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## RESILIENCE, ACADEMIC STRESS, AND HAPPINESS AMONG HIGHER EDUCATION STUDENTS

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### ABSTRACT

**Background and Purpose:** Happiness is essential in life. Studies showed that people with a high level of happiness could become more productive. Happiness can also be used as a general assessment of someone's life. For students, happiness is important to success in carrying out their roles. Resilience is one of the factors that influence happiness. However, a study on how resilience can influence happiness and academic stress is rarely found. This study aims to measure the influence of resilience on happiness and the influence of resilience on academic stress among higher education students in Yogyakarta, Indonesia.

**Methodology:** Data were generated by collecting used measurements distributed to the subject. The respondents of this study were 253 (53 male or 20.9 %; 200 female or 79.1%) students of private higher education in Jogjakarta, Indonesia, selected using a purposive sampling. Data analyses were carried out using SEM utilizing IBM-SPSS-AMOS.

**Findings:** The results of this study showed that there is no significant influence of resilience on happiness and academic stress.

**Contributions:** This study contributes to the literature for the different findings obtained compared to the previous ones. The study has implications on students and university administrations in understanding the state of happiness in university environments.

**Keywords:** Happiness, resilience, academic stress, higher education students.

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## 1.0 INTRODUCTION

The obstacles of student life are numerous. It necessitates tremendous adaptability to various complicated stressors linked to academic achievement and social and economic concerns (Shatkin & Diamond, 2015; Zaheer & Khan, 2022). Unlike students in other grades/classes, university students are constantly exposed to psychosocial stressors over long periods and exhibit emotional and intellectual hardness (Zaheer & Khan, 2022). One out of every five students experiences psychological suffering during university life (Larcombe et al., 2016).

Primary academic stress has been amplified in higher education, contributing to psychological happiness difficulties among students (Fawzy & Hamed, 2017). Poor psychological happiness has been linked to academic stress, sleep disruptions, financial troubles, pressure to be competent, and other concerns that students must cope with (Ali et al., 2013). In addition, college students face many problems that can be a source of stress, such as high academic demands, changing environment, residents, friends, place of study, relationships, culture, and careers that may influence time management abilities (Misra & Castillo, 2004). Consequently, the decision to enrol full-time vs part-time has been identified as a source of stress among the general college student (Ting et al., 2006).

If a student cannot manage academic stress successfully, substantial psychosocial and emotional health implications may occur (MacGeorge et al., 2005). The higher the stressful life events for college students, the higher the physical symptoms. Students with mental and physical health issues are more likely to have poor academic achievement, increasing academic stress and maintaining a cycle of stress, maladaptive coping, and poor health (Struthers et al., 2000).

Academic stress can be considered a risk in the context of resilience research. Risk refers to an individual or environmental hazard that enhances the likelihood of a negative outcome (Masten, 2014). Previous research has shown that a high level of resilience is negatively correlated with stress (Portzky et al, 2010). Furthermore, individuals who have high resilience will be able to adapt to changes, release stress, get out of problems quickly, and maintain positive feelings (Septiani & Fitria, 2016).

Moreover, in the university setting, resilience has been viewed as a benefit that supports university students' psychological well-being needs (Hartley, 2012). Based on a typical phenomenon among university students, resilience is also associated with fewer psychological disorders and a better adaptation to the college environment (Khawaja & Stallman, 2011).

Many variables may contribute to a high level of happiness, including overcoming difficult life experiences or stressors and establishing resilience (Lower, 2014; Wong, 2011). One of the previous studies investigated the relationship between happiness, resilience, and life satisfaction and found a positive relationship between happiness and resilience (Cohn et al., 2009). It is assumed that a person's ability to have low or high resilience is related to whether they are happy or regretful. Because adversity is sure to arise at some point in everyone's life, one must be able to deal with stress successfully to cultivate resilience. Being resilient is beneficial to one's health and happiness (Everly, 2008; Lower, 2014).

A resilient person uses coping techniques to adapt to stressful events, has an internal locus of control, socializes effectively, builds a positive self-image, and is optimistic; all traits are associated with good mental and physical health (Burns et al., 2011). To enhance resilience, one must deal with stress successfully, promoting health and happiness (Lower, 2014). On the other hand, increasing resilience and reducing stress can help improve subjective happiness (Hwang et al., 2018). In addition, an individual must develop inner strength by using actions, beliefs, and principles in making good decisions, providing social support, taking responsibility, and having a healthy lifestyle. Beliefs include optimism and faith. At the same time, principles include having moral guidelines and integrity (Everly, 2008).

However, research results state that, in general, human happiness is at a low level. It is characterized by high negative, low positive, and low life satisfaction, likewise, with the happiness of the Indonesian people. The results of a survey conducted by the Indonesian Central Statistics Agency in 2021 stated that the level of happiness of the Indonesian population tends to fluctuate from year to year (Indonesian Central Statistics Agency, 2022). This survey measured happiness using life satisfaction, feelings of affection, and the meaning of life or eudaimonia. In 2017, the happiness index of the Indonesian population was 70.69% and will increase by 0.80% in 2021. At the same time, Indonesian student happiness based on education level increased from 2017, which was 76.86%, to 78.05% in 2021. However, the happiness index in Yogyakarta is decreasing from the year 2017, which is 72.93, to 71.70 in the year 2021 (Indonesian Central Statistics Agency, 2022).

The level of resilience determines the happiness problems among university students. Some studies showed that the level of resilience of university students is at a moderate level

(Ramadanti & Herdi, 2022; Sari et al., 2020). A moderate level of resilience is characterized by a high level of anxiety in facing some problems regarding the learning process. Besides, the students cannot analyze the learning problems and have a low level of empathy.

Besides the level of resilience, happiness among university students is also determined by the level of academic stress. It is stated that academic stress is also moderate (Ramadanti & Herdi, 2022). Students experience various kinds of challenges and obstacles in the learning process, so students feel stressed and burdened with this kind of learning process. Academic stress experienced by students during learning will harm their academic achievement. These students will have difficulty concentrating, receiving material, procrastinating, completing assignments, and negatively thinking about themselves and their environment (Khadijah et al., 2021). In addition, it can also cause anxiety, irritability, and frustration (Aryani, 2016).

2 More research on resilience and happiness is required because of the implications for designing interventions to improve happiness and resilience. Studies involving older populations, such as college students, might be advantageous (Lower, 2014). Therefore, this study aimed to examine the influence of resilience on happiness among higher education student and to examine the influence of resilience on academic stress among higher education student. Furthermore, this study aimed to measure the happiness model on Indonesian students derived from previous research, which mentioned that resilience significantly affects academic stress (Bajaj et al., 2022) and resilience significantly affects happiness (Lower, 2014) (see figure 1). This research might help increase happiness among higher education students in Indonesia and create a healthy learning environment.

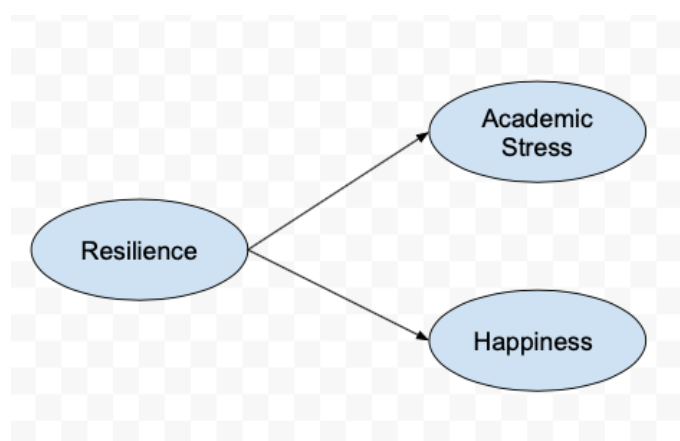


Figure 1: The happiness model used in this study

## 2.0 LITERATURE REVIEW

### 2.1 Resilience

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12  
Resilience is a psychological strength and persistence. Resilience is also defined as remaining strong and surviving against something negative (Sahin & Hepsogutlu, 2018). In addition, resilience is defined as tolerating stressful events with appropriate physical and psychological functioning (Aboalshamat et al., 2018). Furthermore, resilience is also defined as the ability to cope with and adapt to severe events or problems that occur in life. It is also related to surviving in a state of depression and even dealing with adversity or trauma experienced in life (Rutter, 1987).

### 2.2 Academic Stress

Academic stress is a term for stress that arises due to pressure to show success in terms of academic achievement and excellence in conditions of increasingly fierce academic competition so that various kinds of pressures increasingly burden them, responsibilities and demands (Alvin, 2007; Esia-Donkoh et al., 2011). Students usually feel academic stress results from subjective thinking about the discrepancy between academic demands and students' abilities (Gusniarti, 2002). Thus, some studies argued that academic stress arises because of pressure to show academic success and is also caused by a mismatch between demands and resources.

Students can suffer from stress as the experience of unpleasant circumstances because of various factors or stressors, such as frustration, conflict, pressure, change, and imposition of oneself. These can lead to various reactions, namely physiological reactions, emotional reactions, behavioural reactions, and cognitive assessments (Gadzella & Masten, 2005).

There are five categories of stressors experienced by students: frustration, experiences related to delayed goal achievement, lack of resources, failing to achieve a set of goals, socially unacceptable, and rejection of opportunity; conflict, in the form of an assessment of a choice between two or more equally desirable alternatives, two or more equally undesirable alternatives; pressure, related to competition, deadlines for completing tasks, excessive activities, and interpersonal relationships; changes, including unpleasant experiences, several changes at one time, as well as disturbances in life, and disturbances in achieving goals; self-imposed, including the desire to compete, the desire to be loved by many people, worry about many things, academic delays, problem-solving, and anxiety in facing examinations (Gadzella & Masten, 2005).

1 Reactions to stress consist of physical, emotional, behavioural, and cognitive. Reactions to academic stressors, can be in the form of physical, emotional, and behavioural reactions (Gadzella & Masten, 2005). Physical reactions include excessive sweating, stuttering, shaking, rapid movement, fatigue, stomach pain, shortness of breath, back pain, skin problems, headaches, arthritis, and drastic weight loss or gain. At the same time, emotional reactions involve fear, anger, guilt, and sadness. Meanwhile, behavioural reactions include crying, hurting others, hurting themselves, smoking excessively, getting angry quickly, trying to commit suicide, using defence mechanisms, and separating oneself from others. In addition, cognitive assessment is related to how a person assesses situations that can cause stress and how a person can use appropriate strategies to deal with stressful situations.

### 2.3 Happiness

18 Happiness is a positive individual assessment of his life (Veenhoven, 2012). Meanwhile, it is also stated that happiness is a positive emotion felt by a person (Seligman et al., 2005). Thus, some studies argue that happiness is a person's positive assessment of his life. Positive emotion can be related to the future, past, and present. Positive emotions related to the future consist of optimism, hope, confidence, belief, and faith. The positive emotions associated with the past consist of satisfaction, pleasure, peace, and pride—positive emotions related to the present consist of momentary pleasure and enduring gratification. Momentary pleasure consists of material pleasure as well as higher pleasure. Physical pleasure is related to tasting good food, beautiful scenery, sexual pleasure, and others. In comparison, higher levels of pleasure are related to more complex activities such as happiness, joy, and comfort. Humans feel enduring satisfaction when they can use all of their unique potential in very diverse activities throughout their lives.

## 3.0 RESEARCH DESIGN

### 3.1 Participants

The subjects in this study were students at private universities in Jogjakarta, Indonesia. A total of 253 (53 male (20.9 %); 200 female (79.1%)) students have participated in this study. The mean age for the respondents was ( $M = 19.6$ ,  $SD = 1.85$ ). They were selected using the convenience sampling method.

### 3.2 Measures

Three sets of scales given to the students are the happiness scale, academic stress scale and resilience scale.

### 3.3 Resiliency Questionnaire for Adults (QRA)

5 This scale was developed by a Alonso-Tapia et al. (2017). It contains 36 items and measures nine personal factors with four items for each factor: optimism, self-efficacy, adaptability, trust, support, comfort, sensitivity, and distraction. These characteristics are grouped into three factors: a sense of mastery, connectedness, and emotional reactions.

### 3.4 Perception of Academic Stress Scale (PAS)

21 This scale was developed by Bedewy and Gabriel (2015). It consists of 18 items. Scores are obtained based on the total score of all items. This scale consists of four factors: pressure in appearance, perception of workload, self-perception of academics, and time restrictions (Bedewy & Gabriel, 2015).

### 3.5 Subjective Happiness Scale

11 This scale was developed by Lyubomirsky and Lepper (1999) and consisted of 4 items. The rationale to choose this scale is because it was initially developed on the subject of college students and high school students. The score is obtained by adding up the overall score of the items divided by the total number of items, which is 4. This scale has a high internal consistency of 0.82.

### 3.6 Pilot Study

Before field study data collection, the researchers did a pilot study with 162 respondents and analyzed the pilot study data by conducting Exploratory Factor Analysis (EFA). The EFA was carried out to measure the dimensionality of the three measures, and the results are presented in the following sections.

### 3.7 Exploratory Factor Analysis (EFA) for Happiness Construct

The Happiness Scale consists of 4 items with a 10-point interval scale. It is stated that the 10-point scale is more accurate than the 5-point scale measurement model because there are more choices and more freedom (Awang, 2014; Ehido et al., 2020). Items are coded with K1 to K4

(Table 1). Table 1 shows the descriptive statistics of each item measured on the Happiness Scale. The mean of each item is 6.07 to 7.55, and the standard deviation is 1.73 to 2.35.

Table 1: Descriptive statistics of the happiness scale construct

	Mean	Std. Deviation
K1	7.5556	1.75166
K2	7.2160	1.73999
K3	6.0741	2.35790
K4	7.2407	2.03328

The EFA analysis mentioned that the screen plot in the Figure below shows one component. The EFA procedure combines four items into four components. The rotated component matrix shows the items of the component.

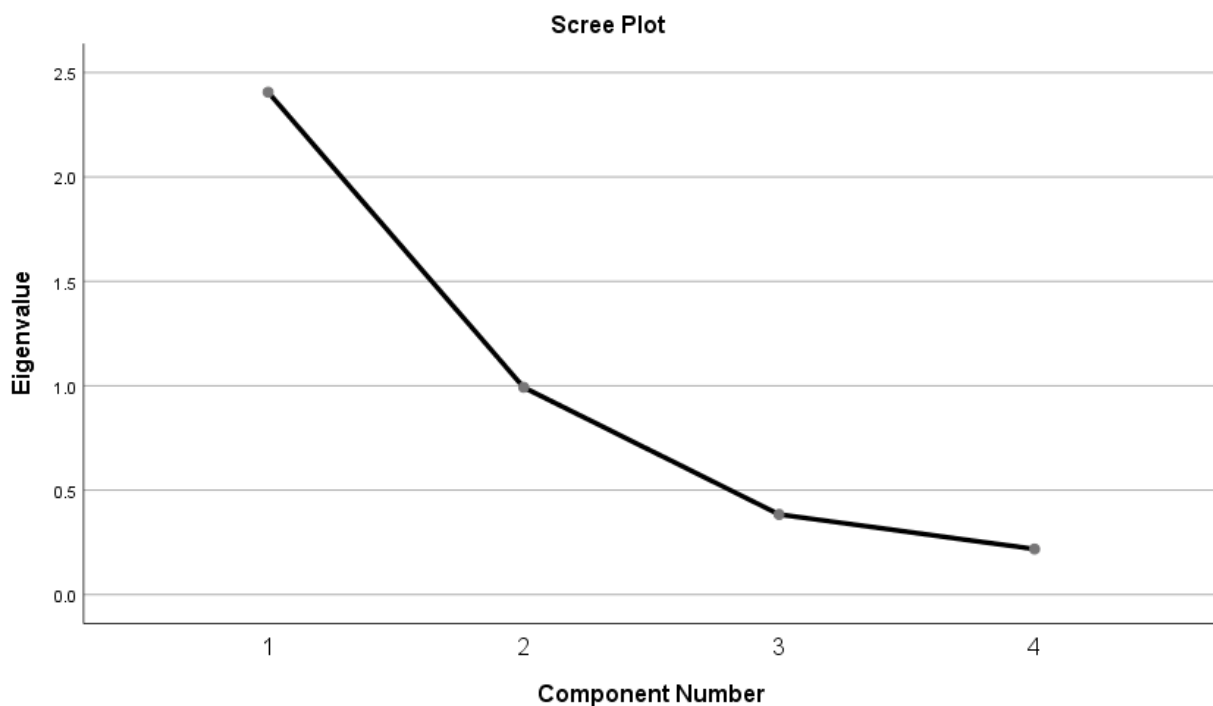


Figure 2: The scree plot of happiness construct

The EFA procedure using Principal Component Analysis (PCA) with Varimax Rotation shows the results of the four items analyzed from the Happiness Scale. The analysis result mentioned that Bartlett's Test of Sphericity results are significant (P-Value < 0.05). In addition, the measurement of sample strength using Kaiser-Meyer-Olkin (KMO) is 0.721, which is acceptable according to the minimum value above 0.60 (Awang, 2012; Bahkia et al., 2019;

Ehido et al., 2020; Fitriana et al., 2022). These two results (Bartlett's Test is significant and KMO > .60) indicate that these data are satisfactory data to continue with the data abortion technique (Awang, 2015; Ehido et al., 2020; Shkeer & Awang, 2019).

The table below shows that there is 1 component of the EFA procedure based on Eigenvalues between 0.2 to 2.4. The variance explained for item 1 is 60.146%, item 2 is 24.811%, item 3 is 9.594%, and item 4 is 5.448%. The total variance that explains the measurement for the Happiness Scale construct is 60.146% which is still within the minimum limit of the requirement of 60% (Awang, 2015; Ehido et al., 2020).

Table 2: Components and total variance of the happiness scale construct

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	2.406	60.146	60.146	2.406	60.146	60.146
2	.992	24.811	84.958			
3	.384	9.594	94.552			
4	.218	5.448	100.000			

Extraction Method: Principal Component Analysis.

The analysis result showed that there was only 1 item rejected because the score was less than 0.6. So that only 1 item was discarded (Awang, 2015; Baistaman et al., 2020; Ehido et al., 2020). So, for the Happiness Scale, three items are accepted. For the reliability analysis results, Cronbach's Alpha results are 0.869, which means that they are reliable in measuring happiness based on a minimum value of 0.7 (Ehido et al., 2020).

### 3.8 Exploratory Factor Analysis (EFA) for Resilience Construct

The Resilience Scale consists of 36 items with a 10-point interval scale. The analysis result indicated that the mean of each item is in the range of 3.89 to 8.35. In addition, the standard deviation is in the range of 1.52 to 2.56.

The scree plot in the Figure below shows that eleven components emerged from the EFA procedure for this construct. The EFA procedure combines 36 items into 11 components in which each component consists of 2 to 3 items. Afterwards, the rotated component matrix shows the items of each component.

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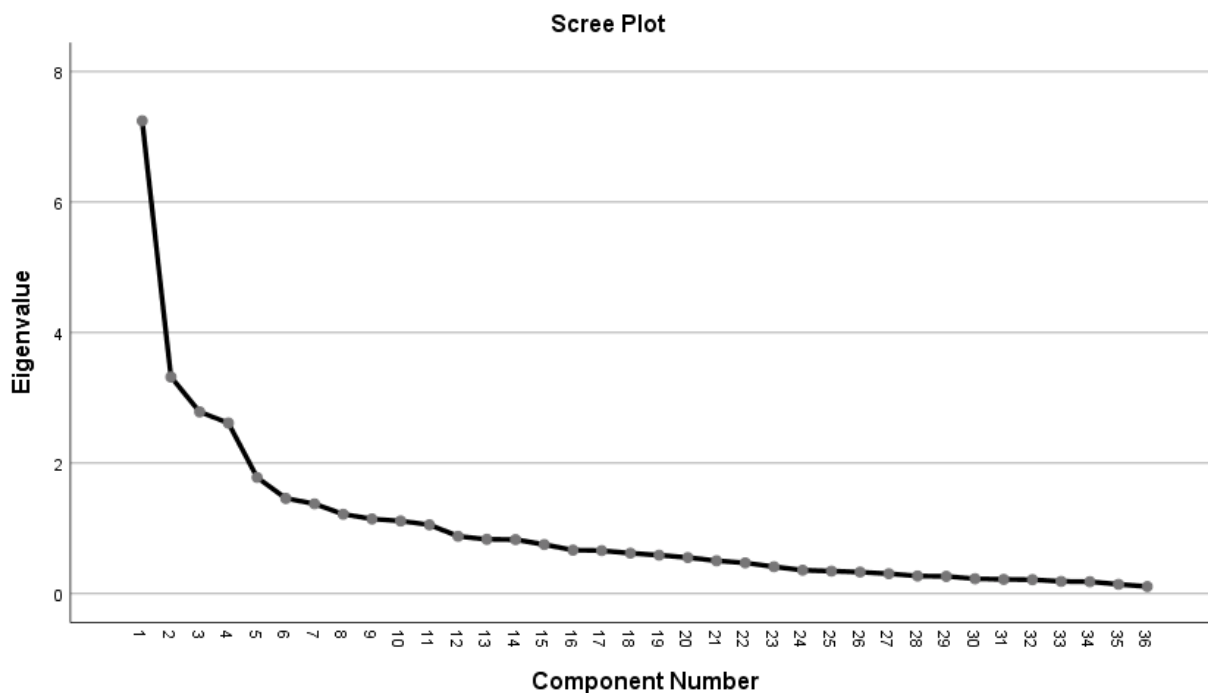


Figure 3: The scree plot for resilience construct

The EFA procedure using Principal Component Analysis (PCA) with Varimax Rotation shows the results of 36 items analyzed from the Happiness Scale. The analysis results mentioned that Bartlett's Test of Sphericity is significant ( $P\text{-Value} < .05$ ). In addition, the measurement of sample strength using Kaiser-Meyer-Olkin (KMO) is .733, which is accepted as a minimum value above .60 (Awang, 2012; Bahkia et al., 2019; Ehido et al., 2020; Fitriana et al., 2022). These two results (Bartlett's Test is significant and  $KMO > .60$ ) indicate that these data are satisfactory data to continue with the data abortion technique (Awang, 2015; Ehido et al., 2020; Shkeer & Awang, 2019).

The EFA results showed 11 components of the EFA procedure based on an eigenvalue of more than 1.0. The eigenvalues are between 1.05 and 7.24. Where the variance described for each component 1 is 20.124%, component 2 is 9.219%, component 3 is 7.735%, component 4 is 7.295%, component 5 is 4.945%, component 6 is 4.049%, component 7 is 3.822%, component 8 is 3.378%, component 9 is 3.177%, component 10 is 3.090%, and component 11 is 2.927%. The total variance that explains the measurement for the Resilience Scale construct is 69.724% which is still above the minimum requirement of 60% (Awang, 2015; Ehido et al., 2020).

Finally, it shows the seven components and items received. Each factor satisfies all items except for items RS2, RS3, RS4, RS5, RS7, RS9, RS11, RS13, RS14, RS18, RS20, RS21,

RS22, RS25, RS27, RS29, RS30, RS31, RS34, RS35, and RS36 which was rejected because the score was less than 0.6. Thus, 18 items were discarded. It is regarding to (Awang, 2015; Baistaman et al., 2020; Ehido et al., 2020). So, for the Resilience Scale, 15 items are accepted.

### 3.9 Exploratory Factor Analysis (EFA) For Academic Stress Construct

The Academic Stress Scale consists of 18 items with a 10-point interval scale. The analysis results show the descriptive statistics of each item measured on the Academic Stress Scale. The mean of each item is in the range of 4.53 to 8.56. At the same time, the standard deviation is in the range of 1.67 to 2.85.

The scree plot in the Figure below shows that eleven components emerged from the EFA procedure for this construct. The EFA procedure combines 18 items into four components, of which each component consists of 2 to 7 items. Afterwards, the rotated component matrix shows the items of each component.

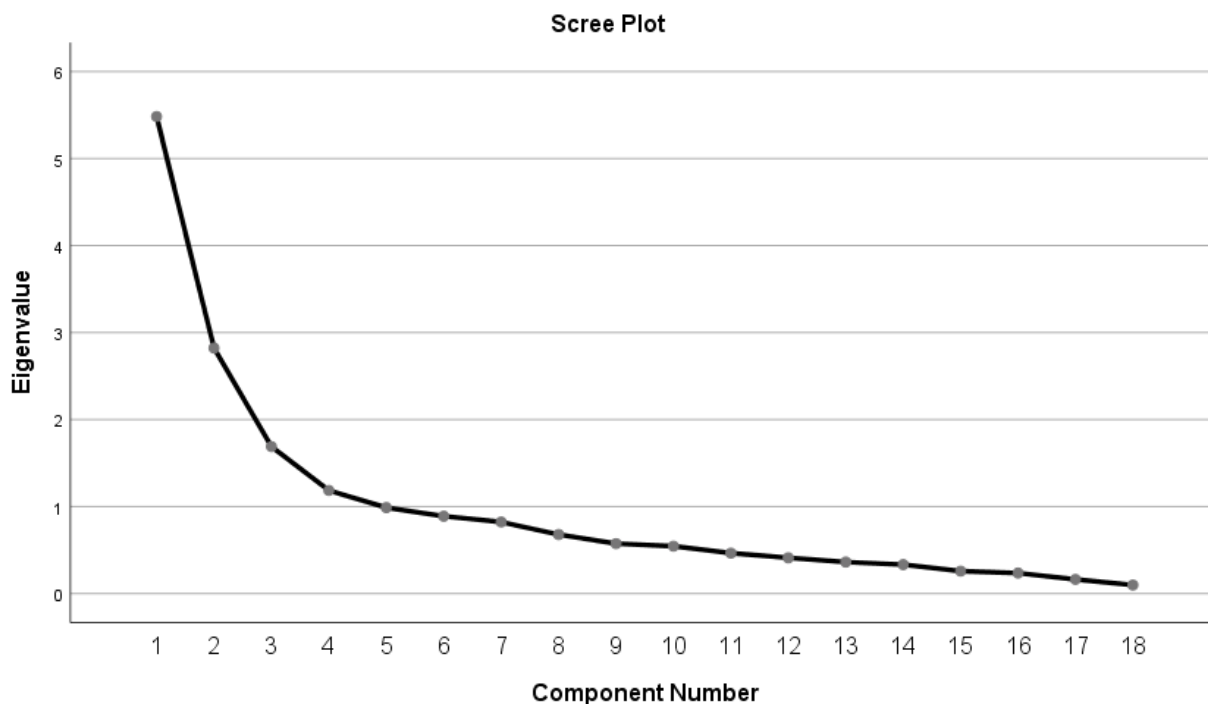


Figure 4: Scree plot for academic stress scale

The EFA procedure using Principal Component Analysis (PCA) with Varimax Rotation shows the results of 18 items analyzed from the Academic Stress Scale. The analysis revealed that Bartlett's Test of Sphericity results are significant (P-Value < .05). In addition, the measurement of sample strength using Kaiser-Meyer-Olkin (KMO) is .779, which is accepted

as a minimum value above .60 (Awang, 2012; Bahkia et al., 2019; Ehido et al., 2020; Fitriana et al., 2022). These two results (Bartlett's Test is significant and KMO > .60) indicate that these data are satisfactory data to continue with the data-abortion technique (Awang, 2015; Ehido et al., 2020; Shkeer & Awang, 2019).

3 The analysis results show four components of the EFA procedure based on an eigenvalue of more than 1.0. The eigenvalue is between 1.185 to 5.482. The variance described for each component 1 is 30.458%, component 2 is 15.676%, component 3 is 9.385%, and component 4 is 6.584. The total variance that explains the measurement for the Academic Stress Scale construct is 62.104% which is still above the minimum requirement of 60% (Awang, 2015; Ehido et al., 2020).

It also shows the three components and items received. The items that were less than 0.6 were discarded. It is regarding to (Awang, 2015; Baistaman et al., 2020; Ehido et al., 2020). So, for the Academic Stress Scale, 13 items are accepted.

### 3.10 Procedures

14 Researchers have obtained approval from the targeted universities to conduct the study. Subjects were asked to give their verbal consent through WhatsApp to participate in this study before answering the questionnaires. Researchers briefed the students about the study's objective and how to respond to the scales. After giving the scales to the subjects, subjects were required to respond by selecting a score on an interval scale with ten answer choices ranging from 1 to 10. Subjects were asked to fill out the scale for 15 to 20 minutes. Subjects were informed that all information collected would be anonymous and kept confidential. Data analysis was carried out using Structural Equation Modeling using IBM-SPSS-AMOS. There are several reasons why SEM is used. SEM, often referred to as the Second-Generation Method can simultaneously analyze constructs with many indicators and commonly observed variables in the model. More importantly, the relationships between variables are analyzed simultaneously (Awang, 2015).

## 4.0 ANALYSIS AND DISCUSSION

### 4.1 Descriptive Analysis

The primary descriptive analyses results are provided in the table below.

Table 3: Demographic profile of respondents

Demographic	Level	Frequency	Percentage (%)
Age	Below 18 years	7	2.76 %
	17 – 23 years	190	75.09 %
	21 – 24 years	53	20.94 %
	Above 24 years	3	1.18 %
Gender	Male	53	20.9%
	Female	200	79.1%
Semester	1	64	25.3 %
	3	145	57.3 %
	5	27	10.7 %
	6	1	0.4 %
	7	15	5.9 %
	9	1	0.4 %

From the table above, most of the respondents (57.3%) were in semester 3, 25.3% were in semester 1, 10.7% were in semester 5, and 5.9% were in semester 7.

#### 4.2 CFA

The Confirmatory Factor Analysis (CFA) was carried out on three constructs, namely resilience, academic stress, and happiness; the results are described in figure 5 and table 4:

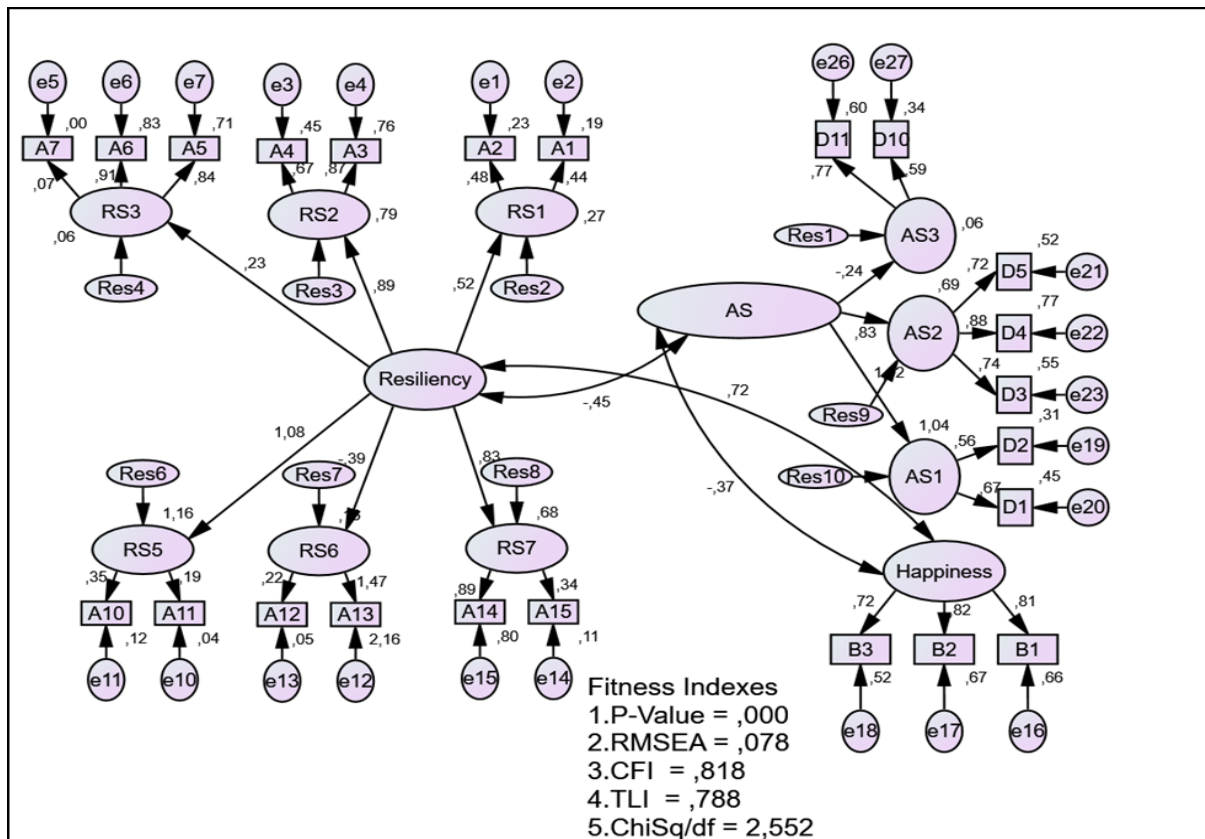


Figure 5: CFA result

Table 4: Descriptive statistics of the happiness scale construct

No	Index	Score	Criteria	Results
1	RMS	0,078	< 0,08	Fit
2	CFI	0,818	> 0,80	Fit
3	Chi-square	2,552	< 5,0	Fit

### 4.3 The Influence of Resilience on Academic Stress

The results indicated that resilience does not significantly influence academic stress see table 5.

Table 5: The results of the influence of resilience on academic stress

			Estimate	S.E.	C.R.	P
Academic Stress	<---	Resiliency	-21,347	22,117	-,965	0,334

### 4.4 The Influence of Resilience on Happiness

The results of this study stated that resilience does not have a significant effect on happiness which can be seen in table 6.

Table 6: The results of the influence of resilience and happiness

			Estimate	S.E.	C.R.	P
Happiness	<---	Resiliency	29,443	30,029	0,980	0,327

#### 4.5 Discussion

The current study investigated the relationship between resilience, academic stress, and happiness among Indonesian students. The results of the SEM analysis showed that resilience does not have a significant effect on academic stress and happiness. The findings of this study indicated no significant relationship between academic stress and resilience. The findings of this study contradict the earlier findings of previous studies, which state that resilience has a significant effect on academic stress (Bajaj et al., 2022; Wilks, 2008). These findings indicate that the high level of university students' resilience does not merely impact the low level of academic stress. Such a situation may be due to the high academic demands, as supported by previous research findings stating that college students face many problems. The stressors could be caused by high academic demands, changing environment, residents, friends, place of study, relationships, culture, and career that may influence time management abilities (Misra & Castillo, 2004).

However, the finding of this study is consistent with the finding of a past study demonstrated that students who experience little academic stress showed no direct or indirect influence of academic stress on well-being as a result of the educational transfer (Fergus & Zimmerman, 2005). In contrast, it is denoted that students suffering from high academic stress can benefit from resilience-budling strategies and programs to resolve academic stress perceptions (Versteeg & Kappe, 2021). In addition, the findings of this study are inconsistent with the findings of a study mentioned that indicated a negative correlation between pharmacy students' resilience and their overall stress, implying that students with better resilience experience less stress (Jones, 2020).

In another way, there are many academic stress factors besides resilience as an internal factor. One of the factors that belong to the external is social support. Based on a study, social support positively affects self-confidence, reduces stress levels, increases self-defence mechanisms, and improves the quality of life (Santoso, 2020). Other research also shows that social support or the presence of other people in a student's life is an essential factor for the academic stress experienced by themselves. Their social support helps students reduce the stress experienced (Renk & Smith, 2007).

17

19 Although individuals may learn and build resilience from coping with daily stresses in some conditions (Diehl et al., 2012), experiencing some daily stress can improve resilience to future stress (Seery, 2011). Past studies stated that Personal attributes and resources such as constitutional robustness, problem-solving skills, intelligence, friendliness, and personal factors such as self-esteem might help resilient individuals cope with stress (Hjemdal, 2007; Ness, 2013).

In addition, the findings of the current study revealed no significant relationship between resilience and happiness (Bajaj et al., 2022; Lower, 2014). These findings contradict the results of a study conducted in Saudi Arabia, which indicated that resilience explained 22% of students' happiness (Aboalshamat et al., 2018).

16 A previous study mentioned that the higher the person's ability to handle difficult things in his life, the lower the impact of bad situations he will face. In addition, previous research found that students who have high levels of resilience tend to be happier than students who have lower levels of resilience (Aboalshamat et al., 2018). Based on literature review and previous research, resilience can affect happiness (Aboalshamat et al., 2018). The results of this study indicate that students who have a high level of resilience tend to be happier than students who have a lower level of resilience.

It is believed that resilient people can "not just get through difficult situations, but also thrive during and beyond them. To be happy, ones have to be strong, pick up after a fall, detach from the sadness they fail, and find the desire to preserve rather than become depressed when things go wrong.

Academic resilience has a significant effect on students' ability to solve problems related to education (Ahmed et al., 2018). Students with high resilience abilities can deal successfully with various problems and stressors. They are ready to face the challenges and changes that occur by continuously trying to find appropriate solutions. Thus, academic well-being can be achieved optimally, which helps them achieve higher achievements (Bücker et al., 2018).

## 5.0 CONCLUSION

Based on the results of SEM analysis, this research concludes that resilience does not contribute to happiness and academic stress reduction. The findings of this study have major implications on the state of happiness among university students in this country. It is suggested that future studies may consider extending investigations on other possible factors that influence happiness, besides increasing the number of respondents and improving the validity and reliability of research results.

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