HAPPINESS, DAILY STRESS AND PSYCHOLOGICAL HARDINESS AMONG ADOLESCENTS*

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Abstract

The main purpose of the study is to explore happiness, daily stress and psychological hardiness among adolescents. A total sample of 350 students was randomly selected from Shwegyin Township, Bago Region (East). The population in the study included Grade Nine, Grade Ten and Grade Eleven students with the age between 13 and 18 years. In order to find out happiness, daily stress and psychological hardiness, Humboldt Happiness Scale - Adolescent Version (HHS-AV) developed by Reynolds (2011), A Shortened Version of the Adolescent Stress Questionnaire (ASQ-S) developed by Byrne, Anniko, Boersma, Wijk, and Tillfors (2018), and Dispositional Resilience Scale: A Short Hardiness Measure (DRS-15) developed by Bartone (2013) were used. Independent samples *t*-test results revealed that there was no significant difference in total happiness by gender. But there were significant differences in positive affect subscale and cheerfulness subscale of happiness by gender. Independent samples *t*-test results also revealed that there was significant difference in daily stress by gender. According to independent samples *t*-test results, there was no significant difference in total psychological hardiness by gender. But there was significant difference in challenge subscale of psychological hardiness by gender. ANOVA results pointed out that there were significant differences in happiness, daily stress and psychological hardiness by age and grade. The results of Pearson's correlation showed that there were significant negative correlations between happiness and daily stress, daily stress and psychological hardiness. Furthermore, happiness was significantly and positively correlated with psychological hardiness. Again, multiple regression analysis showed that daily stress was significant negative predictor of happiness whereas psychological hardiness was significant positive predictor of happiness. It is hoped that the findings of the study will be useful to teachers, educators and parents to know the causes of daily stress and its negative impacts on adolescents and then find different nurturing ways to create happy and hardy adolescents.

Keywords: Happiness, Daily stress, Psychological hardiness

Introduction

Education is the sheet anchor and cradle of the personality. The aim of education is not only imparting bookish knowledge but also to make youth good citizens by bringing about their physical, mental, emotional and intellectual development. For all people, life is filled with joy and sorrow, success and failure, health and sickness, wealth and poverty. Mental health is an important component of overall health for all people and fundamental to individuals' well-being and optimal function (WHO, 2005).

Happiness is a central factor of mental health. Happiness can be comprehended as an outcome of life and has a major influence on positive mental health. In psychology, happiness is often used interchangeably with subjective well-being. Happiness is known as a feeling of prosperity, euphoria, or satisfaction. Happiness deals with people's perception of their emotional state, satisfaction with life.

Although most adolescents report positive levels of happiness, many adolescents experience stress while developing during this transitional period. Experiences of accumulated

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stress are predictors of psychological problems and distress and can threaten adolescents' healthy development and well-being (Compas & Reeslund, 2009, as cited in Ness, 2013).

Stress is basic to life and it is related to many areas of psychology. Stress is known as the process of adjusting to or dealing with circumstances which disrupt, or threaten to disrupt a person's physical or psychological functioning. Stress can cause physical, psychological and behavioral problems. Moreover, stressful conditions can lead to a range of health problems and decreases in performance (Ness, 2013).

It is necessary to have stress-overcoming personality trait for effective performance. There are certain personal characteristics in the individuals that increase their inner resistance against stress and thereby protect them from stress-related diseases. One of such personality traits is psychological hardiness, which enables the individual to deal with stressful situations. Psychological hardiness was first considered by Kobasa. Psychological hardiness is the fundamental principle for resilience and a stable personality dimension, approach to life, and comprehensive cognitive appraisal mechanism.

Hardiness is a way to bounce back when facing with stress. Psychological hardiness is an important element that plays a basic role in man's life quality and to create a balance among different dimensions of it. A psychologically hardy student is strong, chalks out a plan of action to cope up, faces the stressful situations (like examinations, assignments, project work, etc.) and considers those stressful situations as learning opportunities (Narad, 2018). Although there has been number of researches about happiness and stress, there is no research that has done about the relationship among happiness, daily stress and psychological hardiness of adolescents.

Significance of the Study

Happiness, daily stress and psychological hardiness include important roles in adolescents' mental health and development. Knowledge about psychological hardiness provides important information about how adolescents achieve and maintain good mental health and well-being in the face of stress and adversity. Though all adolescents are psychologically, biologically and physically mature, it is important to examine how the influence of these aspects changes individually and leads to various health outcomes in life (Ness, 2013).

Today, happiness is an important factor in human life. Moreover, happiness is not only important to personal lives but also important to global community. A happy life is full of happiness, trust, commitment and power. According to Lyubomirsky, Diener, and King (2005), there are several major reasons why happiness is important to study. First, on the individual level, happiness can help people maintain their physical health and overcome their psychological difficulties, such as stress. Second, on the group or community level, happiness can help promote a better relationship between people and community life. Third, on a more general social level, happiness can serve as an important indicator of the success of policy implementation. Happiness may also protect against negative mental health. Therefore, happiness is worth promoting, not only because of its value to an adolescent's life as a whole, but also because an individual's subjective well-being can have positive impact on their remaining life expectancy and on their society as a whole.

Nowadays, happiness in educational environment has magnificent role in case of quality and planning education. Enjoying the education, activating sense of curiosity and increasing creativity in students are significantly related to their educational environment status. Many

adolescents today experience numerous potential stressors throughout the process of growth and development. As they grow older, they also experience the stressors linked to concerns about the future, about financial issues, and the challenges associated with the transition from adolescent dependency to adult autonomy (Ciairano, Menna, Molinar, & Sestito, 2009).

As Myanmar continues with its national reconciliation and attempts to move on from the internal conflict of the past, it needs all of its civilians to be of healthy body and mind. If not, dormant mental health issues could jeopardize the future. A society is a collection of individuals. If all of the individuals are stressed and have poor hardiness, an unhealthy society will surely follow. Individuals are the building blocks of the future, yet they cannot play their part if they are broken by stress or wracked with doubt. Daily stressors make adolescents stressful. Todays, most suicides can be found in adolescents. The teachers and educators need to know the causes of stress among adolescents and need to give stressed adolescents much support to help them develop mentally, emotionally and physically.

In encountering problems and difficulties, hardiness primarily relates to the positive agreement and adjustment. So, it has become as an important variable in psychological research. The individual who has the characteristics of hardiness takes control when a change occurs and tries to determine what course of action to take. The promotion of psychological hardiness in society is of vital importance, particularly for the youth. Without psychological hardiness, people with poor stress responses can become angry and aggressive. Negative coping strategies such as drug and alcohol abuse have harmful effects on society, as well as on the individual. Therefore, positive coping strategies of stress in Myanmar should be studied.

In adolescents, it is important to own hardiness because adolescents have complex problems. Adolescents face with life's challenges that are complex and they need to prepare themselves to become physically and psychologically healthy adults. Psychological hardiness can help adolescents in managing such problems and stress. Adolescents with high psychological hardiness can cope effectively in dealing with stress. They can face and overcome that stress by using various coping strategies. Various kinds of stressors appear every day, every time and everywhere. Only happy and hardy adolescents can see the world with positive point of view.

Adolescents with no hardiness will be victims of stress and they will be losers in life. So, it is important for teachers, educators and administrators to notice these problems occur in current situation. They need to have the knowledge about happiness and hardiness and need to know widely about the relationship among happiness, daily stress and psychological hardiness of adolescents not only to gain academic progress but also to create happy life for their students. This situation demands the researchers to study happiness, daily stress and psychological hardiness among adolescents.

Purposes of the Study

The main purpose of the study is to explore happiness, daily stress and psychological hardiness among adolescents.

The specific objectives are

- to study happiness, daily stress and psychological hardiness of adolescents by gender, age and grade,

- to find out the relationship among happiness, daily stress and psychological hardiness of adolescents, and
- to explore whether daily stress and psychological hardiness predict happiness of adolescents.

Definitions of Key Terms

Happiness. Happiness has been defined as the affective balance between positive and negative affect with happiness resulting when positive affect outweighs the occurrence of negative affect (Bradburn, 1969).

Daily stress. Daily stress is defined as mundane hassles, strains, or annoyances associated with routine has the potential activities and transactions of everyday life. Daily stress is relatively minor, but to disrupt the flow of everyday life and add to overall levels of stress (Sweeney, 2013).

Psychological hardiness. Psychological hardiness is a constellation of personality characteristics that function as a resistance resource in the encounter with stressful life events (Kobasa, Maddi, & Kahn, 1982, as cited in Eroz & Onat, 2018).

Methodology

Sample of the Study

The population of the study comprised of Grade Nine, Grade Ten and Grade Eleven students from Shwegyin Township, Bago Region (East). The sample was chosen from the population by using simple random sampling technique. A total of 350 participants (13-18 age groups) from Shwegyin Township, Bago Region (East) participated in the study.

Research Method

In this study, descriptive survey design was used.

Research Instrumentation

To explore happiness, daily stress and psychological hardiness among adolescents, three instruments were adopted. One instrument was Humboldt Happiness Scale - Adolescent Version (HHS-AV) constructed by researcher Reynolds (2011), another was A Shortened Version of the Adolescent Stress Questionnaire (ASQ-S) developed by researchers Byrne et al. (2018) and the last was Dispositional Resilience Scale: A Short Hardiness Measure (DRS-15) developed by Bartone (2013).

Happiness questionnaire consisted of (28) items containing three subscales: optimism and positive self-worth, positive affect (reverse keyed items) and cheerfulness. Optimism and positive self-worth subscale consisted of (12) items, positive affect subscale consisted of (9) items and cheerfulness subscale consisted of (7) items. Each item of the questionnaire had a four-point Likert scale (1 = always never, 2 = some of the time, 3 = often, 4 = almost always). The questionnaire contained positive as well as negative items. So, the scoring key for positive items was 1, 2, 3, 4 and that for negative items was reversed 4, 3, 2, 1. High scores on the scale were an indication of high happiness and low scores on the scale were an indication of low happiness.

Daily stress questionnaire consisted of (27) items containing nine subscales: stress of home life (4 items), stress of school performance (3 items), stress of school attendance (2 items), stress

of romantic relationships (3 items), stress of peer pressure (4 items), stress of teacher interaction (3 items), stress of future uncertainty (3 items), stress of school/leisure conflict (3 items) and stress of financial pressure (2 items).

Each item of the questionnaire had a five-point Likert scale (1 = not at all stressful, 2 = a little stressful, 3 = moderately stressful, 4 = quite stressful, 5 = very stressful). The questionnaire contained positive items. So, the scoring key for the positive items was 1, 2, 3, 4, 5. High scores on the scale were an indication of high stress and low scores on the scale were an indication of low stress.

The instrument for measuring psychological hardiness consisted of 15 items with three subscales: commitment (5 items), control (5 items) and challenge (5 items). Each item of the questionnaire had a four-point Likert scale (1 = not at all true, 2 = a little true, 3 = quite true, 4 = completely true). The questionnaire contained positive as well as negative items. So, the scoring key for the positive items was 1, 2, 3, 4 and the scoring key for the negative items was reversed 4, 3, 2, 1. High scores on the scale were an indication of high hardiness and low scores on the scale were an indication of low hardiness.

Data Analysis and Research Findings

Descriptive Statistics of Adolescents' Happiness

Table 1 Descriptive Statistics of Adolescents' Happiness

Variable	No. of Students	Mean	*SD*
Happiness	350	78.60	11.25

According to the descriptive statistics shown in Table 1, the mean value of happiness was above average (78.60). This result pointed out that adolescents are active, romantically involve and they also have multiple close friendships, life satisfaction and good health.

Table 2 Descriptive Statistics of the Subscales of Adolescents' Happiness

Variables	No. of Items	Mean	Mean (%)	*SD*
Optimism and Positive Self-worth	12	34.36	**71.59**	15.21
Positive Affect	9	24.75	68.75	9.84
Cheerfulness	7	19.49	69.60	13.21

The results shown in Table 2 indicated that the mean percentage of optimism and positive self-worth subscale was the highest (71.59), that of cheerfulness subscale was the second-highest (69.60), and that of positive affect subscale was the lowest (68.75) among the subscales of happiness.

Comparison of Adolescents' Happiness by Gender

To find out whether the differences in adolescents' happiness with regard to gender was significant or not, independent samples *t*-test was used and reported in Table 3.

Table 3 Results of Independent Samples *t*-test of Adolescents' Happiness by Gender

Variables	Gender	*N*	Mean	*SD*	*t*	*p*
Optimism and Positive Self-worth	Male	167	33.68	7.18	-1.669	.096
	Female	183	34.98	7.38		
Positive Affect	Male	167	**25.66**	3.44	**4.745*** **	.000
	Female	183	23.92	3.44		
Cheerfulness	Male	167	18.95	3.31	**-2.613** **	.009
	Female	183	**19.98**	3.97		
Happiness (Total)	Male	167	78.30	10.30	-.481	.631
	Female	183	78.88	12.08		

Note. **The mean difference is significant at the 0.01 level.
***The mean difference is significant at the 0.001 level.

Based on the results shown in Table 3, the mean values of total happiness for both males and females were nearly the same and not significant. The results indicated that parents and teachers considerd being happy as a fundamental step for success and they nurtured equally both male and female adolescents to be happy. Moreover, both male and female adolescents obtained equal opportunities. There was significant difference in positive affect subscale (t (348) = 4.745, p < .001). The mean scores of males were higher than those of females in positive affect subscale. There was significant difference in cheerfulness subscale (t (348) = -2.613, p = .009). The mean scores of females were higher than those of males in cheerfulness subscale. But, there was no significant difference in optimism and positive self-worth subscale.

Comparison of Adolescents' Happiness by Age

To find out whether there was a significant difference in adolescents' happiness by age, descriptive statistics and one-way analysis of variance (ANOVA) were computed.

Table 4 Descriptive Statistics of Adolescents' Happiness by Age

Variables	Age	*N*	Mean	*SD*	*F*	*p*
Optimism and Positive Self-worth	13-14	113	**38.61**	5.84	**40.125*** **	.000
	15-16	125	30.98	6.23		
	17-18	112	33.85	7.64		
Positive Affect	13-14	113	**25.54**	3.75	**13.148*** **	.000
	15-16	125	25.26	2.32		
	17-18	112	23.39	4.06		
Cheerfulness	13-14	113	**21.52**	3.44	**31.669*** **	.000
	15-16	125	18.10	3.02		
	17-18	112	18.99	3.77		

Variables	Age	*N*	Mean	*SD*	*F*	*p*
Happiness (Total)	13-14	113	**85.67**	9.09	**41.637*** **	.000
	15-16	125	74.34	8.55		
	17-18	112	76.23	12.50		

Note. ***The mean difference is significant at the 0.001 level.

According to Table 4, students with the age between 13 and 14 had the highest mean score, students with the age between 17 and 18 had the second highest mean score and students with the age between 15 and 16 had the lowest mean score in the optimism and positive self-worth subscale, cheerfulness subscale, and total happiness. And, in positive affect subscale of happiness, the mean scores of students with the age between 13 and 14, and students with the age between 15 and 16 were slightly differences. The mean scores of students with the age between 17 and 18 had the lowest mean score in it.

Based on the result of ANOVA, the significant differences were found in the optimism and positive self-worth (F (2,347) = 40.125, $p < .001$), in positive effect (F (2,347) = 13.148, $p < .001$), in cheerfulness (F (2,347) = 31.669, $p < .001$) and in total happiness (F (2,347) = 41.637, $p < .001$).

Comparison of Adolescents' Happiness by Grade

To find out whether there was a significant difference in adolescents' happiness by grade. Descriptive statistics and one-way analysis of variance (ANOVA) were computed.

Table 5 Descriptive Statistics of Adolescents' Happiness by Grade

Variables	Grade	*N*	Mean	*SD*	*F*	*p*
Optimism and Positive Self-worth	Grade Nine	116	**38.65**	5.79	**50.614*** **	.000
	Grade Ten	113	30.08	5.73		
	Grade Eleven	121	34.26	7.57		
Positive Affect	Grade Nine	116	**25.49**	3.71	**13.641*** **	.000
	Grade Ten	113	25.40	2.35		
	Grade Eleven	121	23.44	3.94		
Cheerfulness	Grade Nine	116	**21.57**	3.45	**38.986*** **	.000
	Grade Ten	113	17.70	2.69		
	Grade Eleven	121	19.17	3.79		
Happiness (Total)	Grade Nine	116	**85.71**	9.01	**47.819*** **	.000
	Grade Ten	113	73.18	7.98		
	Grade Eleven	121	76.86	12.31		

Note. ***The mean difference is significant at the 0.001 level.

According to Table 5, Grade Nine students had the highest mean score, Grade Eleven students had the second highest mean score and Grade Ten students had the lowest mean score in optimism and positive self-worth subscale, cheerfulness subscale, and total happiness. And, in

positive affect subscale of happiness, the mean scores of Grade Nine students and that of Grade Ten students were slightly differences and Grade Eleven students had the lowest mean score in it.

Based on the result of ANOVA, the significant differences were found in optimism and positive self-worth (F (2,347) = 50.614, $p < .001$), in positive effect (F (2,347) = 13.641, $p < .001$), in cheerfulness (F (2,347) = 38.986, $p < .001$) and in total happiness (F (2,347) = 47.819, $p < .001$).

Descriptive Statistics of Adolescents' Daily Stress

Table 6 Descriptive Statistics of Adolescents' Daily Stress

Variable	No. of Students	Mean	*SD*
Daily Stress	350	65.26	16.90

According to the descriptive statistics shown in Table 6, the mean value of daily stress was below average (65.26). This result pointed out that adolescents were experiencing frustration, fear, conflict, pressure, hurt, anger, sadness, inadequacy, guilt, loneliness and confusion in their daily life. Teachers and parents need to pay attention to the problems faced by adolescents and need to give the stressed adolescents much support to develop mentally, emotionally and physically.

Table 7 Descriptive Statistics of the Subscales of Adolescents' Daily Stress

Variables	No. of Items	Mean	Mean (%)	*SD*
Home Life	4	10.76	53.79	18.72
School Performance	3	6.77	45.12	15.83
School Attendance	2	3.79	37.89	17.25
Romantic Relationships	3	6.31	42.04	17.67
Peer Pressure	4	10.21	51.03	13.96
Teacher Interaction	3	6.80	45.33	16.44
Future Uncertainty	3	7.42	49.47	17.30
School/Leisure Conflict	3	7.51	50.06	17.02
Financial Pressure	2	5.71	**57.06**	21.97

The results shown in Table 7 indicated that the mean percentage of financial pressure subscale was the highest (57.06) and that of school attendance subscale was the lowest (37.89) among the subscales of daily stress.

Comparison of Adolescents' Daily Stress by Gender

To find out whether the differences in adolescents' daily stress with regard to gender was significant or not, independent samples *t*-test was used.

Table 8 Results of Independent Samples *t*-test of Adolescents' Daily Stress by Gender

Variables	Gender	*N*	Mean	*SD*	*t*	*p*
Home Life	Male	167	9.45	2.85	**-6.617*** **	.000
	Female	183	**11.95**	4.06		
School Performance	Male	167	6.83	2.09	.434	.664
	Female	183	6.72	2.61		
School Attendance	Male	167	3.74	1.41	-.477	.634
	Female	183	3.83	1.97		
Romantic Relationships	Male	167	6.44	2.57	.927	.355
	Female	183	6.18	2.73		
Peer Pressure	Male	167	9.76	2.43	**-2.880****	.004
	Female	183	**10.61**	3.04		
Teacher Interaction	Male	167	6.29	2.20	**-3.739*****	.000
	Female	183	**7.26**	2.60		
Future Uncertainty	Male	167	7.15	2.45	-1.868	.063
	Female	183	7.67	2.70		
School/Leisure Conflict	Male	167	7.44	2.17	-.458	.647
	Female	183	7.57	2.86		
Financial Pressure	Male	167	5.49	2.18	-1.752	.081
	Female	183	5.90	2.20		
Daily Stress (Total)	Male	167	62.60	13.74	**-2.843****	.005
	Female	183	**67.69**	19.05		

Note. **The mean difference is significant at the 0.01 level.
***The mean difference is significant at the 0.001 level.

For the total daily stress, the average mean score of male students was 62.60 and that of female was 67.69. The mean score of female students exceeds 5.09 points than that of male students. According to the table 4.15, the result of *t*-test showed that there was significant difference in total daily stress (t (348) = -2.843, p = .005). So, female students experienced more daily stress than male students. The results indicated that female adolescents were more experiencing stress academically, socially and emotionally than male adolescents. Moreover, they felt insecurity, jealousy and aggression than male adolescents in daily life.

Comparison of Adolescents' Daily Stress by Age

To find out whether there was a significant difference in adolescents' daily stress by age, descriptive statistics and one-way analysis of variance (ANOVA) were computed.

Table 9 Descriptive Statistics of Adolescents' Daily Stress by Age

Variables	Age	*N*	Mean	*SD*	*F*	*p*
Home Life	13-14	113	8.73	3.12	**28.481*** **	.000
	15-16	125	**11.78**	3.14		
	17-18	112	11.66	4.13		
School Performance	13-14	113	5.49	2.32	**30.514*** **	.000
	15-16	125	**7.66**	2.16		
	17-18	112	7.07	2.10		
School Attendance	13-14	113	2.97	1.50	**26.539*** **	.000
	15-16	125	**4.50**	1.74		
	17-18	112	3.82	1.56		
Romantic Relationships	13-14	113	4.88	2.17	**29.990*** **	.000
	15-16	125	6.71	2.00		
	17-18	112	**7.29**	3.10		
Peer Pressure	13-14	113	8.65	2.42	**33.424*** **	.000
	15-16	125	**11.30**	2.37		
	17-18	112	10.55	2.90		
Teacher Interaction	13-14	113	5.75	1.98	**21.461*** **	.000
	15-16	125	**7.74**	2.37		
	17-18	112	6.81	2.61		
Future Uncertainty	13-14	113	6.76	2.81	**5.868** **	.003
	15-16	125	**7.86**	1.85		
	17-18	112	7.59	2.95		
School/Leisure Conflict	13-14	113	6.17	2.40	**26.769*** **	.000
	15-16	125	8.02	1.69		
	17-18	112	**8.29**	2.95		
Financial Pressure	13-14	113	5.06	2.37	**7.889*** **	.000
	15-16	125	5.89	1.73		
	17-18	112	**6.15**	2.35		
Daily Stress (Total)	13-14	113	54.45	13.95	**42.998*** **	.000
	15-16	125	**71.46**	13.61		
	17-18	112	69.24	17.78		

Note. **The mean difference is significant at the 0.01 level.
***The mean difference is significant at the 0.001 level.

According to Table 9, students with the age between 15 and 16 had the highest mean score, students with the age between 17 and 18 had the second highest mean score and students with the age between 13 and 14 had the lowest mean score in home life subscale, school performance subscale, school attendance subscale, peer pressure subscale, teacher interaction subscale, future

uncertainty subscale and total daily stress. Students with the age between 17 and 18 had the highest mean score, students with the age between 15 and 16 had the second highest mean score, and students with the age between 13 and 14 had the lowest mean score in romantic relationships subscale, school/leisure conflict subscale and financial pressure subscale of daily stress.

Based on the result of ANOVA, the significant differences were found in home life (F (2,347) = 28.481, $p < .001$), in school performance (F (2,347) = 30.514, $p < .001$), in school attendance (F (2,347) = 26.539, $p < .001$), in romantic relationship (F (2,347) = 29.990, $p < .001$), in peer pressure (F (2,347) = 33.424, $p < .001$), in teacher interaction (F (2,347) = 21.461, $p < .001$), in future uncertainty (F (2,347) = 5.868, $p < .01$), in school/leisure conflict (F (2,347) = 26.769, $p < .001$), in financial pressure (F (2,347) = 7.889, $p < .001$), and in total daily stress (F (2,347) = 42.998, $p < .001$).

Comparison of Adolescents' Daily Stress by Grade

To find out whether there was a significant difference in adolescents' daily stress by grade, descriptive statistics and one-way analysis of variance (ANOVA) were computed.

Table 10 Descriptive Statistics of Adolescents' Daily Stress by Grade

Variables	**Grade**	***N***	**Mean**	***SD***	***F***	***p***
Home Life	Grade Nine	116	8.78	3.15	**28.565*** **	.000
	Grade Ten	113	**11.96**	3.13		
	Grade Eleven	121	11.54	4.05		
School Performance	Grade Nine	116	5.46	2.30	**38.499*** **	.000
	Grade Ten	113	**7.94**	2.01		
	Grade Eleven	121	6.93	2.14		
School Attendance	Grade Nine	116	2.94	1.49	**38.195*** **	.000
	Grade Ten	113	**4.74**	1.65		
	Grade Eleven	121	3.71	1.56		
Romantic Relationships	Grade Nine	116	4.88	2.15	**30.458*** **	.000
	Grade Ten	113	6.77	1.95		
	Grade Eleven	121	**7.24**	3.06		
Peer Pressure	Grade Nine	116	8.69	2.43	**35.717*** **	.000
	Grade Ten	113	**11.50**	2.23		
	Grade Eleven	121	10.45	2.91		
Teacher Interaction	Grade Nine	116	5.78	2.00	**24.403*** **	.000
	Grade Ten	113	**7.91**	2.27		
	Grade Eleven	121	6.74	2.62		
Future Uncertainty	Grade Nine	116	6.78	2.81	**5.920** **	.003

Variables	**Grade**	***N***	**Mean**	***SD***	***F***	***p***
	Grade Ten	113	**7.92**	1.71		
	Grade Eleven	121	7.56	2.94		
School/Leisure Conflict	Grade Nine	116	6.20	2.39	**26.329*** **	.000
	Grade Ten	113	8.07	1.65		
	Grade Eleven	121	**8.24**	2.91		
Financial Pressure	Grade Nine	116	5.04	2.36	**8.308*** **	.000
	Grade Ten	113	5.97	1.71		
	Grade Eleven	121	**6.09**	2.31		
Daily Stress (Total)	Grade Nine	116	54.54	13.86	**46.334*** **	.000
	Grade Ten	113	**72.79**	13.19		
	Grade Eleven	121	68.50	17.57		

Note. **The mean difference is significant at the 0.01 level.
***The mean difference is significant at the 0.001 level.

According to Table 10, Grade Ten students had the highest mean score, Grade Eleven students had the second highest mean score and Grade Nine students had the lowest mean score in home life subscale, school performance subscale, school attendance subscale, peer pressure subscale and teacher interaction subscale, future uncertainty subscale and total daily stress. The mean scores of Grade Eleven students had the highest mean score, that of Grade Ten students had the second highest mean score, and Grade Nine students had the lowest mean score in romantic relationships subscale, school/leisure conflict subscale and financial pressure subscale of daily stress.

Based on the result of ANOVA, the significant differences were found in home life (F (2,347) = 28.565, $p < .001$), in school performance (F (2,347) = 38.499, $p < .001$), in school attendance (F (2,347) = 38.195, $p < .001$), in romantic relationship (F (2,347) = 30.458, $p < .001$), in peer pressure (F (2,347) = 35.717, $p < .001$), in teacher interaction (F (2,347) = 24.403, $p < .001$), in future uncertainty (F (2,347) = 5.920, $p < .01$), in school/leisure conflict (F (2,347) = 26.329, $p < .001$), in financial pressure (F (2,347) = 8.308, $p < .001$), and in total daily stress (F (2,347) = 46.334, $p < .001$).

Descriptive Statistics of Adolescents' Psychological Hardiness

Table 11 Descriptive Statistics of Adolescents' Psychological Hardiness

Variable	**No. of Students**	**Mean**	***SD***
Psychological Hardiness	350	42.91	5.45

According to the descriptive statistics shown in Table 11, the mean value of psychological hardiness was above average (42.91). This result pointed out that adolescents can solve the problems positively, see the world with positive point of view and bounce back when facing with

stress. Teachers and parents need to encourage adolescents to consider stressful situations as learning opportunities and not to give up on them to achieve success.

Table 12 Descriptive Statistics of the Subscales of Adolescents' Psychological Hardiness

Variables	No. of Items	Mean	*SD*
Commitment	5	14.50	2.77
Control	5	**15.82**	2.12
Challenge	5	12.59	2.43

The results shown in Table 12 indicated that the mean score of control subscale was the highest (15.82), that of commitment subscale was the second-highest (14.50), and that of challenge subscale was the lowest (12.59) in psychological hardiness.

Comparison of Adolescents' Psychological Hardiness by Gender

To find out whether the differences in adolescents' psychological hardiness with regard to gender was significant or not, independent samples *t*-test was used.

Table 13 Results of Independent Samples *t*-test of Adolescents' Psychological Hardiness by Gender

Variables	Gender	*N*	Mean	*SD*	*t*	*P*
Commitment	Male	167	14.51	2.96	.039	.969
	Female	183	14.50	2.60		
Control	Male	167	15.66	2.19	-1.337	.182
	Female	183	15.96	2.06		
Challenge	Male	167	**13.11**	2.13	**3.926*** **	.000
	Female	183	12.11	2.58		
Psychological Hardiness (Total)	Male	167	43.28	5.56	1.214	.226
	Female	183	42.57	5.34		

Note. ***The mean difference is significant at the 0.001 level.

Based on the results shown in Table 13, the mean values of total psychological hardiness for both males and females were nearly the same and not significant. The results indicated that both male and female adolescents live in supportive environment. There were no differences in nurturing ways for them to have hardy characters well. But, there were significant differences in challenge (t (348) = 3.926, $p < .001$). The mean scores of males were higher than those of females in challenge. But, there were no significant differences in commitment and control subscales.

Comparison of Adolescents' Psychological Hardiness by Age

To find out whether there was a significant difference in adolescents' psychological hardiness by age, descriptive statistics and one-way analysis of variance (ANOVA) were computed.

Table 14 Descriptive Statistics of Adolescents' Psychological Hardiness by Age

Variables	Age	*N*	Mean	*SD*	*F*	*p*
Commitment	13-14	113	**16.04**	2.03	**46.437*** **	.000
	15-16	125	12.97	2.67		
	17-18	112	14.66	2.63		
Control	13-14	113	**16.42**	2.38	**13.555*** **	.000
	15-16	125	15.08	1.71		
	17-18	112	16.04	2.03		
Challenge	13-14	113	13.13	2.15	**26.854*** **	.000
	15-16	125	11.41	2.49		
	17-18	112	**13.37**	2.10		
Psychological Hardiness (Total)	13-14	113	**45.59**	4.03	**53.754*** **	.000
	15-16	125	39.46	5.47		
	17-18	112	44.06	4.68		

Note. ***The mean difference is significant at the 0.001 level.

According to Table 14, students with the age between 13 and 14 had the highest mean score, students with the age between 17 and 18 had the second highest mean score and students with the age between 15 and 16 had the lowest mean score in commitment subscale, control subscale and total psychological hardiness. And, the mean scores of students with the age between 13 and 14, and students with the age between 17 and 18 are slightly differences and students with the age between 15 and 16 had the lowest mean score in challenge subscale of psychological hardiness.

Based on the result of ANOVA, the significant difference was found in commitment (F (2,347) = 46.437, $p < .001$), in control (F (2,347) = 13.555, $p < .001$), in challenge (F (2,347) = 26.854, $p < .001$) and in total psychological hardiness (F (2,347) = 53.754, $p < .001$).

Comparison of Adolescents' Psychological Hardiness by Grade

To find out whether there was a significant difference in adolescents' psychological hardiness by grade, descriptive statistics and one-way analysis of variance (ANOVA) were computed.

Table 15 Descriptive Statistics of Adolescents' Psychological Hardiness by Grade

Variables	Grade	*N*	Mean	*SD*	*F*	*p*
Commitment	Grade Nine	116	**15.98**	2.08	**57.210*** **	.000
	Grade Ten	113	12.63	2.49		
	Grade Eleven	121	14.83	2.63		
Control	Grade Nine	116	**16.36**	2.36	**15.996*** **	.000

Variables	Grade	*N*	Mean	*SD*	*F*	*p*
	Grade Ten	113	14.94	1.65		
	Grade Eleven	121	16.12	2.03		
Challenge	Grade Nine	116	13.17	2.20	**31.357*** **	.000
	Grade Ten	113	11.22	2.41		
	Grade Eleven	121	**13.31**	2.11		
Psychological Hardiness (Total)	Grade Nine	116	**45.52**	4.03	**68.334*** **	.000
	Grade Ten	113	38.79	5.17		
	Grade Eleven	121	44.26	4.64		

Note. ***The mean difference is significant at the 0.001 level.

According to Table 15, Grade Nine students had the highest mean score, Grade Eleven students had the second highest mean score and Grade Ten students had the lowest mean score in commitment subscale, control subscale and total psychological hardiness. The mean scores of Grade Nine students and that of Grade Eleven students are slightly different and the mean score of Grade Ten students had the lowest mean score in challenge subscale of psychological hardiness.

Based on the result of ANOVA, the significant difference was found in commitment (F (2,347) = 57.210, $p < .001$), in control (F (2,347) = 15.996, $p < .001$), in challenge (F (2,347) = 31.357, $p < .001$) and in total psychological hardiness (F (2,347) = 68.334, $p < .001$).

The Relationship among Happiness, Daily Stress and Psychological Hardiness

In order to examine the relationship between happiness, daily stress and psychological hardiness, Pearson's correlation was conducted in Table 17

Table 16 Correlation among Happiness, Daily Stress and Psychological Hardiness

Variable	Happiness	Daily Stress	Psychological Hardiness
Happiness	1	**-0.564*** **	**0.566*** **
Daily Stress		1	**-0.534*** **
Psychological Hardiness			1

Note. ***Correlation is significant at the 0.001 level (2-tailed).

According to the results of the Table 16, the coefficient of correlation value (r = -0.564) showed that there was a significant negative correlation between happiness and daily stress at 0.001 level. This meant that if the students are high in happiness, their daily stress will be low and vice versa.

It was found that psychological hardiness was significantly and positively correlated with happiness, but significantly and negatively correlated with daily stress. It could be interpreted that individuals with high psychological hardiness tend to be high in happiness and those with high psychological hardiness tend to possess low daily stress.

Regression Analysis for Prediction of Adolescents' Happiness from Daily Stress and Psychological Hardiness

In order to evaluate the prediction of happiness from daily stress and psychological hardiness, simultaneous multiple regression was conducted.

Table 17 Regression Analysis for Predictive Powers of Daily Stress and Psychological Hardiness on Happiness

Variable	*B*	β	*t*	*R*	R^2	Adj R^2	*F*
Constant	61.752		**10.778*** **	0.645	0.416	0.413	**123.777*** **
Predictor Variable Daily Stress	-0.244	-0.367	**-7.554*** **				
Psychological Hardiness	0.764	0.370	**7.627*** **				

Note. ***Regression is significant at the 0.001 level (2-tailed).

Multiple regression analysis from Table 17 pointed out that the results were statistically significant R^2 = 0.416, F (2,347) = 123.777, p < .001. The adjusted R^2 was 0.413. This indicated that 41.3% of the variance in happiness was explained by daily stress and psychological hardiness. Daily stress was the significant negative predictor of happiness and psychological hardiness was the positive predictor of happiness (β = -0.367 and β = 0.370, p < .001). So, it could be interpreted that individuals who experience high daily stress possess low happiness and those with high psychological hardiness experience high happiness.

The model could be explained in the following equation:

H = 61.752 - 0.244DS + 0.764PH

H = Happiness, DS = Daily Stress, PH = Psychological Hardiness

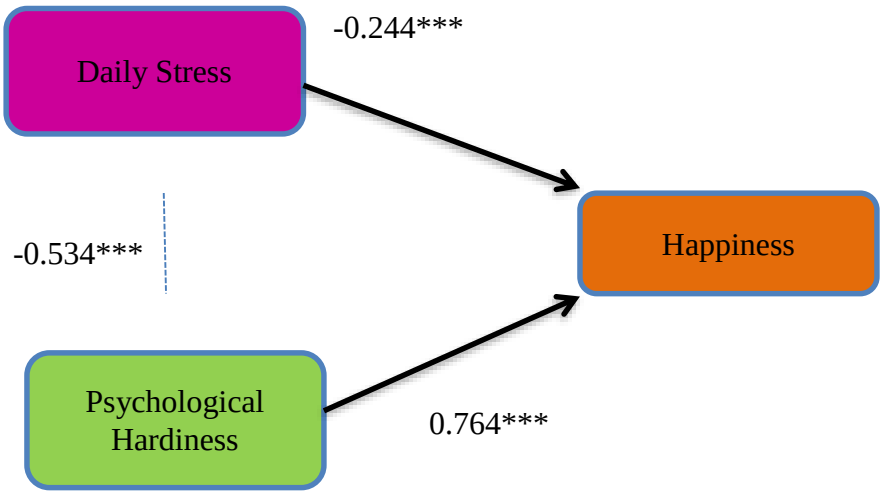

Figure 1 Predictive Power of Daily Stress and Psychological Hardiness on Happiness

Note. The dotted line represents the correlation between two variables.

The straight lines represent the β weights.

Conclusion

It is important for the teachers and parents to realize how they should nurture their children to be emotionally happy people besides being psychologically hardy people. There is an urgent need for adolescents to be able to face the rapid changes and challenges in this world. If they have happiness and psychological hardiness, they can face daily stress and possess successful and happy life.

Limitations of the Study

The first limitation was that findings are based on the self-report data with only one time assessment of adolescents' subjective experiences of happiness, daily stress and psychological hardiness, which may lead to potential self-report biases, such as social desirability. The second limitation was that the design of the research was cross-sectional. In the case of the study of happiness, daily stress and psychological hardiness among adolescents, longitudinal research design was more desirable. Due to the scarcity of time and resources, such design was not used for the study. The final limitation was that the research area is restricted - Shwegyin Township, Bago Region and the participants were drawn from four schools only. Though four schools were already drawn from different regions to enhance validity, the generalizability of the findings remains speculative. Since, only 350 students from Grade Nine, Grade Ten and Grade Eleven were administered, the result may not represent all the adolescents in Myanmar.

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