

Happiness Index among Universiti Tenaga Nasional Students

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ABSTRACT

Happiness is a subjective index often used to measure quality of life and refers to individual and social well-being. Low levels of happiness among university students have been reported worldwide and have received considerable attention. The student happiness index in a college or university refers to the overall well-being and satisfaction of the students studying at the institution. It reflects their level of contentment, engagement, and positive experiences during their academic journey. Several factors contribute to the student happiness index, university environment, lecture or college room facilities, organization, lecturer, and peers. This study aims to determine the level of happiness index among UNITEN students; and to determine the relationship between the university environment, lecture or college room facilities, organization, lecturer, and peers with student happiness index. Quantitative research methods were used by distributing the questionnaire to 156 students UNITEN as a respondent in this study. The analysis encompasses both descriptive and inferential techniques to provide a comprehensive understanding of the collected data. The findings of the study indicate that the university environment, lecture or college room facilities, organizational aspects, and peers emerge as influential determinants impacting student well-being; on the other hand, there exists a moderately significant relationship between the role of lecturers and student happiness index. In particular, the analysis underscores the noteworthy role played by lecture or college room facilities in shaping student happiness. These facilities stand out as a robust contributor, exerting a substantial influence on the overall satisfaction and contentment levels of students. This underscores the significance of investing in and maintaining high-quality lecture

and college room amenities to enhance the holistic educational experience and overall happiness of the student body. These findings collectively underscore the intricate interplay between various aspects of the university environment and student happiness, with lecture or college room facilities occupying a pivotal position in this dynamic. The insights derived from this study offer valuable guidance for educational institutions aiming to enhance student well-being and optimize the educational environment. In conclusion, this research provides an empirical basis for informed decision-making by academic administrators, offering tangible insights into the areas warranting attention and potential avenues for interventions aimed at fostering a more positive and fulfilling student experience.

Keywords: happiness index, university environment, lecture or college room facilities, organization, and peers

I. INTRODUCTION

University students have become a focus of attention in this regard due to reports of low levels of happiness among this demographic on a global scale (Conley et al., 2020). The student happiness index, therefore, emerges as a critical measure to evaluate the well-being and overall experience of students pursuing their academic journey at a college or university. Happiness, as a subjective index, plays a pivotal role in assessing the quality of life and overall well-being. This measure is often used to gauge the contentment and satisfaction of individuals within a society. It encompasses factors such as the university environment, lecture or college room facilities, the efficiency of the institution's organization, the quality of lecturers, and the dynamics with peers,

all of which significantly impact students' happiness and satisfaction.

Understanding the student happiness index is vital for institutions of higher learning. This index can offer insights into the emotional and psychological well-being of students, thereby aiding colleges and universities in identifying areas that require improvement (Wu et al., 2021). The relationship between various factors and the student happiness index can help academic institutions devise strategies to enhance the overall experience for their students. By conducting studies to determine the level of happiness index among their student population and analyzing the correlations with factors like the quality of the learning environment and faculty interactions, universities can take proactive steps to create a more conducive and satisfying academic atmosphere (O'Brien, & Adam, 2016).

One of the critical aspects of this environment is the physical infrastructure of the campus. Unfortunately, many universities face significant challenges in maintaining adequate and up-to-date physical infrastructure (Filho, et al., 2015). Outdated classrooms with obsolete technology, uncomfortable seating arrangements, and poor ventilation can all hamper the learning experience for students. The insufficiency of modern and well-maintained study spaces, as well as overcrowded libraries, can further add to the stress and frustration of students. These limitations not only hinder students' ability to engage effectively in their studies but also have a direct impact on their overall satisfaction with the university environment (Abdullahi, & Wan Yusoff, 2019). Inadequate physical infrastructure also affects the quality of teaching and learning. Outdated facilities can limit the effectiveness of teaching methods and make it challenging for instructors to engage and inspire students (Morales-Rodríguez et al., 2020). Insufficient study spaces can hinder collaboration and group work, which are often essential components of modern education. Additionally, overcrowded libraries can lead to difficulty in accessing necessary resources, thereby hindering research and academic growth (Faize, & Nawaz, 2020). Thus, addressing these issues by investing in infrastructure improvements and modernization is crucial for universities to create an environment that fosters academic success and enhances the overall satisfaction of their student body.

In today's digital age, technology access is paramount for effective learning and academic success. Students heavily rely on computers, Wi-Fi,

and essential software for research, assignments, and communication. A lack of access to these resources can severely hinder their academic progress, causing frustration and affecting their overall happiness (Basuony, et al., 2021). Universities must ensure that students have reliable and equitable access to technology to create an environment that supports their educational needs and contributes to their well-being. Limited access to well-equipped libraries and quiet study areas can pose significant challenges for students trying to concentrate and study effectively (Maqableh, & Alia, 2021). When students struggle to find appropriate spaces for research and study, it can lead to frustration and reduced happiness. Expanding and improving these facilities can greatly enhance the educational experience and overall satisfaction of students, providing them with the essential resources and environments they need to thrive academically (Mohamed, et al., 2021).

Sharma, & Al Sinawi, (2021) stated that Organizational aspects within a university have a profound impact on the experience and happiness of students. One significant issue is the lack of academic support, particularly when it comes to inadequate academic advising and counselling services. Students often rely on these services for guidance in planning their educational paths, addressing academic challenges, and seeking career advice. When such support is lacking or ineffective, it can make navigating the complexities of higher education a daunting task (Chandra, et al., 2019). The absence of guidance and support may lead to confusion and stress, as students grapple with important decisions about their courses, majors, and future careers (Latip, et al., 2019). This lack of academic support can negatively affect students' overall well-being and their ability to succeed academically.

Inefficient communication is paramount in ensuring a positive university experience. Unfortunately, many universities struggle with inefficient communication practices, which can have far-reaching consequences. Poor communication from the institution regarding vital matters such as class schedules, exam dates, or changes in policies can lead to anxiety and dissatisfaction among students (Al Hassani, & Wilkins, 2022). When students are not adequately informed, they may miss deadlines, arrive at class unprepared, or misunderstand important academic requirements. Such miscommunication can create unnecessary stress and frustration, detracting from the overall quality of the educational experience

(Hassan, et al., 2021). Universities need to prioritize clear and effective communication to enhance student satisfaction and well-being.

Whether it's about academic performance, social activities, or even personal choices, the pressure to fit in and meet others' expectations can lead to unhappiness. Students may find themselves compromising their own values or desires to align with what their peers consider the norm. This kind of social pressure can be detrimental to a student's well-being, as it can create a sense of inauthenticity and anxiety about not measuring up to others' standards. Isolation and loneliness are other issues that can impact students' happiness. Difficulty in forming meaningful connections with peers can lead to feelings of isolation and loneliness, which can significantly affect mental and emotional well-being (Walsworth, et al., 2021). College is often a time when students are away from their familiar social circles, and establishing new relationships can be challenging. Those who struggle to connect with their peers may feel a lack of support and camaraderie, potentially leading to unhappiness and a sense of detachment from the college community (Foo, & Prihadi, 2021). Conflict and bullying are also serious concerns within peer dynamics. Instances of conflicts with peers or incidents of bullying can have a significant negative impact on students' happiness and their overall college experience. These negative interactions can cause stress, anxiety, and even harm to students' mental health (Thien, et al., 2020). It is crucial for universities to address these issues by fostering a safe and inclusive environment that promotes healthy peer interactions, as this is essential for the well-being and satisfaction of their students.

In light of these considerations, this study determines the level of happiness index among UNITEN students; and to determine the relationship between the university environment, lecture or college room facilities, organization, lecturer, and peers with student happiness index. By examining the factors that influence this happiness index, such as the university's environment, the availability of proper lecture or college room facilities, the efficiency of the institution's organization, the quality of lecturers, and the interactions with peers, the research intends to shed light on the specific factors that contribute to student happiness. The findings from this study may serve as a foundation for improvements and enhancements within the academic institution, ultimately fostering a more fulfilling and satisfying educational experience for students.

II. LITERATURE REVIEW

Social Support Theory highlights the crucial role of social relationships, and the support individuals receive from others in fostering overall well-being and happiness. According to this theory, individuals who have strong social support networks tend to experience higher levels of happiness. According to Abd Razak et al., (2019). In the context of students, social support plays a significant role in shaping their happiness levels. Firstly, social support from friends plays a vital role in promoting student happiness. Friends provide emotional support, companionship, and a sense of belonging, which are essential for students' overall well-being. Positive and fulfilling friendships can contribute to a sense of happiness and provide a support system during challenging times (Tomás, et al., 2020). Engaging in social activities, participating in group studies, and sharing leisure time with friends can enhance students' happiness and create a positive social environment. The university community itself can provide social support to students. University campuses often offer resources such as counseling services, student organizations, and mentorship programs, which can foster social connections and provide a sense of belonging (Wilson, et al., 2020). Interacting with fellow students, faculty, and staff who offer support and guidance can contribute to students' happiness by creating a supportive and inclusive academic environment.

Social Support Theory recognizes the importance of social relationships and the support received from friends, family, and the university community in promoting student well-being and happiness. By fostering strong social support networks, students are more likely to experience higher levels of happiness, as they benefit from emotional support, a sense of belonging, and the resources available to them within their social environment. Social support, derived from, the university environment, lecture or college room facilities, organization, lecturer, peers, families, friends, and the academic community, can directly impact student experiences during education, with positive impacts on both well-being and academic success (Brailovskaia et al., 2018; Maymon et al., 2019; McCoy et al., 2014; Scanlon et al., 2020; Maymon et al., 2019). In contrast, the experience of stress, while recognized as part of the academic experience, can have a detrimental impact on academic outcomes, well-being (Berwick & Finkelstein, 2010; Conley et al., 2020; Poots & Cassidy, 2020), and mental health (Liu et al., 2019; Wu et al., 2021). In order to optimally benefit from

their educational experiences, students are required to learn to cope effectively with stress (Gustems-Carnicer et al., 2019), and higher levels of social support have consistently been identified as associated with lower stress levels and a greater ability to manage stressors (Jun et al., 2018; Yildirim et al., 2017; Mishra, 2020). Commencing university presents significant challenges for students, with indications that students are at a higher risk of stress during this period than throughout the remainder of their program (Berwick & Finkelstein, 2010; Conley et al., 2020; Demir et al., 2014; Denovan & Macaskill, 2016).

Abdullah et al., (2020) studied the University Life Happiness of Local and International Students in Malaysia: An Analysis of Econometrics; among 381 students local and foreign university students at Universiti Islam Antarabangsa Sultan Abdul Halim Mu'adzam Shah (UniSHAMS). In this study, happiness was measured by financial difficulties, lifestyle, and health, religion, academic achievement, relationship with friends, level of discrimination, sharing information among international students, relationship with mother, relationship with a sibling, relationship with close friends, living arrangement, family's socioeconomic status, level of freedom in student life and leisure time has a positive relationship with student university life happiness. The fewer students' happiness will demotivate them to finish the study. This situation reduces the effectiveness of educational goals to increase the number of knowledgeable and skilled workers in the future. This result is the same as a study by (Malcik & Miklosikova, 2019; Campara, et al., 2017; and Marginson, 2019). We identified that an apparent gap in the previous studies regarding student happiness in the college/university. Moreover, previous studies did not focus on the factor of lecture or college room facilities. The present study on the factor of lecture or college room facilities should be explored further to provide an understanding as to why such is not the case with student happiness.

Alam et al., (2021), studied assessing the level of Happiness among 264 dental students in Pakistan in Web-based. Dentistry is considered one of the prestigious and enriching professions, it is a stressful job associated with various physical and mental stress that affects a dentist's life. Studies related to the level of happiness among dental students are quite rare worldwide. In this study, happiness was measured by positive attitudes toward life, a high self-concept, an increase in vitality, good mental health status, and a higher

level of physical performance. Happiness imparts different effects on an individual, which include positive attitudes toward life, a high self-concept, an increase in vitality, good mental health status, and a higher level of physical performance. The study concludes that overall dental students showed a moderate level of happiness, psychological well-being, and satisfaction with life. It is necessary that all the dental educationists in any institution work closer to psychologists, there shall be different student services provided and student supporting groups shall be encouraged. The issue of satisfaction and happiness among dental students shall be addressed in the nation to help increase happiness levels, which will ultimately improve their job performance. This study also supported by the previous study by (Lesani et al, 2016; Rivers et al, 2015; Collin et al., 2019; Kaipa et al., 2017)

Beltrán et al., (2022), studied the Sense of Life and Happiness Index of Young Collateral Victims of Violence in Mexico. The objective of this study was to observe whether the violent death of relatives of the young high school graduates surveyed is related to the meaning of life, the existential emptiness, and the happiness index. A total of 983 high school students were surveyed in the State of Sinaloa, Mexico. In this study, happiness was measured by Sense of life, existential emptiness and self-perception of happiness. The results showed that those who have close relatives who died as victims of violence have a lower sense of life and also have a greater existential emptiness and a lower happiness index than those who do not have a family member who died as a victim of violence. Additionally, a high degree of students could have a suicidal tendency due to the existential emptiness they present. The happiness index of the young people surveyed is moderately high.

Chung et al., (2017), studied the Effects of the Resilience of University Students on Self-directed Learning Ability and Happiness Index. This study is a descriptive survey study carried out to determine the effects of resilience on the self-directed learning ability and happiness index of 457 students of a 4-year university located in G Metropolitan City. In this study, happiness was measured by Resilience and Self-directed learning ability using the Korean Resilience Quotient-53 (KRQ-53). The findings indicate that the 457 study subjects consisted of 121 freshmen, 118 sophomores, 128 juniors, and 90 seniors. the influence factor on the self-directed learning ability and happiness index of college students was, among the sub-variables of resilience, optimism.

Therefore, resilience can be considered an important factor in adaptation to college life as it enhances the self-directed learning ability of college students and affects their sense of happiness. Resilience is not an innate ability but rather one that is gradually established through the dynamic interaction of the individual and environment, which means that it is the individual's ability that can be improved through education and training. Thus, intervention is needed to cultivate resilience in the college curriculum, and it is also necessary to combine specific strategies to this to increase the sense of happiness in college students through the enhancement of resilience in the approaches to problems related to their stress and majors.

Demirbolat, (2018), studied Democracy, Human Development, and Happiness Indices as Precursors of International Student Success. This paper aims to explore the relationships between educational attainment as expressed in PISA scores and several socio-economic and political variables some of which are sub-indices of the Human Development Index. The correlation analysis reveals that there are highly significant associations between educational attainment and civil liberties, political participation, GDP per capita, average years of schooling, expected years of schooling, and happiness. The PISA Reading Skill scores of students will increase as a nation's level of democracy, human development, and happiness increases. This result is consistent with the expectations. Nevertheless, it is thought-provoking that such social variables as political participation and civil liberties, which mostly affect the life experience of adults also seem to influence the success of 15-year-old students. This study is supported by the previous study by Omoniyi (2013), Varsakelis (2006), and Adedeji & Bamidele (2003).

Kasim, et al., (2022), studied the relationship between Physical Activity and Happiness among 317 Students of the Faculty of Sport Science and Recreation in UiTM Seremban. The purpose of this study is to identify the relationship between happiness and the level of physical activity among students of FSR in UiTM Seremban. The result showed the relationship between physical activity and happiness among students of FSR shows a significant positively strong relationship between both variables. Overall, the present result from this study will provide theory and understanding that sports improve people's enjoyment by decreasing tension and improving mood which in turn makes people

happy. Another study that is also in line with the current finding is the one published by Lathia et al (2017), in which 12 838 participants aged between 15 and 44 stated that both self-reported physical activity and objectively evaluated physical activity were positively associated with happiness. The above findings can be supported by (Richards et al., 2015), who show that rising amounts of physical activity are correlated with higher rates of happiness. This is because physical activity or exercise can have a strong manipulative effect on psychological distress and can contribute to a sense of well-being. In addition, it is stated that physical activity can improve someone's self-confidence and increase social interactions, which would better their mood and possibly increase their happiness (Wang et al., 2012;Kurniati, &Atikasari, 2019).

Khairuddin & Mahmud, (2020), studied the Modelling of the effects of Psychological Well-Being Attributes on Students' Happiness among 384 undergraduate students in the Science and Technology programs of study from a local public university in Malaysia. In this study, happiness was measured by General Health, Vitality, Self-acceptance, Academic Stress, Self-Control, and Positive Relation using the Happiness Index score. The findings show that three attributes Vitality, Positive Relation, and Self-Acceptance were found to be significantly important in predicting students' Happiness with Self-Acceptance being the most powerful predictor of happiness. In contrast, Academic Stress and Self-Control are the least related to students' happiness. Though not significantly related, these attributes indicate a negative relationship with happiness, and it aligns with a previous study by Lapa, (2015).

Lacida et al., (2020), studied the Happiness index among 416 Southeastern College students in Southeastern College, a higher education institute situated in the rural municipality of Padada in the Province of Davao del Sur. Based on the study conducted, there are five types or constructs of happiness that characterize Southeastern College (SC) students. Based on the findings, the students' sources of happiness stemmed from outdoor activities, within-the-generation activities, romance, self-indulgence (self-gratifying activities), and online games. Southeastern College students are happy individuals. They really exhibit happiness in the different experiences that they encounter in their life. With the feeling of happiness, they can be productive individuals in their field of profession.

Liang & Sun, (2022), studied the Happiness of Chinese University Students among

933 postgraduate students and doctoral students from colleges and universities in Beijing. This study aimed to explore the main factors (individual, family, societal, and school) that influence university students' happiness. The findings confirm that the factors related to the individual dimension have a significant positive effect on university students' happiness, and the societal dimension, family dimension, and school dimension also have a significant positive relationship with happiness. University students who have positive emotions about life are more likely to make a positive assessment of the state of their lives and are more likely to be happy. In the individual dimension, university students should establish a scientific view of happiness, which leads to cultivating optimistic psychological qualities. The scientific view of happiness and the optimistic psychological quality make positive, affirmative perceptions and evaluations of a student's own state of life. In the societal dimension, society is a completely new environment for university students. Society should provide more internship opportunities for university students, which benefits students by broadening their horizons and abilities, enriching social experience, and enriching their lives. At the same time, participation in social activities helps them to understand social issues correctly and affirm the value of university students. This result is the same as a study by (Ling et al., 2022; Wang, et al., 2021; Chen et al., 2021) confirms that the factors related to the individual dimension have a significant positive effect on university students' happiness, and the societal dimension, family dimension, and school dimension also have a significant positive relationship with happiness.

Kurniati & Atikasari (2020), studied the Happiness Level of Students from Borneo. The purpose of this study was to examine the happiness level of students from Malang among 30 students aged between 17-22 years of age using the Oxford Happiness Questionnaire (OHQ). The results of the study showed that the happiness level of students from Borneo who are actively involved in the regional organization in Malang is categorized as average of 63.3% (19 students) and high of 36.7% (11 students). The next researcher is expected to analyze two aspects of happiness (cognitive and affective aspects) in a more specific and detailed manner. Past studies by (Sheikhmoonesi, et al., 2013; Arguedas et al., 2016; Aminpoor, & Naghadeh, 2014).

Otaghi et al., (2020), studied the Correlation Between Happiness and Academic

Achievement in Iranian Students: A Meta-Analysis Letter. The present study aimed to explore the relationship between happiness and academic achievement in students using a systematic review and meta-analysis approach and categorize the influencing factors based on their type and study field. Despite the interaction of happiness with academic achievement, yet no correlation has been reported between these parameters. Academic achievement can lead to student satisfaction and happiness. Mentally healthy students with suitable levels of happiness obtain better results in terms of education and academic performance. Happiness also improves students' academic achievement; thus, this effective factor should be considered for improving the students' performance.

Yong et al, (2022), studied Happiness and its Predictors among Undergraduate Students in Malaysia: A Systematic Review. The objectives of this systematic review include exploring the predictors of happiness among undergraduate students in Malaysian universities ranging of 3000 to 3300 students, outlining the strategies and recommendations to foster happiness at the same time exploring future directions of happiness research in Malaysia. Using PRISMA guidelines, a systematic search of major databases including PubMed, MEDLINE, CINAHL, SCOPUS, and Google Scholar published in the English language between the year January 2013 to January 2022. A total of 11 articles were retrieved and their results were synthesized. Using EBSCO Academic Search Complete, a total of 605 articles were found. This includes 243 articles from MEDLINE, 45 articles from CINAHL, 8 articles from SCOPUS, 6 articles from PubMed, and finally, 11,500 articles from Google Scholar. A total of 12,396 articles were excluded after the screening process and only 11 studies were assessed in the third phase as according to their eligibility using the PRISMA checklist. The eleven articles reported religious commitment, Islamic-based gratitude strategy, creativity, sedentary behavior, physical activity, trait emotional intelligence, extraversion personality, non-attachment, psychological well-being attributes, and youth engagement in meaningful activities as having a positive relationship with happiness. This study also supported from the previous study by Pengpid & Peltzer (2019); Tan et al (2021); Tan et al (2017); Lee (2017) and Badri et al (2021).

Yusof et al., (2021), studied Happiness Index Among Nursing Students in Universiti Teknologi Mara. This study aims to identify the happiness index among 161 full-time

nursing students in UiTM PuncakAlam Campus using the self-report questionnaire is an open-access questionnaire adapted from The Oxford Happiness Questionnaire. This study was conducted to determine the association between the happiness index with the demographic data, which is academic achievement, educational level, gender, and age of the full-time nursing students in UiTM PuncakAlam Campus. However, findings from this study found that there is no association between the happiness index with all the demographic data included. The happiness level among full-time nursing students in UiTM PuncakAlam Campus is leaning more on the happy side with the majority of the student's indicating happiness. Therefore, it can be said that the happiness level among nursing students is satisfying. This result is the same as a study by Sahraian and Vakili (2013); Mishra & Dash, (2019); Jun & Jo (2016), Kamthan et al., (2019), and Lesani et al., (2016).

Zakiah et al., (2022) studied Internet Addiction and Its Relationship with Happiness and Life Satisfaction among University Students. The aim of this study is to examine internet addiction and its relationship with happiness and life satisfaction among 375 undergraduate students UniversitiTeknologi Malaysia. The Internet Addiction Test (IAT) instrument is used to measure the level of respondents' dependence on Internet use. Second, the Steen Happiness Index (SHI) questionnaire is used to measure student happiness. Finally, the Satisfaction with Life Scale (SWLS) instrument is used to assess satisfaction with quality of life. Based on the findings of this study, internet addiction has a relationship with happiness and is seen in three dimensions namely enjoyment, involvement, and meaningful life. Through the analysis of this study, the researchers found that

most respondents assessed their internet addiction according to the frequency of time surfing the internet and the frequency of surfing social media, entertainment, or email, which were at the highest level as compared to other items. Thus, it cannot be denied that the increase in internet usage is now very significant especially among university students as they use the internet for personal purposes such as entertainment and social media, apart from information seeking for academic purposes. Past studies by Li et al, (2018); Longstreet, et al., (2019); Kitazawa et al., (2019) Kamthan et al, (2019) have shown that there is a relationship between internet use and individual happiness.

Zeinab et al., (2019), conducted a study on the Determinants of happiness among youth in Malaysia. This study was conducted to identify factors associated with happiness among urban youth in Malaysia. Respondents were 400 youth community-dwelling residents in the metropolitan areas of Malaysia. The findings from this study showed strong support for the importance of education, economic opportunities, and family and social environments. Each of the factors had a direct effect on happiness. The results showed that accessible education is essential to an optimal level of youth happiness in an urban setting. Furthermore, the findings highlighted those different types of social relationships (i.e., family and friends, connectedness to the adults in the neighborhood) were found to have a significant relationship with Malaysian youths' happiness in urban settings. In line with their findings, Coleman et al., (2015) and Barczyk et al., (2014) emphasized that attachment relationships with either parents, peers, or both, predicted positive subjective well-being for young people.

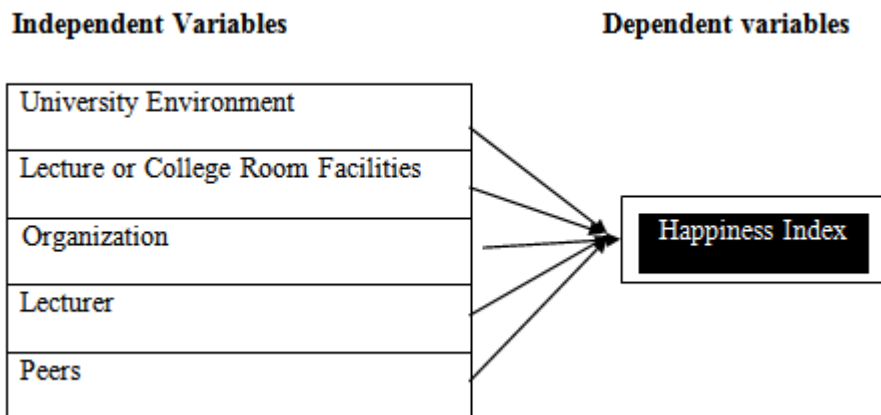


Figure 2: Framework of this study

H1: There is a positive relationship between the University Environment with Happiness Index among UNITEN students.

H2: There is a positive relationship between Lecture or College Room Facilities with Happiness Index among UNITEN students.

H3: There is a positive relationship between Organization with Happiness levels among UNITEN students.

H4: There is a positive relationship between lecturers with Happiness Index among UNITEN students.

H5: There is a positive relationship between Peers with Happiness Index levels among UNITEN students.

III. METHODOLOGY

In this research, the quantitative research method was employed to achieve the objectives of the study. In quantitative research, descriptive analysis was performed to determine the frequency and mean of the data, and correlation analysis was to determine the relationship between dependent variables and independent variables. For the research design, a structured questionnaire survey study design was used to obtain data from the respondents. The population of this study is the UNITEN students a total of 156 students. Self-administered questionnaires from previous validations were used to collect data from respondents. The enlisted questionnaire consists of 64 indicators which include the four questions of the demographic of respondents, 10 indicators measuring Happiness level, 10 indicators measuring University Environment, 12 indicators measuring Lecture or College Room Facilities, 10 indicators measuring Organization, 10 indicators measuring Lecturer, and 10 indicators measuring Peers. Respondents had to answer the questions by having a five-point Likert scale consisting of very disagree (1), disagree (2), not sure (3), agree (4) and strongly agree (5). Firstly, the researchers asked permission from the University for approval to conduct a survey of academic research at the

university. After obtaining feedback, the researcher handed over the questionnaire to the respondents after briefing them on the topic and objectives of the study. Besides, respondents were assured of the confidentiality of their feedback to obtain more accurate results. After completing the questionnaire, the researchers collected the questionnaire personally. A total of 156 questionnaires were distributed, and all the sets of questionnaires were returned, showing a response rate of 100%. Statistical Package for the Social Sciences (SPSS) version 27 was used to obtain respondents' demographic data and to test the hypotheses of this study.

IV. FINDINGS AND DISCUSSION

Table 1 shows the demographic analysis of the respondents. For the distribution of respondents according to gender, the number of respondents consisting of males is 51.9% (N = 81) respondents, and female 48.1% (N = 75) respondents. In terms of the distribution of respondents according to race, the findings show that Malay respondents are the majority of this study consisting of 68.6% (N = 107) respondents, and 25.0% (N = 39) respondents are Chinese students, 5.1% (N = 8) respondents are Indian students, only 1.3% (N = 2) respondents are another race. For the age of the respondents, it shows that most of the respondents are between 21-23 years old consisting of 62.2% (N=97) respondents, then the student aged between 18-20 years old is 26.9% (N=42), student aged between 24-26 years old is 9.0% (N=14) and lastly student aged above than 26 years is 1.9% (N=3). Finally, in discussing the demographic analysis of the distribution of respondents according to the level of education, respondents who currently studied in degree is most of the respondent in this study consisting of 79.5% (N = 124) respondents, and 12.8% (N = 20) respondents in diploma studied, 7.7% (N = 12) of respondents are foundation student in this university.

Table 1: Demographic of respondents

	Frequency	Percentage (%)
Gender		
Male	81	51.9
Female	75	48.1
Race		
Malay	107	68.6
Chinese	39	25.0
Indian	8	5.1

Other race	2	1.3
Age		
18-20 years old	42	26.9
21-23 years old	97	62.2
24-26 years old	14	9.0
Above 26 years old	3	1.9
Level of Education		
Foundation	12	7.7
Diploma	20	12.8
Degree	124	79.5
Total	156	100.0

Table 2 shows the result of the correlation analysis. To determine the relationship of the University Environment, Lecture or College Room Facilities, Organization, Lecturers, and Peers with Happiness levels among UNITEN students. As the correlation coefficients shown in Table 2, Lecture or College Room Facilities and Happiness levels have a positive significant amount with the value correlation coefficient ($r = 0.766$) showing that there was a highest significant relationship. Modern, well-equipped lecture halls and college rooms play a pivotal role in enhancing students' educational experiences. These facilities are designed with the utmost consideration for comfort and convenience, offering students a welcoming space that fosters effective learning. Comfortable seating, featuring ergonomic designs and ample space, ensures that students can focus on the lecture or discussion without the discomfort of cramped or uncomfortable chairs. This physical comfort promotes better concentration and engagement with the material being presented. Furthermore, proper lighting in these spaces helps reduce eye strain and fatigue, contributing to an overall more enjoyable learning experience. In the context of UNITEN, students often spend a significant portion of their time in lecture halls and college rooms. The quality of these spaces directly impacts their daily experiences and, by extension, their overall satisfaction with their educational institution. The sense of convenience derived from modern facilities also extends to the accessibility of resources (Deshapande, & Kate, 2020). Lecture halls equipped with advanced audio-visual technology and high-speed internet access empower students to engage with course materials more effectively. This access to valuable resources not only simplifies the learning process but also reduces potential stressors related to technical difficulties or information accessibility. As a result,

students can focus on their studies and interactions with their peers and instructors, fostering a positive and enriching academic environment that contributes to their happiness. The importance of comfort and convenience in educational facilities goes beyond the physical aspects. It also extends to the emotional well-being of students. A welcoming and thoughtfully designed environment conveys a message of care and respect from the educational institution, reassuring students that their needs and comfort are a priority. This sense of value and investment can have a profound impact on students' morale and overall happiness. They feel a deeper connection to their learning environment and are more likely to approach their studies with a positive mindset. Ultimately, well-equipped lecture halls and college rooms not only facilitate effective learning but also contribute to the holistic well-being and contentment of students, which are essential elements of a successful educational experience (Anaman, et al., 2022). When students have access to well-equipped lecture halls, libraries, laboratories, and study spaces, it creates an environment conducive to effective learning (Godstime, & Joseph, 2019). The availability of modern technology, resources, and a comfortable atmosphere helps students engage more productively with their coursework. This enhanced learning experience can lead to improved grades and a deeper understanding of the subject matter, which in turn, boosts academic performance. UNITEN students express high levels of satisfaction with the lecture and college room facilities provided by the university. The institution's commitment to maintaining modern, well-equipped spaces, coupled with a focus on comfort, convenience, and advanced technology, has contributed to positive feedback from the student body. Students often praise these factors that enhance their overall academic experience.

These well-maintained facilities not only support effective learning but also foster a sense of value and investment in their education, contributing to a content and motivated student population.

In addition, the result shows that University Environment has a positive significant amount with the value correlation coefficient ($r = 0.766$) showing that there was a second highest significant relationship between University Environment with Happiness levels among UNITEN Students. UNITEN recognizes the importance of holistic student development, and as such, it offers a diverse array of extracurricular opportunities that extend beyond the academic realm. Students have the chance to engage in various clubs, organizations, and events that cater to their interests and passions. Participation in these activities not only serves as a means for personal growth but also fosters a strong sense of community and belonging. Whether it's joining a student club, participating in sports, or taking part in cultural events, these experiences allow students to explore their talents and interests. This engagement can result in an increased sense of fulfillment, as students find purpose and satisfaction outside the classroom, ultimately contributing to higher happiness levels (Ginosyan, et al., 2020). UNITEN's commitment to practical skills development and its strong reputation within various industries can significantly influence students' happiness levels. The knowledge that they are receiving a high-quality education that aligns with real-world needs can boost students' confidence and optimism regarding their future career prospects. As students pursue their studies and gain hands-on experience, they are better prepared for the job market. The anticipation of successful career outcomes, including job placements, internships, and networking opportunities, can positively impact their overall well-being. This sense of preparedness and the belief in future opportunities can lead to a greater sense of happiness and contentment during their time at the university (Bodolica, et al., 2021).

Furthermore, the factor of Organization has a positive significant amount with the value correlation coefficient ($r = 0.714$) showing that there was a third highest significant relationship between Organization with Happiness levels among UNITEN Students. UNITEN's dedication to maintaining efficient administrative processes is a cornerstone of the university's success in fostering student happiness. When administrative functions are well-organized and responsive, students encounter fewer bureaucratic hurdles and

frustrations in their academic journey (Ganesh, & Haslinda, 2019). Efficient processes contribute to smoother enrollment, registration, and academic advising, making it easier for students to access the services and support they need. This streamlined approach reduces the stress associated with administrative hassles and creates a more positive and hassle-free experience for students, ultimately leading to higher levels of satisfaction and happiness. Then, the responsiveness of the administrative staff at UNITEN plays a crucial role in student satisfaction. A prompt and attentive administrative team can address students' queries and concerns in a timely manner, ensuring that students feel heard and valued. This fosters a sense of respect and support, reinforcing students' positive perception of the university. As a result, students are more likely to approach their academic journey with a positive attitude, leading to increased happiness and contentment during their time at UNITEN. Efficient administrative processes also contribute to students' overall well-being by allowing them to focus on their academic pursuits and extracurricular activities without unnecessary administrative distractions. This reduction in administrative hassles frees up students' time and energy for more meaningful aspects of their university experience, such as studying, engaging in extracurriculars, and building social connections (Hwang, & Choi, 2019). The efficiency of administrative processes at UNITEN, therefore, plays a pivotal role in creating a conducive and enjoyable university environment that supports student happiness.

UNITEN's commitment to clear communication and robust support services is instrumental in enhancing the happiness levels of its students. In a well-organized institution, communication channels are established and maintained to ensure students are well-informed about academic requirements, deadlines, and available resources. When students receive timely and accurate information, it reduces anxiety and confusion, creating a more positive university experience (Gomis, et al., 2022). Moreover, UNITEN's provision of comprehensive support services plays a pivotal role in student contentment. These services, including academic advising, counseling, and career guidance, are readily accessible to students. They offer vital assistance in academic and personal matters, aiding students in overcoming challenges and making informed decisions. The presence of such support resources cultivates a sense of belonging and security within the university community, which contributes to

higher happiness levels. Additionally, a well-organized institution promotes transparency in its communication, making it easier for students to engage with the university's offerings and to seek assistance when needed.

For the Peers factor, it has a positive significant amount with the value correlation coefficient ($r = 0.615$) showing that there was a moderately significant relationship between Peers with Happiness levels among UNITEN Students. The university journey is marked by a myriad of academic and personal challenges, and peers often find themselves navigating similar terrain. This common ground creates an opportunity for students to share their experiences and empathize with one another. The ability to relate to the academic pressures, the stress of exams, and the ups and downs of college life forms the foundation for a unique bond among peers. This shared understanding allows students to provide support and encouragement during difficult times, reinforcing the notion that they are not alone in their challenges. As students face the same trials and triumphs, they become a source of motivation and companionship. The feeling of being part of a community that understands one another's struggles and successes can create a strong sense of unity and belonging, ultimately contributing to higher levels of happiness among UNITEN students. As students navigate college life together, they not only bolster their academic resilience but also cultivate a deep sense of happiness derived from the shared journey they undertake.

Lastly, the Lecturers showed that there was a low significant relationship between the Lecturers with Happiness levels among UNITEN Students. This value is smaller than the value alpha set. The diversity of individual student experiences with lecturers at UNITEN is a crucial factor that can influence the observed low significant relationship between lecturers and happiness levels. Students engage with a wide range of courses and instructors throughout their academic journey, each offering a unique teaching style and approach to

classroom interactions. Some students may have highly positive and enriching experiences with certain lecturers, finding themselves inspired, motivated, and well-supported in their academic endeavors. These positive interactions can contribute significantly to their overall happiness levels, as they associate their educational experience with support and encouragement. On the other hand, individual preferences, learning styles, and personal dynamics can lead to less positive experiences with other lecturers. Students may find it challenging to connect with specific instructors or may encounter teaching methods that do not align with their learning preferences. Such experiences can lead to a decrease in satisfaction and potentially impact happiness levels. The variability in individual lecturer-student dynamics underscores the complexity of the relationship between students and their lecturers, making it difficult to establish a consistently strong correlation between these variables across the entire student population. It is essential to recognize that the subjective nature of individual student experiences can be influenced by a multitude of factors, including the specific course content, communication style, and the dynamics of the learning environment. Therefore, the degree to which lecturers influence students' happiness can vary significantly, depending on the specific interactions and experiences each student encounters throughout their academic journey at UNITEN. Some students may thrive in a particular teaching environment, while others may find it less engaging or effective. This diversity in teaching methods can lead to variations in how students perceive their interactions with lecturers, which in turn can affect their reported happiness levels.

This finding clearly supports the research hypothesis H1, H2, H3, H4, and H5 that there is a positive linear relationship between University Environment, Lecture or College Room Facilities, Organization, Lecturers, and Peers with Happiness levels among UNITEN students.

Table 2: Correlations Analysis

Variables	Y	X ₁	X ₂	X ₃	X ₄	X ₅
Y Happiness levels	1					
X ₁ University Environment	0.728**	1				
X ₂ Lecture or College Room Facilities	0.766**		1			
X ₃ Organization	0.714**			1		
X ₄ Lecturers	0.588**				1	
X ₅ Peers	0.615**					1

** Correlation become significant at the 0.01 level; Bonferroni adjusted alpha ($\alpha_{adjusted}$) = 0.01 (0.05/5).

Table 3 indicates that the regression analysis of these findings, the R-squared value of 0.668 shows that the four variables explained 66.8% of the variance/variation in the Happiness levels. The results obtained are substantial. Comparing this R² value obtained (R² = 0.668) to Hair, Hult, Ringle & Sarstedt (2019) criteria (0.75 = substantial, 0.50 = moderate, and 0.25 = weak), it is very obvious that the coefficient of a determination of 0.645 obtained is considered to be moderate. The

ANOVA table revealed that the F-statistics [F (5, 150) = 60.331] was very large and the corresponding p-value was highly significant (p = 0.001). Results of the analysis slope of a line indicate the estimated regression model is not the same with a value of zero to confirm that there is a linear relationship between Happiness levels with the five predictor variables (University Environment, Lecture or College Room Facilities, Organization, Lecturers, and Peers).

Table 3: Regression Analysis

Happiness levels	B (Unstandardized Coefficient)	Std. Error	Beta (Standardized Coefficients)	T	p-value
Constant	.539	.196		2.750	.007
University Environment	.220	.087	.231	2.525	.013
Lecture or College Room Facilities	.285	.099	.314	2.870	.005
Organization	.080	.080	.093	.993	.323
Lecturers	.159	.063	.163	2.543	.012
Peers	.138	.059	.157	2.319	.022

*Notes: R=0.817^a; R²=0.668; Adj. R²=0.657; F (5, 150) = 60.331, P = 0.0001.

Analyzing the results in Table 3 provides valuable insights into the factors that influence the happiness levels among UNITEN students. The Beta coefficient, denoted as β, quantifies the strength and direction of the relationship between satisfaction with different aspects and happiness levels. In this context, the highest Beta coefficient of 0.285 is associated with satisfaction in Lecture or College Room Facilities, as indicated by the highest t-statistic of 2.870. This suggests that satisfaction with these facilities plays a significant role in determining happiness levels, even when accounting for the influence of other predictor variables in the model. Specifically, a one standard deviation increase in satisfaction with Lecture or College Room Facilities corresponds to an impressive 0.803 standard deviation increase in happiness levels, underscoring the importance of well-equipped and comfortable learning environments. From a student's perspective, lecture or college room facilities often emerge as the most significant factor influencing our happiness. First and foremost, the facilities in which they learn matters a great deal. Well-equipped space can make a world of difference. When they have a lecture hall or college room that's inviting and conducive to learning, it positively impacts their experience. Additionally, the availability of technology and resources in these facilities makes a huge difference. Access to high-speed internet, and other

educational tools greatly enhances the learning process. It's not just about convenience; it's about reducing technical hassles and making UNITEN student education more engaging. When the university invests in providing well-equipped lecture rooms and college facilities, it makes students feel valued and important. This sense of investment and prioritization of our learning environment adds to UNITEN students' happiness. One of the students stated that, he appreciates that the institution cares about the quality of our education. As a student, I've personally experienced how lecture and college room facilities have a direct, immediate impact on my daily academic life and overall happiness. While other factors like university environment, organization, lecturers, and peers are undoubtedly important, the physical learning environment stands out as a significant contributor to my happiness and well-being.

The second-highest Beta coefficient of 0.220 is related to the satisfaction with the University Environment. This result implies that a one standard deviation increase in satisfaction with the University Environment leads to a substantial 0.764 standard deviation increase in happiness levels among UNITEN students. It highlights the critical role of the overall university environment in shaping students' well-being during their academic journey. On the other hand, the Beta values for satisfaction with Lecturers and Peers are 0.159 and

0.138, respectively. These values demonstrate the positive impact of both quality instruction and positive peer relationships on students' happiness levels, albeit to a slightly lesser degree than Lecture or College Room Facilities and University Environment. Furthermore, the Beta coefficient for Organization was also noted as 0.138, but the p-value of 0.323, and t-statistic 0.993 suggests that there is not the most contribute between organizational aspects and happiness levels among UNITEN students. This finding indicates that the organizational elements in this context do not exert a statistically significant influence on students' happiness, highlighting the unique and more dominant role of other factors like lecture facilities, the university environment, and interpersonal relationships in shaping their overall well-being.

V. CONCLUSION AND RECOMMENDATIONS

The university's academic environment plays a crucial role in student happiness. UNITEN is known for its high-quality education and rigorous academic programs. A challenging yet supportive academic environment that encourages intellectual growth and personal development can contribute to student satisfaction and happiness. Opportunities for research, practical experience, and industry exposure provided by UNITEN can enhance students' sense of purpose and satisfaction with their educational journey. Secondly, the social support system within UNITEN is essential for student happiness. The university community offers various avenues for students to build social connections and engage in extracurricular activities. Student clubs, organizations, and events provide platforms for students to interact, collaborate, and develop friendships. The support among peers can foster a sense of belonging and positively impact the overall happiness of UNITEN students.

Moreover, UNITEN's campus facilities and amenities contribute to student well-being. The availability of well-maintained infrastructure, such as libraries, sports facilities, and recreational spaces, promotes a conducive learning and living environment. These amenities provide students with opportunities to engage in physical activities, relax, and pursue their interests outside of academics, which can contribute to their happiness and overall well-being. Additionally, the support services offered by UNITEN, such as counseling and career guidance, are crucial in ensuring the mental and emotional well-being of students. Access to professional support for academic,

personal, and career-related challenges can alleviate stress and enhance student happiness. UNITEN's commitment to the holistic development of students, including their emotional and mental health, creates a supportive environment that fosters student well-being. It is important to note that the individual experiences and happiness levels of UNITEN students may vary. Factors such as personal characteristics, academic performance, financial circumstances, and cultural backgrounds can influence students' happiness and well-being. Therefore, it is essential for the university to continue to assess and address the diverse needs of its student population to ensure their overall happiness and success.

In conclusion, UNITEN students' happiness and well-being are influenced by the university's academic environment, social support system, campus facilities, and support services. By creating a supportive and inclusive environment that promotes academic growth, social connections, and personal development, UNITEN plays a significant role in nurturing the happiness and well-being of its students. Continued efforts to enhance these aspects will contribute to a positive and fulfilling experience for UNITEN students.

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