

## **Success Thrives Where Academic Resilience is Nurtured, and Happiness is Valued**

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### **ABSTRACT**

*Students often struggle to achieve academic excellence due to poor emotional regulation. Rapid growth in digital ecosystems has transformed educational practices. Academic resilience and happiness are significant psychological constructs that support academic success. The present study examines the relationship between academic resilience and happiness in a digital learning context using a descriptive correlational research design. Data were collected from undergraduate students enrolled in digitally mediated courses across diverse disciplines. The statistical analysis, using Pearson's correlation followed by regression, suggests a strong positive correlation between academic resilience and happiness. The findings indicate that highly resilient students demonstrated better adaptation, while happiness contributed to motivation and persistence in digital learning. The study underlines the significance of integrating resilience-building strategies into technology-enabled learning frameworks.*

**Keywords:** Academic resilience, Digital ecosystem, Happiness, Mindfulness, Well-being

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## INTRODUCTION

Academic resilience and happiness have been gaining scholarly attention as significant psychological constructs in understanding learners' academic behavior, well-being, and success in the contemporary digital education system. The rapid transformation of traditional education into a digitally mediated ecosystem has increased the cognitive stress on students. Online platforms have intensified emotional pressure on learners. Blended learning pedagogies are deepening the self-regulatory pressure on learners. Currently, academic success is defined by the student's capability to adapt and persist in the era of technological challenges.

Academic resilience refers to students' ability to handle academic pressure, bounce back from setbacks and maintain their motivation and performance in the best way despite adversity. Martin and Marsh (2006). Integrated psychological attributes such as self-assurance, low anxiety and persistence are essential components of resilience and are significantly associated with educational achievement. This perspective underscores that academic resilience is not the absence of academic obstacles but a self-motivated progression of positive adaptation. In a digital learning environment, students must manage self-learning, and they must face performance pressure in an overloaded environment. Academic resilience becomes a determining factor of sustained engagement and achievement (Alharbi, 2024; Etherton et al., 2022). Academic resilience, described as the capability to manage academic challenges, promotes both intrinsic motivation and higher academic achievement (Klutsey & Mahama, 2025).

Happiness is operationalized via subjective well-being, emotional stability and life satisfaction, and it is equally important to learners' academic performance as other factors. Empirical data have demonstrated that students who score high on the happiness scale have improved cognitive functioning, improved social skills and the ability to manage stress (Daniilidou et al., 2025). From the positive psychology perspective, happiness is both a result and a factor in promoting

academic resilience and success. Seligman's PERMA model (2018), which conceptualizes well-being via five fundamental dimensions—positive emotions, engagement, relationship, meaning and accomplishment, provides a comprehensive framework for studying happiness in an educational context.

Recent studies highlight the interdependence of happiness and academic resilience. Positive emotions improve students' capacity to persist, while academic resilience assists students in sustaining psychological well-being within academic adversity (Forgeard et al., 2011). Satisfied students and academic resilience predict happiness and self-efficacy among school students (Hossein Mardi et al., 2024). Karahan et al. (2024) described that happiness is positively associated with spiritual well-being and negatively associated with anomie, while resilience diverges across demographic variables. Recent interdisciplinary studies in education underscore that the digital learning environment proposed expanded access; they strengthen academic, psychological and technological demands on learners who have no prior experience with institutional academic culture or digital infrastructure (Rasheed & Wahid, 2022; Kulkarni, 2023). Empirical studies have shown that students' academic resilience and subjective well-being are significant attributes of persistence and success in a technology-mediated learning context (Nair & Singh, 2023). The present study addresses this gap by examining undergraduate students enrolled in a newly established private university in a remote region. The institution promotes sports and extracurricular activities as a part of holistic development, while students simultaneously experience academic pressure and digital learning demands for their overall development. The students who feel pressure to take part in cocurricular activities also score higher in academics. Recent studies have shown the relationship between academic resilience may be influenced by many factors such as- digital literacy level, age, socio-economic conditions, gender, access to technology.

The psychology department held a psychological fair, where the students were introduced to the concepts of academic resilience and happiness. Students from all disciplines were invited to participate, but only 99 completed standardized measures of academic resilience and happiness. The purpose was to navigate the dual challenges of rigorous academic demand and unique constraints posed by their environment. The participants were first-generation college students striving to balance academic aspirations with environmental, institutional and technological constraints. By exploring the correlation between academic resilience and happiness, this study looks to determine whether their ability to overcome setbacks also contributes to emotional well-being. It aims to find key factors that enable rural university students to thrive both academically and personally, thereby informing the development of institutional support that enhances their learning experience and quality of life.

By quantitatively examining the relationship between academic resilience and happiness, this study determines whether students' ability to overcome

academic challenges within a digital learning ecosystem contributes to their well-being. The findings aim to provide advice from evidence-based pedagogical strategies, curriculum design and institutional interventions that boost resilience, happiness, and sustainable academic success in digitally driven higher education environments. Existing research examines these constructs with limited quantitative investigations exploring their effect on students' academic resilience in digital ecosystems. Addressing this gap is essential to understanding the interplay between academic resilience and happiness, which can inform comprehensive pedagogical strategies and institutional policies aimed at supporting marginalized students in the digitally evolving higher education system.

## **LITERATURE REVIEW**

### **Conceptualizing Happiness and well-being in Educational Context**

In educational research, happiness is conceptualized as- subjective well-being, life satisfaction, belongingness, and sense of meaning. Early psychologist Veenhoven (1991) conceptualized happiness is an outcome of internal dispositions and external factors affecting cognitive and affective aspects of an individual. The positive psychology scholar (Seligman, 2018) argued that happiness is not the absence of distress, but it is presence of- meaning, emotions, relationships and fulfilment. Empirical studies in educational domains have demonstrated a remarkable association among academic resilience, happiness, and interpersonal competence, suggesting that social skills and resilience function as protective factors against academic stress. Shin and Hwang (2018) found happiness among nursing students is directly associated with interpersonal competence and psychological factors. Dursun and Cesur (2016) found gender-differentiated effects of mandatory primary schooling in Türkiye. The study highlighted that gender, and sociocultural variables control well-being of students. Happiness is dynamically influenced by structural and personal factors. (Daniilidou et al., 2025) explained that higher happiness is associated with higher cognitive functions. Improved interpersonal relationships and better stress management and happiness are positively associated with each other. These findings suggest that happiness is outcome as well as resource within the academic environment.

### **Academic resilience; dimensions and educational significance**

Academic resilience is the capability of a student to work persistently at the time of adversity, effectively cope with academic challenges and remain motivated regardless of setbacks. Martin and Marsh (2006) associated academic resilience with motivational psychology. Author highlighted link between academic resilience and persistence, self-belief and emotional regulation. Recent

studies extend this conceptualization by proposing multidimensional components such as self-reliance, persistence, personal accountability, teachers' support, and problem solving (Etherton et al., 2022; Guo et al., 2025). Recent qualitative further suggested that students' resilience is influenced by institutional enablers and constrains Mapaling, Du Plooy, & Webb, 2024). Academic resilience is not an outcome of individual traits, but it depends on institutional climate, social support system, and teaching strategies (Ross, Scanes & Locke, 2024). Recent research shows that teachers' workload, supportive faculty, peer support, and emotional support significantly strengthen students' academic resilience Liaqat et al., (2025). Accordingly, academic resilience has now emerged as an interactional construct shaped by interplay between contextual resources and personal capabilities.

### **Empirical links between Academic resilience and happiness**

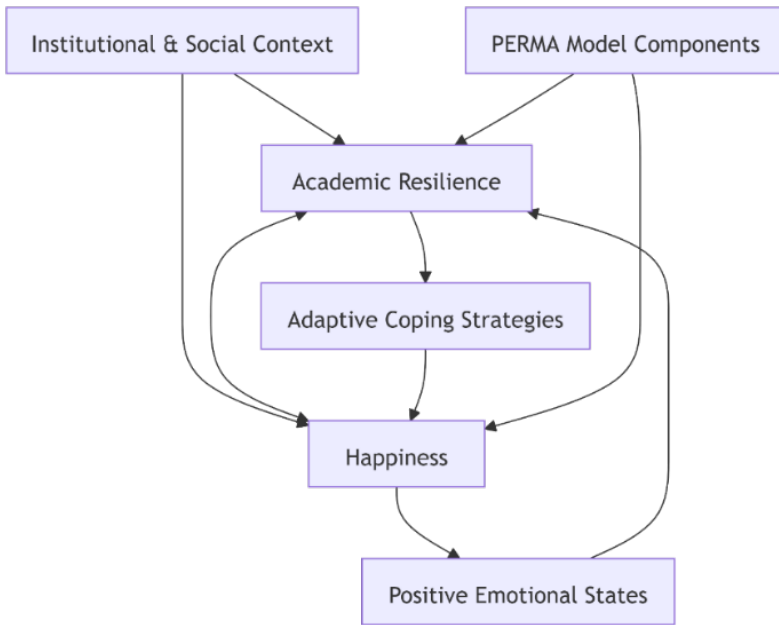
Emerging research showed that academic resilience and happiness are interlinked constructs continuously reinforcing each other. Empirical findings proved that students who score higher on resilience scale manage academic setbacks efficiently, resulting in positive emotional experiences and higher life satisfaction (Hossein Mardi et al., 2024). Tavoosi et al., (2024) found that resilience strengths the purpose of life, which mediates subjective happiness, as earlier conceptualized by Seligman (2018). Corresponding findings denoted that resilience contributes to happiness indirectly through quality of life, purpose of life social support (Fatimah et al., 2024). Kheirkhah (2020) examined the effect of social skills training on academic resilience, self-efficacy, and happiness in among learners. Targeted training in social skills such as communication, problem solving and emotional regulation improved academic resilience, self-efficacy and happiness. The review work done provide mixed findings regarding direction of the relationship between academic resilience and happiness- some suggested positive direction and other non-significant links. Saunders et al., (2023) claimed no correlation between academic resilience and subjective happiness among pharmacy students. Fatima, Fitriana, & Zaid (2024) found that academic resilience cannot be a significant predictor of happiness; resilient students cannot reduce academic stress, highlighting the importance of mediating variables such as social support and adaptive coping strategies. These inconsistency findings highlighted the need to further examine the link between academic resilience and happiness with explicit sociocultural and institutional contexts rather than assuming a collective relationship. African and Global South scholars have gradually challenged Western-centric models of well-being. Bibliometric and intercontinental analysis urged the need for culturally sensitive indicators that highlighted spiritual, relational and communal dimensions of resilience and happiness Counted, Cowden, & Lomas, 2024; Fadiji et al., 2024).

## **Towards conceptual integration of academic resilience and happiness**

Examining findings from positive psychology- resilience theory, and educational psychology the present study collaboratively adopts the framework that spots academic resilience as a predictor and outcome of happiness. Seligman (2018) PERMA model provides important insights to understand the relationship because the five elements described by him overlap conceptually with self-regulation, critical thinking and persistence. Khaeirkh (2020) suggested that social skills training had significant effect on happiness and resilience. With present study's framework, happiness promotes psychological constructs such as motivation, optimism and students' ability to cope with academic stress. At the same time, academic resilience enhances persistence and critical thinking, which results in completion resulting in sustained happiness. Sociocultural context of present study plays a moderating role in finding relationships between academic resilience and happiness. The present study, where data is extracted from first-generation students enrolled in rural higher education institutions, where they possess limited access to resources with higher expectation from family, minimum institutional support may constrain resilience and happiness. Recent studies have emphasized culturally sensitive approaches such as collective values, contextual adversity, and collective values shape academic resilience and happiness (Counted, Cowden, & Lomas, 2024; Fadiji et al., 2024).

Combining psychological resilience, social support, and contextual factors (Ahmed & Brown, 2024; Manesh et al., 2025; Rehman & Silva, 2025). Student well-being and resilience emerged as culturally embedded constructs shaped by sociocultural values and educational context. Mensah, Adu, & Boateng (2025) suggested that cultural frameworks play a central role in enhancing students' well-being and resilience by strengthening collective responsibility and connectedness within educational environment. Despite growing empirical attention, literature remains fragmented, with inconsistent findings related to the interplay between academic resilience and happiness. Many studies exhibit contradictory findings. Most of the studies that are examined belong to Western countries and not to Africa or South Asia. These gaps do not undermine the present study; they underscore the need for contextually grounded, theoretically integrated research in African and South Asian settings.

## Conceptual framework



**Figure1: Conceptual framework of Academic Resilience and Happiness**

Institutional and social context had massive influence on academics. resilience and happiness, both variables have a reciprocal relationship, that mutually reinforce each other. Adaptive coping strategies enhance happiness, implying PERMA model components. The conceptual framework of present study is grounded in positive psychology, resilience theory, and student's success models within digitally mediated higher education institutions. Here happiness is conceptualized as a positive emotional state reflecting well-being, life satisfaction and emotional balance. Happiness being an independent variable that nurtures students' ability to manage academic demands. In digital learning ecosystem, students' happiness enhances motivation, and persistent engagement. The conceptual framework proposes that academic success is nurtured and happiness is valued as a psychological resource within digital learning system, through self-regulation. Being dependent variable, academic resilience refers to students' capability to persistent through setbacks, overcome with cognitive and institutional difficulties. Dimensions of academic resilience are self-reliance and critical thinking. Academic success is not measured directly, but conceptually it is

considered as a long-term outcome flourishing by promoting and prioritizing happiness and academic resilience. The digital learning ecosystem is conceptualized as an ecosystem affected by emotional well-being and its transformation into learning behavior. This framework acknowledges age, gender, socioeconomic status, access to digital devices, anxiety, and self-efficacy as contextual controls to measure correlation as a genuine process.

## METHODOLOGY

A quantitative research approach using a descriptive correlational method research design was employed to examine the relationship between academic resilience and happiness among undergraduate students. This design used to identify strength and direction of correlation between variables. A psychological study was conducted, and the statistical population consisted of female and male undergraduate students. A total of 99 students completed both forms. Data were collected by mailing Google Forms. The qualitative data were collected as ratings, which were converted into numbers. Data were collected through standardized self-report instruments. Prior to inferential analyses, potential confounders, including access to digital devices, psychological traits such as self-efficacy, anxiety, age, gender, and prior academic performance, were assessed at baseline and statistically controlled to minimize confounding bias. These variables were examined as covariates to ensure the findings may reflect observed relationships instead of demographic or psychological traits.

### **Data quality Assurance and Analytics**

The present study followed several procedural steps to ensure data quality and analytical rigor. Two distinct standardized instruments were used to measure tie constructs. The academic resilience scale (Kaur & Singh) and Oxford Happiness Questionnaire (Hills & Argyle, 2002) were used to conceptually related but empirically distinct constructs, using these tools reduced the likelihood of direct item-level measurement overlap. Both the instruments demonstrated acceptable reliability in prior studies. Prior to concluding inferential analyses, the data was screened for incomplete responses and outliers. Preliminary screening indicated accepted univariate normality; justified to use Pearson's correlation to examine the linear association and continuous nature of variables. Regression analysis was conducted to examine predictive relationships. The Cronbach's alpha for this was computed 0.729.

To mitigate concerns about construct overlap, future analyses will test discriminant validity using confirmatory factor analysis (CFA) and examine common method variance.

## **Institutional exposure**

Institution from the data was collected was a single newly established private higher institution, that follows the holistic approach of education as recommended by new education policy 2020, launched by government of India. The higher education institution operating with digitally mediated instruction system, also emphasized well-being through mandatory curricular components such as *Teaching of Bhagwat Geeta* and compulsory course in foundations of positive psychology. The sample analyzed for statistics was collected from the institution, which is focused on well-being.

## **Participants and Survey Instrument**

The sample consisted of 99 undergraduate students, from various disciplines, including agriculture, business administration, pharmacy, political science, nutrition and dietetics and psychology. All the participants were first-generation college students coming from diverse backgrounds and bringing different academic perspectives, yet shared similar academic and regional culture with the same institutional environment, for the purpose of determining the correlation between academic resilience and happiness among undergraduate students. Two Google Forms were shared with all the undergraduate students at various schools. Data collection was conducted through responses received on the Oxford Happiness Scale and the Academic Resilience Scale by Dr Karanbir Kaur. The split-half reliability was 0.72, and the test-retest reliability of the academic resilience scale was 0.79 (N = 300). To compute the results, correlation analysis was performed. Their ethical consent was obtained from Google Forms.

The following hypotheses were proposed:

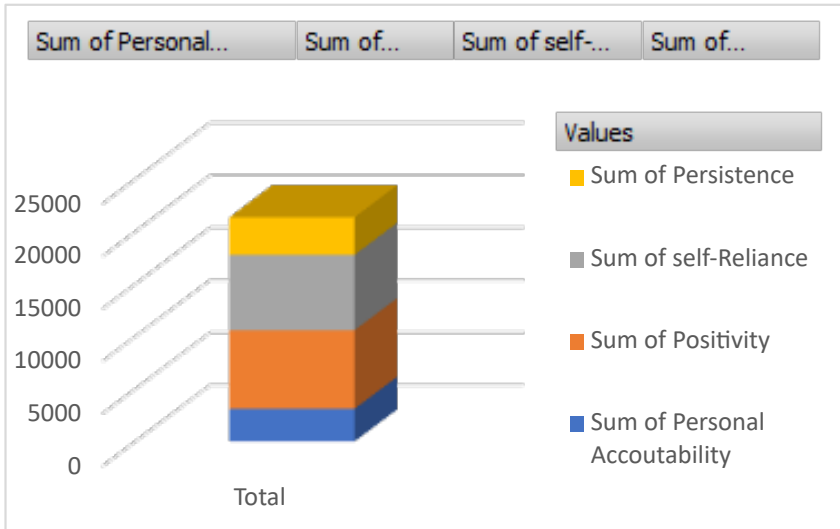
H1: Happiness is significantly and positively related with academic resilience among undergraduate students in a digital learning environment.

H2: Happiness significantly predicts academic resilience indicating that emotional well-being enhances students to cope with academic challenges.

To measure happiness, the Oxford Happiness Questionnaire was used. It has twenty-nine statements, out of which seventeen were reversed. All the scores were added up and divided by 29. The happiness score ranges from 1 to 5. The questionnaire is attached to the appendix.

The 5-point Likert scale for academic resilience was used to measure the following dimensions of academic resilience: personal accountability, positivity, self-resilience, persistence, and problem solving. There were fifty-two items on the scale. Out of fifty-five statements, fifteen statements were reversed.

**Figure 2: Sum of Values of Domains of Academic Resilience (N=99)**



The sum of values on different domains varied; the summation of persistence was 3584, the summation of self-reliance was 7184, the summation of positivity was 7494, and the summation of personal accountability was 3104. A total of 14.33 percent of participants believed themselves to be mentally and emotionally stronger and motivated. A total of 28.74 percent believed in empowering themselves by navigating challenges, 29.98 percent believed in overall life satisfaction by promoting relationships, and 12.42 percent understood their weakness and learned to create opportunities from their failures.

## RESULTS AND DISCUSSION

### Profile of the respondents

A psychological fair was organized in campus, where students from each discipline were invited to learn about mental health. They were explained about academic resilience and the concept of happiness. Out of 998 students who attended the psychological fair, 456 students completed Bhagwat Geeta course, 326 students completed Foundation of positive psychology course. A total of 137 students had completed both courses and were invited to participate in the survey. 99 students completed the questionnaires fully and constituted the final sample for analysis.

To make meaningful decisions, statistical calculations such as Pearson's correlation and regression analysis were performed with the help of Jamovi software. Findings indicate that academic resilience help students to handle digital evaluation pressure. Students with higher resilience showed greater capability to

regulate their learning behavior. Happiness emerges as a psychological trait, motivating students towards persistence learning.

**Table 1: Pearson’ r between happiness and academic resilience (N =99)**

Variables	1	2
Happiness	—	
Academic resilience	0.635	—

Note df= 97 p< .001

To determine the relationship between happiness and academic resilience, Pearson's correlation was computed, that ensured normality, and reliability of constructs. The results explained that there is a positive correlation between happiness and academic resilience. In the above table,  $r(97) = 0.635, p < .001$ , indicating a meaningful but realistic association. The reason for such effect size was because of specific contextual characteristics. This effect size occurred due to the sample from a single institution comprising first-generation students. The sample belongs to the same age group that shared similar academic and regional cultures with the same institutional environment, where institution emphasis on positive psychology, well-being initiatives. The institute makes it compulsory for all students to choose the Teaching of Bhagwat Geeta, a sacred book, as a core elective subject. Additionally, positive psychology is a centralized mandatory course offered to all students. The findings indicate that students who score higher on the Oxford Happiness Scale also score higher on the Academic Resilience Scale. This may be the immediate effect of reading these two mandatory courses. In digital ecosystem, where self-management is crucial, scoring higher on happiness scale shows positive emotional state that enhanced student’s ability to cope cognitive load. Happier students had the capability to better navigate academic obstacles. Prior research suggest that in homogeneous samples with shared academic pressures, institutional culture and psychological constrains deeply rooted in optimism and persistence may show unusually higher associations (Etherton et al., 2022; Klutsey & Mahama, 2025) The results of our hypothesis are accepted, as academic resilience and happiness are significantly correlated.

**Regression Analysis**

To examine whether happiness is a significant predictor of academic resilience, a simple linear regression was computed. Happiness was considered the predictor variable, and academic resilience was considered an outcome variable to conceptualize positive affect as a psychological resource.

**Table 2: Linear regression predicting Academic resilience from Happiness (N=99)**

Predictor	B	SE B	$\beta$	t	p
Intercept	0.28	0.42	-	0.67	.505
happiness	0.29	0.06	.36	8.13	<.001
Model Value					
Statistics					
R <sup>2</sup>	.403				
F (1.98)	66.17				
r	0.635				

Note: Dependent variable: Academic Resilience, B= unstandardized coefficient; SE = standard error;  $\beta$  = standardized coefficient,  $p < 0.001$

Regression analysis was conducted to examine the predictive role of happiness on academic resilience among undergraduate students (N= 100). The regression model was statistically significant,  $f(1.98) = 66.17$ ,  $p < .001$ . Happiness explained approximately 40.3% of the variance in academic resilience ( $R^2 = 0.403$ ), indicating a large effect size. The relationship between Academic Resilience and Happiness is moderate to strong ( $r = 0.635$ ). The predictive role of happiness supports positive effects of academic success and suggests well-being is not an outcome but a substantial facilitator of academic resilience. In terms of effect size, the obtained  $R^2 = 0.40$  represents a large effect according to Cohen's (1988) guidelines, indicating a substantial predictive contribution of happiness and accepting our 2<sup>nd</sup> hypothesis.

The findings suggests a strong positive correlation between happiness and academic resilience. Teachers' attitudes, teaching pedagogies or homogeneity may highly influence both variables, which might be one of the reasons for the positive correlation. The result highlights that happier students follow optimism and initiative-taking, to follow adaptive coping strategies to cope with academic setbacks. It says happier students show persistence and self-regulation. Similarly, resilient students receive satisfaction from their academic efforts. This suggests that happiness and resilience function in a dynamic loop by strengthening each other.

## CONCLUSION

The present findings underscore that happiness is a critical psychological factor supporting academic resilience. The strong predictive relationship suggests that happiness may boost persistence and self-assurance in students. Digital learning environments often require learner autonomy and self-management.

Positive feelings may accelerate adaptive responses to feedback, dropping withdrawals during cognitive overload. In present study ( $r=.635$ ,  $p < .001$ ) limits generalizability, ensured normality, absence of multicollinearity, and reliability of constructs. Both constructs operate with in a shared nomological network of positive functioning. Where happiness enhanced engagement and emotional regulation- the core components of resilience. Similarly resilient activities reinforced feeling of life satisfaction. This mutual relation reflected reciprocal relationships. The correlation  $r= .635$  may be due to homogeneity of sample and self-report methodology. Regression analysis supported academic resilience significantly predicts subjective happiness, describing a substantial proportion of variance in students' well-being. Emotionally resilient students adapt more efficiently to digital learning challenges and maintain higher psychological well-being (Garcia & Nguyen, 2026; Rahman & Lee, 2026). The present study ( $r = 0.635$ ) limits generalizability; it does not invalidate the findings, but it emphasizes the need for future research with larger datasets and multi-institutional samples.

The inclusion of age, gender, psychological traits (self-efficacy, and anxiety), access to digital devices and socioeconomic status of students as confounding variables provides a robust understanding of the relationship between academic resilience and happiness. Considering these variables reduced the likelihood of biased outcomes from psychological difference and demographic difference. Self-efficacy and anxiety may influence students' engagement, and confidence. Access to digital devices and socioeconomics being a structural inequality factor that can affect opportunities for involvement and academic resilience. Considering adjustment of the effect of their association suggests that correlation between academic resilience and happiness is tending to be independent of these variables, strengthening the internal validity of the findings. Present study did not measure adaptation to digital learning as an individual variable but both academic resilience and happiness together represents core psychological ability to gain academic success in digitally mediated education.

### **LIMITATION**

The study contributes to understanding the relationship between happiness and academic resilience, but it offers no insight into emotional states. The modest sample size and self-reported happiness measures may limit generalizability and social bias, especially in digitally administered surveys. Despite baseline adjustment for psychological and socioeconomic and demographic variables, there remains a chance of unmeasured factors such as family expectations, peer effect, and instructional practices that may still affect the observed association. Academic resilience limits deeper insight into variables such as gender, grade level, socioeconomic status, and digital exposure. These limitations should be reconsidered while interpreting the results, as confounding variables may not

exhibit changes over the study period. The findings represent the psychologically advanced subgroup exposed to structured well-being-oriented educational practices. Just because of cross-sectional design, the findings reflection direction of relationships rather than casual relationships between both the variables.

### **Implication**

The findings have various practical implications for pedagogy, institutional practice and digital learning design within higher education institutions. At the institutional level, the findings underscore the value of structured well-being initiatives within the higher education curricula. The observed relationship explained that curricula emphasizing positive psychology and emotional regulation contribute to students' adaptive behavior. These practices must move beyond symbolic inclusion and be grounded in an empirically informed framework, inclusively aligning emotional development with academic demands. Institutions serving first-generation students may benefit from such support systems that direct emotional well-being, combined with academic preparedness. From an institutional perspective, the findings suggest that resilience can be developed through intentional policy design and supportive learning environments. Consistent with Ross (2026), higher education institutions must move beyond individualized models of resilience and invest in structural supports, including well-being-oriented curricula, equitable workload expectations, and responsive digital learning systems that enable sustained academic persistence.

From the pedagogical perspective, the findings highlighted the role of well-being in a digitally mediated learning environment. The capability to persist through academic challenges by reflecting on self-regulation and persistence can strengthen students' motivation, thereby strengthening academic resilience. The study has implications for the design of digital learning environment as they create intensive cognitive load and performance pressure on students, that can undermine their persistence and well-being. Incorporating human-centered design systems, such as clear task structures, personalized feedback, reduced system complexity, and reduced cognitive workload, may reduce emotional fatigue. Digital environment that promotes psychological wellbeing and adaptive capabilities enhance sustained engagement (Singh & Zhao, 2026; Torres et al., 2026).

### **Future research Directions.**

The present study contributes to understanding the association between happiness and academic resilience, yet there are several possibilities for future research to refine these findings. Future studies are encouraged to follow a longitudinal design to examine the reciprocal dynamics between both variables over time as it may allow researchers to determine their association is mutually

supporting across academic phases. Secondly future studies would benefit from include diverse populations from multi-institutions. Future research can be comparative across rural or urban institutions, specifically within Global South settings as it would enhance generalizability and cultural sensitivity. Future research may use narrative accounts, and interviews to illustrate students' ability to perceive happiness and resilience in digitally mediated educational settings. Future studies are recommended to adopt a context-sensitive analytical approach to develop robust models of students' well-being, happiness and academic resilience.

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## ETHICAL CONSIDERATION

The study employed self-report questionnaires for academic purposes. The study adhered to institutional ethical approval under local research guidelines. Informed consent was obtained.

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## Appendix

### Oxford Happiness Questionnaire

The Oxford Happiness Questionnaire was developed by psychologists Michael Argyle and Peter Hills at Oxford University.

#### Instructions

Below are a number of statements about happiness. Please indicate how much you agree or disagree.

with each by entering a number in the blank after each statement, according to the following scale:

1 = strongly disagree

2 = moderately disagree

3 = slightly disagree

4 = slightly agree

5 = moderately agree

6 = strongly agree

Please read the statements carefully; some of the questions are phrased positively and others.

negatively. Do not take too long over individual questions; there are no "right" or "wrong" answers (and

no-trick questions). The first answer that comes into your head is the right one for you. If you

find some of the questions difficult, please give the answer that is true for you in general or for most of the time.

#### The Questionnaire

1. I do not feel particularly pleased with the way I am. (R)

2. I am intensely interested in other people.

3. I feel that life is rewarding.

4. I have very warm feelings toward everyone.

5. I rarely wake up feeling rested. (R)

6. I am not particularly optimistic about the future. (R)

7. I find most things amusing.

8. I am always committed and involved.

9. Life is good.

10. I do not think that the world is a good place. (R) \_

11. I laugh a lot.

12. I am well satisfied about everything in my life.

13. I do not think I look attractive. (R)

14. There is a gap between what I would like to do and what I have done. (R)

15. I am happy.

16. I find beauty in some things.

17. I always have a cheerful effect on others.

18. I can fit in (find time for) everything I want to.
19. I feel that I am not especially in control of my life. (R)
20. I feel able to take anything on.
21. I feel fully mentally alert.
22. I often experience joy and elation.
23. I do not find it easy to make decisions. (R)
24. I do not have a particular sense of meaning and purpose in my life. (R)
25. I have a great deal of energy.
26. I usually have a good influence on events.
27. I do not have fun with other people. (R)
28. I do not feel particularly healthy. (R)
29. I do not have particularly happy memories of the past. (R)

Calculate your score.

Step 1. Items marked (R) should be scored in reverse:

For example, if you gave yourself a “1,” cross it out and change it to a “6.”

Change “2” to a “5”

Change “3” to a “4”

Change “4” to a “3”

Change “5” to a “2”

Change “6” to a “1”

Step 2. Add the numbers for all 29 questions. (Use the converted numbers for the 12 items that are reverse scored.)

Step 3. Divide by 29. So your happiness score = the total (from step 2) divided by 29. Hills, P., & Argyle, M. (2002). The Oxford Happiness Questionnaire: a compact scale for the measurement of psychological well-being. *Personality and Individual Differences*, 33, 1073–1082

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## Bios

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