.4	-	-	162	7.4
2.50-2.99	463	21.1	-	-	463	21.1
3.00-3.49	819	37.3	-	-	819	37.3
3.50-4.00	694	31.6	-	-	694	31.6
<b>Total</b>	<b>2,194</b>	<b>100.0</b>	<b>-</b>	<b>-</b>	<b>2,194</b>	<b>100.0</b>
Scholarship						
Scholarship Student	837	38.1	-	-	837	38.1
Non-Scholarship Student	1,357	61.9	-	-	1,357	61.9
<b>Total</b>	<b>2,194</b>	<b>100.0</b>	<b>-</b>	<b>-</b>	<b>2,194</b>	<b>100.0</b>
Residence						
Parents' Home	449	20.5	-	-	449	20.5
Relatives' Home	78	3.6	-	-	78	3.6
University's Dormitory	408	18.6	-	-	408	18.6
Off-Campus Condominium/ Apartment/ Hotel	1,259	57.4	-	-	1,259	57.4
<b>Total</b>	<b>2,194</b>	<b>100.0</b>	<b>-</b>	<b>-</b>	<b>2,194</b>	<b>100.0</b>

**Table 1: Numbers and Percentages of the Respondents Based on General Data (Cont.)**

School	Bachelor's Degree		Master's Degree		Total	
	n	%	n	%	n	%
Martin de Tours School of Management and Economics	1,183	53.9	-	-	1,183	53.2
Vincent Mary School of Science and Technology	280	12.8	-	-	280	12.6
Theodore Maria School of Arts	254	11.6	-	-	254	11.4
Montfort del Rosario School of Architecture and Design	178	8.1	-	-	178	8.0
Albert Laurence School of Communication Arts	119	5.4	-	-	119	5.3
Vincent Mary School of Engineering	66	3.0	-	-	66	3.0
Thomas Aquinas School of Law	44	2.0	-	-	44	2.0
Louis Nobiron School of Music	32	1.5	-	-	32	1.4
Bernadette de Lourdes School of Nursing Science	21	1.0	-	-	21	0.9
Theophane Venard School of Biotechnology	17	0.8	-	-	17	0.8
Graduate School of Business and Advanced Technology Management	-	-	18	56.2	18	0.8
Graduate School of Human Sciences	-	-	14	43.8	14	0.6
<b>Total</b>	<b>2,194</b>	<b>100.0</b>	<b>32</b>	<b>100.0</b>	<b>2,226</b>	<b>100.0</b>

## Part 2 Happiness of Assumption University students

### 1.1 Students Happiness

The overall average score for students' happiness is 3.97, indicating a high level of happiness. The happiness scores for each aspect ranged from 3.83 to 4.08, which the top score of 4.08 belong to the item "Physical Appearance" whereas the lowest score of 3.83 belongs to the item "AU Services". The graduate students are happier than the undergraduate students. All the details are given in the Table 2-3.

The school where students are happiest is the one located at the Hua Mak Campus, namely the Thomas Aquinas School of Law, with a happiness score of 4.51. Following closely is the Bernadette de Lourdes School of Nursing Science, with a happiness score of 4.31. In third is the Louis Nobiron School of Music, with a happiness score of 4.24. Conversely, the least happy students are also at the Hua Mak Campus, specifically in the Theophane Venard School of Biotechnology, with a happiness score of 3.83.

Master's degree students studying at the Graduate School of Human Sciences have a happiness score of 4.07, which is higher than that of students

studying at the Graduate School of Business and Advanced Technology Management, who have a happiness score of 3.91, as detailed in Table 4.

**Table 2: Numbers and Percentages of the Level of Happiness at AU**

Issue	Level of Happy										Total		$\bar{x}$	SD	Interpret	
	Very happy		Happy		Neither happy nor unhappy		Unhappy		Very Unhappy							
	n	%	n	%	n	%	n	%	n	%	n	%				
Physical Appearance	672	30.2	1,190	53.5	301	13.5	36	1.6	27	1.2	2,226	100.0	4.08	0.73	Happy	
Internal Relationship	514	23.1	1,326	59.6	313	14.1	49	2.2	24	1.1	2,226	100.0	4.00	0.71	Happy	
Teaching and Learning	503	22.6	1,250	56.2	394	17.7	53	2.4	26	1.2	2,226	100.0	3.96	0.74	Happy	
AU Activities	513	23.0	1,234	55.4	394	17.7	45	2.0	40	1.8	2,226	100.0	3.96	0.76	Happy	
AU Services	419	18.8	1,184	53.2	500	22.5	88	4.0	35	1.6	2,226	100.0	3.83	0.79	Happy	
Total														3.97	0.65	Happy

**Table 3: Mean and standard deviation of happiness classified by Degree**

Issue	Bachelor's Degree		Master's Degree		Total	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Physical Appearance	4.08	0.73	4.08	0.56	4.08	0.73
Internal Relationship	4.00	0.71	4.16	0.72	4.00	0.71
Teaching and Learning	3.95	0.74	4.19	0.50	3.96	0.74
AU Activities	3.96	0.76	3.78	0.84	3.96	0.76
AU Services	3.83	0.79	3.71	0.77	3.83	0.79
<b>Total</b>	<b>3.97</b>	<b>0.65</b>	<b>3.98</b>	<b>0.54</b>	<b>3.97</b>	<b>0.65</b>

**Table 4: Mean and standard deviation of happiness classified by school**

NO	School	Mean	SD
1	Thomas Aquinas School of Law	4.51	0.44
2	Bernadette de Lourdes School of Nursing Science	4.31	0.54
3	Louis Nobiron School of Music	4.24	0.37
4	Vincent Mary School of Engineering	4.11	0.55
5	Theodore Maria School of Arts	4.05	0.642
6	Vincent Mary School of Science and Technology	3.97	0.54
7	Montfort del Rosario School of Architecture and Design	3.94	0.57
8	Albert Laurence School of Communication Arts	3.93	0.62
9	Martin de Tours School of Management and Economics	3.91	0.70
10	Theophane Venard School of Biotechnology	3.83	0.61
11	Graduate School of Human Sciences	4.07	0.42
12	Graduate School of Business and Advanced Technology Management	3.91	0.61
	<b>Total</b>	<b>3.97</b>	<b>0.65</b>

**Table 5: Mean and standard deviation of happiness classified by school and class level**

Issues	MSME		AR		NU		ST		EN		CA	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>Physical Appearance</b>	<b>4.02</b>	<b>0.78</b>	<b>4.14</b>	<b>0.66</b>	<b>4.44</b>	<b>0.55</b>	<b>4.25</b>	<b>0.64</b>	<b>4.25</b>	<b>0.55</b>	<b>4.02</b>	<b>0.71</b>
○ 1 <sup>st</sup> year	4.21	0.60	4.55	0.43	4.47	0.35	4.33	0.60	4.23	0.54	4.28	0.61
○ 2 <sup>nd</sup> year	3.93	0.86	3.97	0.72	4.20	0.74	3.97	0.67	4.33	0.63	4.01	0.65
○ 3 <sup>rd</sup> year	3.90	0.82	4.18	0.68	4.40	0.71	4.04	0.88	4.12	0.40	3.77	0.81
○ 4 <sup>th</sup> year+	4.04	0.76	4.00	0.64	4.72	0.33	4.04	0.71	4.28	0.54	4.03	0.69
<b>Internal Relationship</b>	<b>3.96</b>	<b>0.75</b>	<b>4.15</b>	<b>0.67</b>	<b>4.22</b>	<b>0.65</b>	<b>3.89</b>	<b>0.61</b>	<b>4.10</b>	<b>0.68</b>	<b>3.96</b>	<b>0.68</b>
○ 1 <sup>st</sup> year	4.09	0.65	4.49	0.57	4.23	0.43	3.91	0.60	4.03	0.76	4.01	0.65
○ 2 <sup>nd</sup> year	3.86	0.86	4.03	0.73	3.77	0.83	3.77	0.58	4.10	0.68	3.95	0.68
○ 3 <sup>rd</sup> year	3.95	0.70	4.18	0.66	4.20	0.54	3.76	0.90	4.17	0.38	3.86	0.68
○ 4 <sup>th</sup> year+	3.99	0.69	4.01	0.64	4.76	0.33	4.14	0.69	4.20	0.84	4.03	0.76
<b>Teaching and Learning Pedagogy</b>	<b>3.90</b>	<b>0.78</b>	<b>4.05</b>	<b>0.70</b>	<b>4.28</b>	<b>0.67</b>	<b>3.94</b>	<b>0.67</b>	<b>4.06</b>	<b>0.66</b>	<b>3.94</b>	<b>0.72</b>
○ 1 <sup>st</sup> year	4.08	0.64	4.47	0.56	4.53	0.35	3.98	0.68	3.99	0.64	4.12	0.68
○ 2 <sup>nd</sup> year	3.80	0.86	3.91	0.79	3.77	0.91	3.80	0.59	4.16	0.66	3.79	0.86
○ 3 <sup>rd</sup> year	3.84	0.75	4.03	0.70	4.25	0.70	3.60	0.51	4.03	0.64	3.89	0.64
○ 4 <sup>th</sup> year+	3.91	0.76	3.90	0.65	4.60	0.32	3.98	0.82	4.02	0.79	3.98	0.60
<b>Activities Provided</b>	<b>3.92</b>	<b>0.80</b>	<b>4.03</b>	<b>0.76</b>	<b>4.30</b>	<b>0.69</b>	<b>3.95</b>	<b>0.63</b>	<b>4.12</b>	<b>0.69</b>	<b>3.90</b>	<b>0.77</b>
○ 1 <sup>st</sup> year	4.08	0.71	4.55	0.57	4.47	0.39	3.99	0.64	4.10	0.84	4.10	0.83
○ 2 <sup>nd</sup> year	3.81	0.91	3.87	0.78	3.90	1.00	3.74	0.58	4.15	0.64	3.87	0.81
○ 3 <sup>rd</sup> year	3.93	0.71	3.96	0.77	4.20	0.67	3.91	0.39	4.17	0.25	3.86	0.63
○ 4 <sup>th</sup> year+	3.92	0.76	3.87	0.72	4.64	0.38	4.08	0.71	4.08	0.85	3.73	0.78
<b>Service Delivered</b>	<b>3.77</b>	<b>0.83</b>	<b>3.89</b>	<b>0.75</b>	<b>4.30</b>	<b>0.54</b>	<b>3.83</b>	<b>0.67</b>	<b>4.03</b>	<b>0.68</b>	<b>3.80</b>	<b>0.79</b>
○ 1 <sup>st</sup> year	3.96	0.75	4.11	0.58	4.43	0.32	3.86	0.67	4.10	0.73	4.09	0.76
○ 2 <sup>nd</sup> year	3.69	0.90	3.84	0.79	3.93	0.67	3.68	0.67	4.05	0.64	3.58	0.90
○ 3 <sup>rd</sup> year	3.76	0.81	3.87	0.81	4.35	0.68	3.84	0.47	4.03	0.63	3.81	0.67
○ 4 <sup>th</sup> year+	3.71	0.80	3.81	0.77	4.56	0.33	3.92	0.88	3.84	0.75	3.75	0.73
<b>Student happiness</b>	<b>3.91</b>	<b>0.70</b>	<b>4.05</b>	<b>0.62</b>	<b>4.31</b>	<b>0.54</b>	<b>3.97</b>	<b>0.54</b>	<b>4.11</b>	<b>0.55</b>	<b>3.92</b>	<b>0.62</b>
○ 1 <sup>st</sup> year	4.08	0.59	4.43	0.46	4.43	0.28	4.01	0.52	4.09	0.57	4.12	0.60
○ 2 <sup>nd</sup> year	3.82	0.82	3.92	0.65	3.91	0.74	3.79	0.54	4.16	0.55	3.84	0.65
○ 3 <sup>rd</sup> year	3.88	0.65	4.04	0.65	4.28	0.60	3.83	0.54	4.10	0.43	3.84	0.62
○ 4 <sup>th</sup> year+	3.92	0.63	3.92	0.58	4.66	0.11	4.03	0.72	4.08	0.71	3.90	0.59

**Table 5: Mean and standard deviation of happiness classified by school and class level (Cont.)**

Issues	Law		BT		ARC		MU		GSBATM		HS	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>Physical Appearance</b>	<b>4.50</b>	<b>0.52</b>	<b>3.85</b>	<b>0.59</b>	<b>4.04</b>	<b>0.68</b>	<b>4.14</b>	<b>0.57</b>	<b>4.09</b>	<b>0.60</b>	<b>4.06</b>	<b>0.52</b>
○ 1 <sup>st</sup> year	4.40	0.53	4.00	0.00	4.15	0.51	4.20	0.55	-	-	-	-
○ 2 <sup>nd</sup> year	4.70	0.14	3.90	0.66	4.16	0.62	4.43	0.51	-	-	-	-
○ 3 <sup>rd</sup> year	4.52	0.52	4.05	0.19	3.78	0.91	3.90	0.63	-	-	-	-
○ 4 <sup>th</sup> year+	4.40	0.66	3.60	0.85	3.87	0.69	4.20	0.40	-	-	-	-
<b>Internal Relationship</b>	<b>4.57</b>	<b>0.53</b>	<b>4.06</b>	<b>0.62</b>	<b>3.96</b>	<b>0.65</b>	<b>4.29</b>	<b>0.45</b>	<b>4.10</b>	<b>0.88</b>	<b>4.23</b>	<b>0.44</b>
○ 1 <sup>st</sup> year	4.53	0.50	3.87	0.23	4.05	0.44	4.30	0.60	-	-	-	-
○ 2 <sup>nd</sup> year	4.50	0.42	4.15	0.87	4.04	0.62	4.40	0.49	-	-	-	-
○ 3 <sup>rd</sup> year	4.60	0.55	4.05	0.47	3.65	0.82	4.28	0.36	-	-	-	-
○ 4 <sup>th</sup> year+	4.47	0.53	4.10	0.77	3.90	0.65	4.12	0.39	-	-	-	-
<b>Teaching and Learning Pedagogy</b>	<b>4.58</b>	<b>0.78</b>	<b>3.89</b>	<b>0.61</b>	<b>3.95</b>	<b>0.68</b>	<b>4.28</b>	<b>0.45</b>	<b>4.20</b>	<b>0.57</b>	<b>4.17</b>	<b>0.41</b>
○ 1 <sup>st</sup> year	4.60	0.40	3.80	0.35	4.02	0.55	4.18	0.38	-	-	-	-
○ 2 <sup>nd</sup> year	4.70	0.14	3.70	0.87	4.05	0.71	4.37	0.52	-	-	-	-
○ 3 <sup>rd</sup> year	4.61	0.49	4.20	0.49	3.77	0.79	4.38	0.35	-	-	-	-
○ 4 <sup>th</sup> year+	4.33	0.52	3.87	0.65	3.82	0.60	4.04	0.67	-	-	-	-
<b>Activities Provided</b>	<b>4.31</b>	<b>0.55</b>	<b>3.67</b>	<b>1.00</b>	<b>3.95</b>	<b>0.68</b>	<b>4.23</b>	<b>0.37</b>	<b>3.74</b>	<b>0.99</b>	<b>3.83</b>	<b>0.61</b>
○ 1 <sup>st</sup> year	4.67	0.31	4.00	0.00	3.91	0.62	4.25	0.50	-	-	-	-
○ 2 <sup>nd</sup> year	4.80	0.28	3.45	1.22	4.02	0.64	4.34	0.36	-	-	-	-
○ 3 <sup>rd</sup> year	4.22	0.54	4.10	0.66	3.87	0.92	4.22	0.35	-	-	-	-
○ 4 <sup>th</sup> year+	4.47	0.64	3.37	1.30	3.86	0.64	4.04	0.22	-	-	-	-
<b>Service Delivered</b>	<b>4.60</b>	<b>0.48</b>	<b>3.69</b>	<b>0.88</b>	<b>3.81</b>	<b>0.78</b>	<b>4.29</b>	<b>0.41</b>	<b>3.42</b>	<b>0.76</b>	<b>4.09</b>	<b>0.61</b>
○ 1 <sup>st</sup> year	4.60	0.35	3.33	1.15	3.78	0.58	4.20	0.51	-	-	-	-
○ 2 <sup>nd</sup> year	4.50	0.42	4.10	0.35	3.89	0.73	4.40	0.55	-	-	-	-
○ 3 <sup>rd</sup> year	4.64	0.49	4.10	0.38	3.57	1.08	4.28	0.31	-	-	-	-
○ 4 <sup>th</sup> year+	4.40	0.54	3.33	1.13	3.79	0.78	4.32	0.27	-	-	-	-
<b>Student happiness</b>	<b>4.51</b>	<b>0.44</b>	<b>3.83</b>	<b>0.61</b>	<b>3.94</b>	<b>0.57</b>	<b>4.24</b>	<b>0.37</b>	<b>3.91</b>	<b>0.61</b>	<b>4.08</b>	<b>0.42</b>
○ 1 <sup>st</sup> year	4.56	0.39	3.80	0.28	3.98	0.42	4.23	0.44	-	-	-	-
○ 2 <sup>nd</sup> year	4.64	0.06	3.86	0.64	4.03	0.56	4.39	0.45	-	-	-	-
○ 3 <sup>rd</sup> year	4.52	0.46	4.10	0.44	3.73	0.76	4.21	0.32	-	-	-	-
○ 4 <sup>th</sup> year+	4.41	0.50	3.65	0.84	3.85	0.56	4.14	0.31	-	-	-	-



## **1.2 Students Happiness classified by issues**

In terms of Physical Appearance, what brings the most happiness to students is a Green University with a score of 4.13 points. Following closely is the elegance of the university with a score of 4.12 points. The least happiness comes from the relaxation areas within the university with a score of 3.99.

In terms of Internal Relationships, what brings the most happiness to students is the relationship with friends, scoring 4.05 points. Following closely is receiving assistance, support, generosity, and compassion from friends, which scored 4.04 points. The happiness derived from the relationship between friends, juniors, and seniors scored 4.01 points. The least happiness comes from the lecturers who are caring, considerate, and friendly with the students, scoring 3.97 points.

In the Teaching and Learning aspect, the happiness of students is relatively close, ranging between 3.94 to 3.98 points. The most students' happiness is the learning atmosphere being warm, friendly, and supportive, scoring 3.98 points. Following closely is promoting the development of analytical thinking skills in learners, which scored 3.97 points. The least happiness comes from the curriculum and course content, scoring 3.94 points.

In the Activities aspect, what brings the most students' happiness is good relationships from participating in activities, scoring 4.00 points. Following closely are the variety of activities and activities that are beneficial to life, both scoring 3.96 points. While, the interestingness of the activity brings the least happiness to students, scoring 3.91 points.

In the Services aspect, it brings the least students' happiness compared to other aspects. The most students' happiness in this aspect is Tangible services quality (Physical environment, Equipment and appearance of personnel, etc.) scoring 3.85 points. Following closely are Responsible service quality (Prompt services, willingness to help, etc.) and Assurance service quality (Consistency of services provided, staff knowledge & skilled, etc.) both scoring 3.84 points. While, Empathy service quality (Understanding the specific needs of students, staff care, etc.) brings the least happiness to students, scoring 3.80 points. All the details are given in the Table 6-10.

**Table 6: Numbers, percentages, mean, and standard deviation of the level of happiness within physical appearance.**

Issue	Level of Happy										Total		Mean	SD	Interpret	
	Very happy		Happy		Neither happy nor unhappy		Unhappy		Very Unhappy							
	n	%	n	%	n	%	n	%	n	%	n	%				
1. The elegance of the university	724	32.5	1,146	51.5	296	13.3	24	1.1	36	1.6	2,226	100.0	4.12	0.80	Happy	
2. The environment of the University is suitable for learning.	693	31.1	1,123	50.4	332	14.9	42	1.9	36	1.6	2,226	100.0	4.08	0.82	Happy	
3. Relaxation areas within the university.	662	29.7	1,046	47.0	396	17.8	82	3.7	40	1.8	2,226	100.0	3.99	0.89	Happy	
4. University landscape	761	34.2	1,054	47.3	313	14.1	64	2.9	34	1.5	2,226	100.0	4.10	0.85	Happy	
5. Green University	831	37.3	986	44.3	319	14.3	48	2.2	42	1.9	2,226	100.0	4.13	0.87	Happy	
Total														4.08	0.73	Happy

**Table 7: Numbers, percentages, mean, and standard deviation of the level of happiness  
Within Internal Relationship**

Issue	Level of Happy										Total		Mean	SD	Interpret
	Very happy		Happy		Neither happy nor unhappy		Unhappy		Very Unhappy						
	n	%	n	%	n	%	n	%	n	%	n	%			
1. Relationship between Friends, Junior and Seniors	601	27.0	1,178	52.9	365	16.4	38	1.7	44	2.0	2,226	100.0	4.01	0.82	Happy
2. Receiving assistance, support, generosity, and compassion from friends.	644	28.9	1,154	51.8	337	15.1	57	2.6	34	1.5	2,226	100.0	4.04	0.82	Happy
3. Mutual encouragement among friends.	629	28.3	1,190	53.5	322	14.5	50	2.2	35	1.6	2,226	100.0	4.05	0.81	Happy
4. Lecturers are caring, considerate, and friendly with the students.	572	25.7	1,144	51.4	424	19.0	47	2.1	39	1.8	2,226	100.0	3.97	0.83	Happy
5. Lecturers have time to provide advice on both academic and personal matters.	559	25.1	1,111	49.9	435	19.5	73	3.3	48	2.2	2,226	100.0	3.93	0.88	Happy
Total													4.00	0.71	Happy

**Table 8: Numbers, percentages, mean, and standard deviation of the level of happiness within Teaching and Learning**

Issue	Level of Happy										Total		Mean	SD	Inter pret
	Very happy		Happy		Neither happy nor unhappy		Unhappy		Very Unhappy						
	n	%	n	%	n	%	n	%	n	%	n	%			
1. Curriculum and course content.	534	24.0	1,165	52.3	426	19.1	58	2.6	43	1.9	2,226	100.0	3.94	0.84	Happy
2. Lecturers' teaching quality.	527	23.7	1,187	53.3	421	18.9	54	2.4	37	1.7	2,226	100.0	3.95	0.82	Happy
3. Promoting the development of analytical thinking skills in learners.	543	24.4	1,192	53.5	402	18.1	52	2.3	37	1.7	2,226	100.0	3.97	0.82	Happy
4. Respecting students and understanding students' differences.	583	26.2	1,121	50.4	414	18.6	64	2.9	44	2.0	2,226	100.0	3.96	0.86	Happy
5. The learning atmosphere is warm, friendly, and supportive.	598	26.9	1,123	50.4	403	18.1	62	2.8	40	1.8	2,226	100.0	3.98	0.85	Happy
Total													3.96	0.74	Happy

**Table 9: Numbers, percentages, mean, and standard deviation of the level of happiness within AU Activities**

Issue	Level of Happy										Total		Mean	SD	Interpret
	Very happy		Happy		Neither happy nor unhappy		Unhappy		Very Unhappy						
	n	%	n	%	n	%	n	%	n	%	n	%			
1. Variety of activities.	560	25.2	1,142	51.3	432	19.4	48	2.2	44	2.0	2,226	100.0	3.96	0.84	Happy
2. The interestingness of the activity.	538	24.2	1,098	49.3	484	21.7	60	2.7	46	2.1	2,226	100.0	3.91	0.86	Happy
3. Happiness gained from participating in activities.	555	24.9	1,149	51.6	425	19.1	53	2.4	44	2.0	2,226	100.0	3.95	0.84	Happy
4. Good relationships from participating in activities.	605	27.2	1,154	51.8	377	16.9	48	2.2	42	1.9	2,226	100.0	4.00	0.84	Happy
5. Activities are beneficial to life.	574	25.8	1,136	51.0	424	19.0	47	2.1	45	2.0	2,226	100.0	3.96	0.84	Happy
Total													3.96	0.76	Happy

**Table 10: Numbers, percentages, mean, and standard deviation of the level of happiness within AU Services**

Issue	Level of Happy										Total		Mean	SD	Interpret
	Very happy		Happy		Neither happy nor unhappy		Unhappy		Very Unhappy						
	n	%	n	%	n	%	n	%	n	%	n	%			
1. Tangible services quality (Physical environment, Equipment and appearance of personnel etc.)	464	20.8	1,130	50.8	513	23.0	74	3.3	45	2.0	2,226	100.0	3.85	0.86	Happy
2. Reliable service quality (services correctly, fulfill the services etc.)	441	19.8	1,137	51.1	510	22.9	92	4.1	46	2.1	2,226	100.0	3.82	0.86	Happy
3. Responsible service quality (Prompt services, willingness to help etc.)	494	22.2	1,073	48.2	516	23.2	98	4.4	45	2.0	2,226	100.0	3.84	0.89	Happy
4. Assurance service quality (Consistency of services provided, staff knowledge & skilled etc.)	456	20.5	1,144	51.4	478	21.5	101	4.5	47	2.1	2,226	100.0	3.84	0.87	Happy
5. Empathy service quality (Understanding the specific needs of students, staff care etc.)	482	21.7	1,040	46.7	551	24.8	93	4.2	60	2.7	2,226	100.0	3.80	0.91	Happy
Total													3.83	0.79	Happy

### Part 3 Engagement of Assumption University students

The level of students engagement towards Assumption University was found to be in the range of 3.86-4.06 out of 5 points, indicating a high level of engagement. When considering specific aspects, it was observed that the feeling of pride in being an AU students received the highest score compared to other categories, with an average score of 4.06 points. Following this was the desire to contribute to the development and reputation of the university (4.02 points) and the sense of loyalty towards the institution (3.93 points), respectively. The least addressed issue was the interest in following news related to the university (3.86 points).

When considering the breakdown by School, it is found that School at the Huamak campus are more engaged than others. The Thomas Aquinas School of Law and the Bernadette de Lourdes School of Nursing Science have engagement scores of 4.39 and 4.17 points, respectively. The third-ranked faculty in engagement is the Louis Nobiron School of Music, with an engagement score of 4.03 points. However, the faculty with the least engagement is Theophane Venard School of Biotechnology, with an engagement score of 3.67 points.

**Table 11: Numbers, percentages, mean, and standard deviation of engagement**

Issue	Level of Engagement										Total		Mean	SD	Interpret
	Very high		high		Neutral		Low		Very low						
	n	%	n	%	n	%	n	%	n	%	n	%			
1. Proud to be AU students.	694	31.2	1,078	48.4	389	17.5	30	1.3	35	1.6	2,226	100.0	4.06	0.82	High
2. Participation builds reputation for the University.	627	28.2	1,108	49.8	427	19.2	33	1.5	31	1.4	2,226	100.0	4.02	0.81	High
3. Participating in university activities.	561	25.2	1,020	45.8	543	24.4	62	2.8	40	1.8	2,226	100.0	3.90	0.87	High
4. Interested with all related AU news.	521	23.4	1,025	46.0	576	25.9	64	2.9	40	1.8	2,226	100.0	3.86	0.87	High
5. Engagement with the AU.	603	27.1	1,009	45.3	518	23.3	56	2.5	40	1.8	2,226	100.0	3.93	0.87	High
Total													3.96	0.75	High

**Table 12: Mean and standard deviation of engagement classified by degree**

Issue	Bachelor's Degree		Master's Degree		Total	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
1. Proud to be AU students.	4.06	0.82	4.16	0.81	4.06	0.82
2. Participation builds reputation for the University.	4.02	0.81	4.19	0.69	4.02	0.81
3. Participating in university activities.	3.90	0.87	3.94	1.16	3.90	0.87
4. Interested with all related AU news.	3.86	0.87	4.03	0.59	3.86	0.87
5. Engagement with the AU.	3.94	0.87	3.84	0.95	3.93	0.87
<b>Total</b>	<b>3.95</b>	<b>0.75</b>	<b>4.03</b>	<b>0.69</b>	<b>3.96</b>	<b>0.75</b>

**Table 13: Mean and standard deviation of engagement classified by school**

NO	School	Mean	SD
1	Thomas Aquinas School of Law	4.39	0.47
2	Bernadette de Lourdes School of Nursing Science	4.17	0.76
3	Vincent Mary School of Engineering	4.07	0.59
4	Vincent Mary School of Science and Technology	4.05	0.60
5	Louis Nobiron School of Music	4.03	0.61
6	Theodore Maria School of Arts	4.03	0.73
7	Montfort del Rosario School of Architecture and Design	3.98	0.71
8	Martin de Tours School of Management and Economics	3.90	0.80
9	Albert Laurence School of Communication Arts	3.83	0.83
10	Theophane Venard School of Biotechnology	3.67	0.63
11	Graduate School of Human Sciences	4.06	0.56
12	Graduate School of Business and Advanced Technology Management	4.01	0.79
	<b>Total</b>	<b>3.96</b>	<b>0.75</b>



**Table 14: Mean and standard deviation of engagement classified by school and class level**

Issue	MSME		AR		NU		ST		EN		CA	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>1. Proud to be AU students.</b>	<b>4.01</b>	<b>0.87</b>	<b>4.15</b>	<b>0.81</b>	<b>4.43</b>	<b>0.81</b>	<b>4.20</b>	<b>0.66</b>	<b>4.14</b>	<b>0.63</b>	<b>3.87</b>	<b>0.98</b>
o 1 <sup>st</sup> year	4.23	0.72	4.58	0.80	4.83	0.41	4.27	0.63	4.22	0.60	4.19	0.79
o 2 <sup>nd</sup> year	3.92	0.96	3.93	0.87	4.00	0.89	4.00	0.71	4.10	0.70	3.86	0.94
o 3 <sup>rd</sup> year	3.83	0.85	4.10	0.80	4.25	0.96	3.82	0.75	4.25	0.62	3.45	1.27
o 4 <sup>th</sup> year+	4.04	0.81	4.06	0.72	4.60	0.89	4.00	0.82	3.90	0.57	3.96	0.69
<b>2. Participation builds reputation for the University.</b>	<b>3.98</b>	<b>0.86</b>	<b>4.07</b>	<b>0.78</b>	<b>4.14</b>	<b>0.79</b>	<b>4.10</b>	<b>0.65</b>	<b>4.15</b>	<b>0.73</b>	<b>3.90</b>	<b>0.88</b>
o 1 <sup>st</sup> year	4.11	0.71	4.37	0.77	4.67	0.52	4.18	0.63	4.26	0.81	4.16	0.78
o 2 <sup>nd</sup> year	3.93	0.91	3.95	0.85	3.83	0.98	3.76	0.57	4.19	0.75	3.91	0.89
o 3 <sup>rd</sup> year	3.94	0.88	4.12	0.78	4.00	0.82	3.82	0.60	4.08	0.51	3.55	0.99
o 4 <sup>th</sup> year+	3.95	0.90	3.94	0.73	4.00	0.71	4.20	0.92	3.90	0.74	3.96	0.75
<b>3. Participating in university activities.</b>	<b>3.85</b>	<b>0.91</b>	<b>3.95</b>	<b>0.83</b>	<b>4.29</b>	<b>0.78</b>	<b>3.98</b>	<b>0.72</b>	<b>3.94</b>	<b>0.84</b>	<b>3.79</b>	<b>0.94</b>
o 1 <sup>st</sup> year	4.05	0.77	4.38	0.80	4.33	0.82	4.06	0.70	4.00	0.90	4.23	0.72
o 2 <sup>nd</sup> year	3.77	0.97	3.81	0.86	3.83	0.98	3.67	0.71	3.95	0.80	3.63	1.03
o 3 <sup>rd</sup> year	3.84	0.86	3.94	0.78	4.25	0.50	3.91	0.54	4.17	0.72	3.62	1.05
o 4 <sup>th</sup> year+	3.78	0.95	3.81	0.80	4.80	0.45	3.90	0.88	3.50	0.85	3.67	0.76
<b>4. Interested with all related AU news.</b>	<b>3.79</b>	<b>0.91</b>	<b>3.97</b>	<b>0.85</b>	<b>4.00</b>	<b>0.89</b>	<b>3.95</b>	<b>0.76</b>	<b>4.06</b>	<b>0.70</b>	<b>3.77</b>	<b>0.96</b>
o 1 <sup>st</sup> year	3.94	0.81	4.37	0.84	4.33	0.82	4.03	0.72	4.04	0.82	4.00	0.89
o 2 <sup>nd</sup> year	3.76	0.96	3.83	0.96	3.67	1.21	3.58	0.89	4.19	0.68	3.69	0.96
o 3 <sup>rd</sup> year	3.75	0.87	3.98	0.78	3.75	0.96	4.00	0.00	4.17	0.58	3.66	1.17
o 4 <sup>th</sup> year+	3.72	0.94	3.83	0.78	4.20	0.45	3.90	0.88	3.70	0.48	3.75	0.74
<b>5. Engagement with the AU.</b>	<b>3.88</b>	<b>0.92</b>	<b>4.02</b>	<b>0.85</b>	<b>4.00</b>	<b>1.00</b>	<b>4.02</b>	<b>0.75</b>	<b>4.06</b>	<b>0.76</b>	<b>3.80</b>	<b>0.92</b>
o 1 <sup>st</sup> year	3.95	0.90	4.37	0.91	4.33	0.82	4.05	0.75	4.17	0.78	4.10	0.79
o 2 <sup>nd</sup> year	3.86	0.96	3.90	0.82	3.50	1.22	3.87	0.73	4.00	0.89	3.77	0.91
o 3 <sup>rd</sup> year	3.87	0.89	4.08	0.79	3.75	0.96	3.91	0.54	4.08	0.67	3.59	1.09
o 4 <sup>th</sup> year+	3.85	0.90	3.86	0.83	4.40	0.89	4.10	0.88	3.90	0.57	3.71	0.81
<b>Student engagement</b>	<b>3.90</b>	<b>0.80</b>	<b>4.03</b>	<b>0.73</b>	<b>4.17</b>	<b>0.76</b>	<b>4.05</b>	<b>0.60</b>	<b>4.07</b>	<b>0.59</b>	<b>3.83</b>	<b>0.83</b>
o 1 <sup>st</sup> year	4.10	0.70	4.37	0.84	4.50	0.55	4.16	0.62	4.13	0.69	4.13	0.72
o 2 <sup>nd</sup> year	3.87	0.92	3.88	0.80	3.83	0.98	3.71	0.63	4.19	0.60	3.77	0.91
o 3 <sup>rd</sup> year	3.82	0.82	4.00	0.79	4.00	0.82	4.00	0.45	4.17	0.58	3.59	1.02
o 4 <sup>th</sup> year+	3.81	0.84	3.90	0.75	4.40	0.89	3.90	0.88	3.80	0.63	3.71	0.69

**Table 14: Mean and standard deviation of engagement classified by school and class level (Cont.)**

Issue	Law		BT		ARC		MU		GSBATM		HS	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>1. Proud to be AU students.</b>	<b>4.59</b>	<b>0.54</b>	<b>4.00</b>	<b>0.61</b>	<b>4.03</b>	<b>0.71</b>	<b>4.06</b>	<b>0.84</b>	<b>4.17</b>	<b>0.79</b>	<b>4.14</b>	<b>0.86</b>
o 1 <sup>st</sup> year	4.33	0.58	4.00	0.00	4.08	0.74	4.00	0.76	-	-	-	-
o 2 <sup>nd</sup> year	5.00	0.00	3.75	0.96	4.17	0.71	3.86	0.69	-	-	-	-
o 3 <sup>rd</sup> year	4.61	0.50	4.50	0.58	3.74	0.69	4.00	1.04	-	-	-	-
o 4 <sup>th</sup> year+	4.50	0.84	3.83	0.41	3.86	0.64	4.60	0.55	-	-	-	-
<b>2. Participation builds reputation for the University.</b>	<b>4.36</b>	<b>0.61</b>	<b>3.71</b>	<b>0.59</b>	<b>4.03</b>	<b>0.75</b>	<b>4.03</b>	<b>0.74</b>	<b>4.11</b>	<b>0.83</b>	<b>4.29</b>	<b>0.47</b>
o 1 <sup>st</sup> year	4.33	1.15	3.33	0.58	4.04	0.72	4.13	0.35	-	-	-	-
o 2 <sup>nd</sup> year	5.00	0.00	3.75	0.96	4.14	0.69	4.00	0.00	-	-	-	-
o 3 <sup>rd</sup> year	4.30	0.59	4.00	0.00	3.87	1.01	3.92	1.16	-	-	-	-
o 4 <sup>th</sup> year+	4.50	0.55	3.67	0.52	3.88	0.73	4.20	0.45	-	-	-	-
<b>3. Participating in university activities.</b>	<b>4.36</b>	<b>0.61</b>	<b>3.53</b>	<b>0.94</b>	<b>3.93</b>	<b>0.84</b>	<b>4.03</b>	<b>0.69</b>	<b>3.89</b>	<b>1.49</b>	<b>4.00</b>	<b>0.55</b>
o 1 <sup>st</sup> year	4.67	0.58	3.33	0.58	3.81	0.85	4.00	0.00	-	-	-	-
o 2 <sup>nd</sup> year	5.00	0.00	3.50	0.58	4.16	0.72	3.71	0.76	-	-	-	-
o 3 <sup>rd</sup> year	4.30	0.59	4.75	0.50	3.61	1.16	4.08	0.90	-	-	-	-
o 4 <sup>th</sup> year+	4.33	0.82	2.83	0.75	3.72	0.77	4.40	0.55	-	-	-	-
<b>4. Interested with all related AU news.</b>	<b>4.20</b>	<b>0.55</b>	<b>3.53</b>	<b>0.72</b>	<b>3.91</b>	<b>0.85</b>	<b>4.03</b>	<b>0.59</b>	<b>3.94</b>	<b>0.54</b>	<b>4.14</b>	<b>0.66</b>
o 1 <sup>st</sup> year	4.67	0.58	3.33	0.58	3.88	0.82	4.00	0.53	-	-	-	-
o 2 <sup>nd</sup> year	4.50	0.71	3.75	0.96	4.14	0.72	3.71	0.49	-	-	-	-
o 3 <sup>rd</sup> year	4.15	0.51	4.00	0.00	3.48	1.08	4.17	0.72	-	-	-	-
o 4 <sup>th</sup> year+	4.17	0.75	3.17	0.75	3.70	0.83	4.20	0.45	-	-	-	-
<b>5. Engagement with the AU.</b>	<b>4.43</b>	<b>0.55</b>	<b>3.59</b>	<b>0.71</b>	<b>3.99</b>	<b>0.78</b>	<b>4.00</b>	<b>0.72</b>	<b>3.94</b>	<b>1.11</b>	<b>3.71</b>	<b>0.73</b>
o 1 <sup>st</sup> year	4.33	0.58	3.33	0.58	4.00	0.75	3.88	0.35	-	-	-	-
o 2 <sup>nd</sup> year	5.00	0.00	3.75	0.96	4.17	0.69	3.57	0.79	-	-	-	-
o 3 <sup>rd</sup> year	4.42	0.50	4.00	0.00	3.78	0.90	4.17	0.72	-	-	-	-
o 4 <sup>th</sup> year+	4.33	0.82	3.33	0.82	3.72	0.83	4.40	0.89	-	-	-	-
<b>Student engagement</b>	<b>4.39</b>	<b>0.47</b>	<b>3.67</b>	<b>0.63</b>	<b>3.98</b>	<b>0.71</b>	<b>4.03</b>	<b>0.61</b>	<b>4.01</b>	<b>0.79</b>	<b>4.06</b>	<b>0.56</b>
o 1 <sup>st</sup> year	4.33	0.58	3.33	0.58	3.92	0.74	4.00	0.53				
o 2 <sup>nd</sup> year	5.00	0.00	3.75	0.96	4.17	0.67	3.86	0.69				
o 3 <sup>rd</sup> year	4.24	0.56	4.00	0.00	3.70	1.02	4.25	0.75				
o 4 <sup>th</sup> year+	4.33	0.82	3.33	0.82	3.77	0.68	4.40	0.55				

## **Part 4 Happiness of students categorized by general information**

When considering happiness based on general data, it is found that female are happier than male, with statistical significance at the 0.05 level. Female have a happiness score of 3.99, while male have a happiness score of 3.93. Similarly, Thai students are happier than international students, with statistical significance at the 0.05 level. Thai students have a happiness score of 3.99, while international students have a happiness score of 3.93. Additionally, there is a statistically significant difference in happiness among students of different academic years at the university, at the 0.05 level. First-year students are the happiest, with a happiness score of 4.09. People living in different places have statistically significant differences in happiness at the 0.05 level.

When analyzing additional happiness by segmenting according to general data, it was found that:

**Gender:** Females are significantly happier than males at the 0.05 level of statistical significance, particularly regarding Physical Appearance and AU Activities.

**Nationality:** Thai students are significantly happier than international students at the 0.05 level of statistical significance. Specifically, areas where Thai students report higher happiness include Internal Relationship, Teaching and Learning, and AU Services, while international students report higher happiness regarding Physical Appearance compared to Thai students.

**Class Level:** Students in different academic years experience varying levels of happiness within university campus life, with statistical significance at the 0.05 level. First-year students report higher happiness compared to other years in all aspects, particularly in their happiness towards beauty, campus atmosphere, and university environment, which is noticeably higher than other years.

**Residence:** Where one resides is significant in determining happiness, with statistical significance at the 0.05 level, indicating that residing in different locations leads to significant differences in happiness. Individuals who reside with their parents or relatives, including siblings, tend to be happier than those who live in small dormitories.

**Table 15: Compare the level of happiness classified by general data**

<b>Demography</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>p-value</b>
Gender					
▪ Male	764	3.93	0.77	-1.961	0.049
▪ Female	1,462	3.99	0.58		
Nationality					
▪ Thai	1,183	3.99	0.62	2.161	0.031
▪ Non-Thai	1,043	3.93	0.68		
Degree					
▪ Bachelor's degree	2,194	3.97	0.65	-0.146	0.884
▪ Master's degree	32	3.98	0.54		
GPA					
▪ ≤2.00	56	4.06	0.58	1.621	0.166
▪ 2.49 – 2.20	162	4.02	0.63		
▪ 2.99 – 2.50	463	3.97	0.67		
▪ 3.49 - 3.00	819	3.98	0.69		
▪ 4.00 - 3.50	694	3.92	0.60		
Scholarship					
▪ Scholarship Student	837	3.99	0.68	1.307	0.191
▪ Non-Scholarship Student	1,357	3.95	0.63		
Class Level					
▪ 1 <sup>st</sup> Year	636	4.09	0.56	13.129	0.000*
▪ 2 <sup>nd</sup> Year	658	3.87	0.74		
▪ 3 <sup>rd</sup> Year	406	3.96	0.65		
▪ ≥4 <sup>th</sup> Year	494	3.93	0.61		
Residence					
▪ Parents' Home	449	4.08	0.62	6.343	0.000*
▪ Relatives' Home	78	3.98	0.40		
▪ University's Dormitory	408	3.95	0.59		
▪ Off-Campus's Dormitory	1,259	3.93	0.69		

\* Significance at level 0.05

**Table 16: Compare the level of happiness classified by gender**

<b>Issue</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>p-value</b>
1. Physical Appearance					
○ Male	764	4.01	0.82	-3.384	0.001
○ Female	1,462	4.12	0.67		
2. Internal Relationship					
○ Male	764	3.96	0.82	-1.87	0.061
○ Female	1,462	4.02	0.65		
3. Teaching and Learning					
○ Male	764	3.93	0.83	-1.380	0.168
○ Female	1,462	3.97	0.68		
4. AU Activities					
○ Male	764	3.88	0.89	-3.223	0.001
○ Female	1,462	4.00	0.68		
5. AU Services					
○ Male	764	3.86	0.86	1.005	0.315
○ Female	1,462	3.82	0.76		

\* Significance at level 0.05

**Table 17: Compare the level of happiness classified by Nationality**

<b>Issue</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>p-value</b>
1. Physical Appearance					
○ Thai	1,183	4.04	0.72	-3.167	0.002
○ Non-Thai	1,043	4.14	0.73		
2. Internal Relationship					
○ Thai	1,183	4.09	0.67	6.270	0.000
○ Non-Thai	1,043	3.90	0.74		
3. Teaching and Learning					
○ Thai	1,183	3.99	0.69	2.233	0.026
○ Non-Thai	1,043	3.92	0.78		
4. AU Activities					
○ Thai	1,183	3.98	0.73	1.319	0.187
○ Non-Thai	1,043	3.93	0.79		
5. AU Services					
○ Thai	1,183	3.88	0.76	2.835	0.005
○ Non-Thai	1,043	3.78	0.83		

\* Significance at level 0.05

**Table 18: Compare the level of happiness classified by class level**

<b>Issue</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>p-value</b>
<b>1. Physical Appearance</b>					
○ 1 st Year	636	4.28	0.58	22.699	0.000*
○ 2 nd Year	658	3.99	0.79		
○ 3 rd Year	406	3.99	0.79		
○ >=4 th Year	494	4.03	0.72		
<b>2. Internal Relationship</b>					
○ 1 st Year	636	4.06	0.64	5.117	0.002*
○ 2 nd Year	658	3.91	0.79		
○ 3 rd Year	406	4.02	0.71		
○ >=4 th Year	494	4.01	0.68		
<b>3. Teaching and Learning</b>					
○ 1 st Year	636	4.08	0.65	10.624	0.000*
○ 2 nd Year	658	3.86	0.82		
○ 3 rd Year	406	3.95	0.73		
○ >=4 th Year	494	3.92	0.71		
<b>4. AU Activities</b>					
○ 1 st Year	636	4.09	0.69	11.029	0.000*
○ 2 nd Year	658	3.86	0.84		
○ 3 rd Year	406	3.97	0.69		
○ >=4 th Year	494	3.91	0.75		
<b>5. AU Services</b>					
○ 1 st Year	636	3.95	0.71	8.818	0.000*
○ 2 nd Year	658	3.75	0.85		
○ 3 rd Year	406	3.87	0.81		
○ >=4 th Year	494	3.77	0.79		

\* Significance at level 0.05

**Table 19: Compare the level of happiness classified by Residence**

<b>Issue</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>p-value</b>
1. Physical Appearance				0.449	0.718
○ Parents' Home	449	4.12	0.71		
○ Relatives' Home	78	4.07	0.53		
○ University's Dormitory	408	4.06	0.71		
○ Off-Campus's Dormitory	1,259	4.08	0.76		
2. Internal Relationship				13.130	0.000*
○ Parents' Home	449	4.18	0.69		
○ Relatives' Home	78	4.04	0.45		
○ University's Dormitory	408	3.96	0.64		
○ Parents' Home	1,259	3.94	0.74		
3. Teaching and Learning				5.581	0.001*
○ Parents' Home	449	4.07	0.70		
○ Relatives' Home	78	4.03	0.42		
○ University's Dormitory	408	3.96	0.68		
○ Parents' Home	1,259	3.91	0.78		
4. AU Activities				2.914	0.033*
○ Parents' Home	449	4.04	0.74		
○ Relatives' Home	78	4.05	0.40		
○ University's Dormitory	408	3.94	0.69		
○ Parents' Home	1,259	3.93	0.80		
5. AU Services				9.564	0.000*
○ Parents' Home	449	4.00	0.73		
○ Relatives' Home	78	3.72	0.64		
○ University's Dormitory	408	3.84	0.77		
○ Parents' Home	1,259	3.78	0.82		

\* Significance at level 0.05

## **Part 5 Engagement of students categorized by general information**

When considering engagement based on general data, it is found that female tend to be committed than male, with statistical significance at the 0.05 level. Female have a engagement score of 3.98, while male have a engagement score of 3.90. Simlary, Thai students tend to be committed than international students, with statistical significance at the 0.05 level. Thai students have a engagement score of 3.91, while international students have a engagement score of 4.00. Additionally, there is a statistically significant difference in engagement among students of different academic years at the university, at the 0.05 level.

First-year students exhibit a higher level of commitment to the university compared to students in other years, with a engage score of 4.11.

When analyzing additional engagement by segmenting according to general data, it was found that:

**Gender:** Females are significantly happier than males at the 0.05 level of statistical significance, particularly regarding Proud to be AU students and Participation builds reputation for the University.

**Nationality:** Non-Thai students are significantly tend to be committed than Thai students at the 0.05 level of statistical significance include Proud to be AU students, Participation builds reputation for the University, and Interested with all related AU news.

**Class Level:** Students in different academic years experience varying levels of engagement within university campus life, with statistical significance at the 0.05 level. First-year students report higher engagement compared to other years in all aspects.



**Table 20: Compare the level of engagement classified by general Information**

<b>Demography</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>t/F</b>	<b>p-value</b>
Gender					
▪ Male	764	3.90	0.85	-2.263	0.024*
▪ Female	1,462	3.98	0.70		
Nationality					
▪ Thai	1183	3.91	0.74	-2.853	0.004*
▪ Non-Thai	1043	4.00	0.76		
Degree					
▪ Bachelor's degree	2194	3.95	0.75	-0.574	0.566
▪ Master's degree	32	4.03	0.69		
GPA					
▪ ≤2.00	56	3.96	0.72	2.355	0.052
▪ 2.49 – 2.20	162	4.05	0.74		
▪ 2.99 – 2.50	463	3.95	0.72		
▪ 3.49 - 3.00	819	3.99	0.84		
▪ 4.00 - 3.50	694	3.89	0.65		
Scholarship					
▪ Scholarship Student	837	3.99	0.77	1.751	0.080
▪ Non-Scholarship Student	1357	3.93	0.74		
Class Level					
▪ 1 <sup>st</sup> Year	636	4.11	0.66	13.446	0.000*
▪ 2 <sup>nd</sup> Year	658	3.89	0.81		
▪ 3 <sup>rd</sup> Year	406	3.91	0.77		
▪ ≥4 <sup>th</sup> Year	494	3.88	0.74		
Residence					
▪ Parents' Home	449	4.01	0.75	1.448	0.227
▪ Relatives' Home	78	3.93	0.56		
▪ University's Dormitory	408	3.91	0.66		
▪ Off-Campus's Dormitory	1259	3.95	0.79		

\* Significance at level 0.05

**Table 21: Compare the level of engagement classified by gender**

Issue	n	Mean	SD	t	p-value
1. Proud to be AU students.					
○ Male	764	4.00	0.89	-2.771	0.006
○ Female	1462	4.10	0.78		
2. Participation builds reputation for the University.					
○ Male	764	3.96	0.90	-2.255	0.024
○ Female	1462	4.05	0.76		
3. Participating in university activities.					
○ Male	764	3.85	0.97	-1.959	0.050
○ Female	1462	3.93	0.81		
4. Interested with all related AU news.					
○ Male	764	3.82	0.98	-1.553	0.121
○ Female	1462	3.89	0.80		
5. Engagement with the AU.					
○ Male	764	3.89	0.96	-1.736	0.083
○ Female	1462	3.96	0.82		

\* Significance at level 0.05

**Table 22: Compare the level of engagement classified by Nationality**

Issue	n	Mean	SD	t	p-value
1. Proud to be AU students.					
○ Thai	1,183	4.02	0.82	-2.914	0.004
○ Non-Thai	1,043	4.12	0.82		
2. Participation builds reputation for the University.					
○ Thai	1,183	3.97	0.81	-2.979	0.003
○ Non-Thai	1,043	4.07	0.81		
3. Participating in university activities.					
○ Thai	1,183	3.87	0.87	-1.897	0.058
○ Non-Thai	1,043	3.94	0.88		
4. Interested with all related AU news.					
○ Thai	1,183	3.80	0.85	-3.585	0.000
○ Non-Thai	1,043	3.93	0.88		
5. Engagement with the AU.					
○ Thai	1,183	3.91	0.84	-1.308	0.191
○ Non-Thai	1,043	3.96	0.91		

\* Significance at level 0.05

**Table 23: Compare the level of engagement classified by class level**

Issue	n	Mean	SD	F	P-value
<b>1. Proud to be AU students.</b>					
○ 1 st Year	636	4.27	0.70	20.618	0.000
○ 2 nd Year	658	3.97	0.90		
○ 3 rd Year	406	3.92	0.88		
○ >=4 th Year	494	4.04	0.77		
<b>2. Participation builds reputation for the University.</b>					
○ 1 st Year	636	4.16	0.70	9.756	0.000
○ 2 nd Year	658	3.96	0.86		
○ 3 rd Year	406	3.96	0.86		
○ >=4 th Year	494	3.95	0.83		
<b>3. Participating in university activities.</b>					
○ 1 st Year	636	4.08	0.76	14.249	0.000
○ 2 nd Year	658	3.82	0.92		
○ 3 rd Year	406	3.89	0.87		
○ >=4 th Year	494	3.78	0.89		
<b>4. Interested with all related AU news.</b>					
○ 1 st Year	636	4.02	0.79	10.126	0.000
○ 2 nd Year	658	3.81	0.93		
○ 3 rd Year	406	3.83	0.86		
○ >=4 th Year	494	3.76	0.87		
<b>5. Engagement with the AU.</b>					
○ 1 st Year	636	4.04	0.83	4.830	0.002
○ 2 nd Year	658	3.90	0.91		
○ 3 rd Year	406	3.93	0.86		
○ >=4 th Year	494	3.85	0.87		

\* Significance at level 0.05

## Part 6 Qualitative data

The findings of the study applied qualitative research methodology, utilizing in-depth interviews and focus group discussions to explore data related to the project objectives. This research involved a total of 100 students from all schools, comprising 50 first-year students and 50 second-year students. Data collection took place between August and October 2024. The key findings can be summarized as follows:

<b>Issues</b>	<b>Happy</b>	<b>Unhappy</b>
Physical Appearance	<ul style="list-style-type: none"> <li>- The physical environment and beauty of the Suvarnabhumi campus.</li> <li>- The Hua Mak campus provides a conducive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Some people smoke cigarettes under the female dormitory and around the CL building.</li> <li>- Insufficient lighting during the night makes me feel unsafe.</li> <li>- There is no space for relaxation and unwinding.</li> <li>- There is no gathering area for students.</li> </ul>
Internal Relationship	<ul style="list-style-type: none"> <li>- There are friends and seniors who provide advice and assistance.</li> <li>- Friends and seniors in the club provide advice beyond academics and engage in conversations about shared interests.</li> <li>- AUSO provides life advice for university living.</li> <li>- The advisor provides excellent guidance on both academic and campus life matters.</li> <li>- There are opportunities to exchange language and culture with international students.</li> <li>- Thai advisors provide excellent advice on various matters.</li> </ul>	<ul style="list-style-type: none"> <li>- Having issues with group work leads to decreased relationships and happiness.</li> <li>- There are no activities that foster good relationships.</li> </ul>

Issues	Haapy	Unhappy
Teaching and Learning	<ul style="list-style-type: none"> <li>- Some lecturers teach well and care about their students.</li> <li>- The atmosphere in the classroom is friendly and informal.</li> <li>- Some lecturers are kindly about class time or dress code.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Not enjoying cross-school subjects and getting low grades lead to decreased happiness.</li> <li>- Studying business subjects leads to increased stress, decreased grades, and reduced happiness.</li> <li>- Having too much homework makes me stressed and leaves me with no time for other activities.</li> <li>- I don't use English as much as expected because most students communicate in Thai.</li> <li>- Thai lecturers are not proficient in English.</li> <li>- Some lecturers can be inflexible and excessively strict.</li> <li>- Some advisors are unfriendly, unhelpful, and difficult to contact.</li> </ul>
AU Activities	<ul style="list-style-type: none"> <li>- There are various clubs to choose from based on interests.</li> </ul>	<ul style="list-style-type: none"> <li>-There is not much space or venue for students to make activities.</li> <li>-There is not a variety of activities available.</li> <li>- The timing of the activity is inappropriate, such as being too late at night.</li> </ul>
AU Services	<ul style="list-style-type: none"> <li>-There are places for exercising.</li> <li>-The library has private zones where you can rest, listen to music, and relax as you please.</li> <li>- The staff provides good service.</li> </ul>	<ul style="list-style-type: none"> <li>- Some areas of the toilet are old and not Clean.</li> <li>- The tram is limited in number and does not have a schedule.</li> </ul>

# **Appendix**



Institute for Research and academic services (IRAS), Assumption University, would like to request your cooperation in answering the questionnaire on the topic “AU Students Happiness”. Please feel free to answer the questionnaire candidly; all your information will keep anonymous and will be utilized for the further development of the university.

## Part 1: AU Happiness

What is your happiness level in the following matters?

Issue	Very happy	Happy	Neither happy nor unhappy	Unhappy	Very Unhappy
<b>1) Physical Appearance</b>					
○ The elegance of the university					
○ The environment of the University is suitable for learning.					
○ Relaxation areas within the university.					
○ University landscape					
○ Green University					
<b>2) Internal Relationship</b>					
○ Relationship between Friends, Junior and Seniors					
○ Receiving assistance, support, generosity, and compassion from friends.					
○ Mutual encouragement among friends.					
○ Lecturers are caring, considerate, and friendly with the students.					
○ Lecturers have time to provide advice on both academic and personal matters.					
<b>3) Teaching and Learning</b>					
○ Curriculum and course content.					
○ Lecturers' teaching quality.					
○ Promoting the development of analytical thinking skills in learners.					
○ Respecting students and understanding students' differences.					
○ The learning atmosphere is warm, friendly, and supportive.					

<b>Issue</b>	<b>Very happy</b>	<b>Happy</b>	<b>Neither happy nor unhappy</b>	<b>Unhappy</b>	<b>Very Unhappy</b>
<b>4) AU Services</b>					
○ Tangible services quality (Physical environment, Equipment and appearance of personnel etc.)					
○ Reliable service quality (services correctly, fulfill the services etc.)					
○ Responsible service quality (Prompt services, willingness to help etc.)					
○ Assurance service quality (Consistency of services provided, staff knowledge & skilled etc.)					
○ Empathy service quality (Understanding the specific needs of students, staff care etc.)					
<b>5) AU Activities</b>					
○ Variety of activities.					
○ The interestingness of the activity.					
○ Happiness gained from participating in activities.					
○ Good relationships from participating in activities.					
○ Activities are beneficial to life.					

## Part 2: Engagement

What is your opinion towards these matters?

<b>Issues</b>	<b>Level of agreement</b>				
	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>
1) I am proud to be AU students.					
2) I would like to participate in helping the University build up a positive reputation.					
3) I am willingly to participate the University to run all activities.					
4) I am interested with all related AU news.					
5) I feel engaged with the AU.					



### Part 3: General Information

**1. Gender:**        ☐ 1. Male                                ☐ 2. Female

**2. Nationality:**   ☐ 1. Thai                                ☐ 2. Non-Thai

**3. Class Level:**  
☐ 1<sup>st</sup> year        ☐ 2<sup>nd</sup> year        ☐ 3<sup>rd</sup> year        ☐ 4<sup>th</sup> year        ☐ 5<sup>th</sup> year+

**4. Cumulative GPA:**  
☐ 1. <2.00                                ☐ 2. 2.00-2.49                                ☐ 3. 2.50-2.99  
☐ 4. 3.00-3.49                                ☐ 5. 3.50-4.00

**5. Faculty:**  
☐ 1. Martin de Tours School of Management and Economics  
☐ 2. Theodore Maria School of Arts  
☐ 3. Bernadette de Lourdes School of Nursing Science  
☐ 4. Vincent Mary School of Engineering  
☐ 5. Albert Laurence School of Communication Arts  
☐ 6. Thomas Aquinas School of Law  
☐ 7. Theophane Venard School of Biotechnology  
☐ 8. Louis Nobiron School of Music  
☐ 9. Montfort del Rosario School of Architecture and Design  
☐ 10. Vincent Mary School of Science and Technology

**6. Scholarship:**        ☐ 1. Scholarship Student  
                                 ☐ 2. Non-Scholarship Student

**7. Residence:**        ☐ 1. Parents' Home                                ☐ 2. Relatives' Home  
                                 ☐ 3. University's Dormitory                                ☐ 4. Off-Campus Housing  
                                 ☐ 5. Others: .....