**A Comparative Study of Level of Tolerance, Meaning of Life and Happiness among Undergraduate Students of Yemen and India**

**ABSTRACT**:

The concepts of tolerance, the meaning of life and happiness are critical determinants of well-being, particularly among undergraduate students who navigate diverse social, cultural and academic pressures. This study will try to examine the Level of Tolerance, Meaning of life and Happiness among Undergraduate Students enrolled in IBB University Yemen and Aligarh Muslim University of India. The random sampling technique was used for selecting (450) undergraduate students (225) students from IBB University in Yemen Arabia and (225) students from Aligarh Muslim University of India in the academic year (2023-2024). To achieve the objectives of the research the researchers constructed three scales. Scale of Tolerance consists of 24 items, Scale of Meaning of life consists of 30 items and Scale of Happiness consists of 30 items. The findings of the study revealed that the Level of Tolerance among Undergraduate Students enrolled in Yemen universities is high and The Level of Meaning of life and Happiness are low, The level of Tolerance, Meaning of life and Happiness among Undergraduate Students enrolled in Indian universities are high, The level of Tolerance among Indian Undergraduate Students is higher than Undergraduate Students in IBB university Yemen, The level of Meaning of life among students of Aligarh Muslim University of India is higher than Undergraduate Students in Yemeni universities and The level of Happiness among Aligarh Muslim University of India Students is higher than Undergraduate Students in Yemeni Universities.

**Keywords:** Happiness, Level of Tolerance, Meaning of Life, India, Undergraduate Students, Yemen.

**INTRODUCTION**

Many specialists in psychology and sociology have been interested in the concept of tolerance due to its association with mental health. Many studies have shown that tolerance is positively related to positive emotions and the meaning of life, while it is negatively associated with anxiety, depression, anger, and thoughts of revenge. Tolerance is considered one of the traits of a positive personality, as it involves feelings of love, affection, acceptance, and intellectual flexibility, enhancing relationships and desired forms of social interaction among members of society across all categories Mazloom (2010). Waterman, Schwartz, and Conti (2008) pointed out that a person’s self-concept is associated with different relationships regarding happiness and meaning in life. Happiness is mainly related to fulfilling personal needs, while meaning is associated with activities and self-expression Dradka (2019)

The meaning of life and tolerance are significant predictors of happiness among university students. When students have a clear understanding of their life's purpose and goals, they develop a future vision and purpose that encourages them to achieve their dreams, advancing both academically and personally Jawad, (2015). Researchers in psychology have focused on studying tolerance and helping individuals grow, heal, and enhance tolerance through therapeutic programs. Tolerance plays a crucial role in familial and intimate relationships, workplace interactions, and fosters trust, cooperation, and belonging. It also helps in solving social problems. Tolerance has been linked to mental health, as the study by Maltby et al. (2005) indicated a connection between tolerance and several indicators of mental health, positive emotions, life satisfaction and self-esteem. Johan and Liza (2005) conducted a study titled "Tolerance and Happiness," which concluded that tolerance leads to positive attitudes toward those who wrong us. Tolerance and forgiveness reduce hostility among individuals who possess tolerant characteristics, and tolerance significantly contributes to happiness Jawad (2015). Tolerance is positively related to happiness, moving individuals from a state of psychological turmoil and a desire for change to a state of well-being, satisfaction, and happiness. This is supported by the study by Krause et al. (2003), which found a positive correlation between tolerance and mental health. Lawler and Piferi’s (2006) study found a positive correlation between tolerance and life satisfaction and that individuals with higher tolerance levels are less depressed, less anxious, more religious and experience greater happiness and mental health. Maltby et al. (2008) study found that tolerance is responsible for variations in happiness levels, and Rejavec et al. (2010) study indicated a connection between tolerance and happiness. In today's age, seeking happiness is crucial in helping individuals overcome barriers and challenges, which often cause stress at various stages of life. Hence, achieving mental health is essential. Happiness is considered a core concept in positive psychology and individuals strive for happiness as the ultimate goal in life Hashem (2010). The meaning of life is an essential predictor of mental health. Frankl emphasized that finding meaning in life is a lifeline, and when this is lost or cut due to despair, a person becomes susceptible to psychological and physical illnesses Wong & Fry (1998). A strong sense of purpose improves health, and Seligman (2002) suggested that high rates of illness could be due to a lack of meaning. Having a purpose in life plays a significant role in adapting to life’s pressures and future challenges Miao & Zheng (2010).

In this context, studies and research have confirmed that levels of happiness, life’s meaning, self-satisfaction, and life satisfaction significantly contribute to an individual's performance, productivity, motivation for achievement and goal realization Eisawy (2012). Additionally, university students' academic performance and attitudes towards their university studies are significantly influenced by the level of happiness they experience. It is noted that happiness is a physiological response, reflected in increased vitality, physical energy and enjoyment of health and the ability to exert maximum effort. A lack of happiness negatively impacts these physiological responses, revealing themselves through psychosomatic disorders, decreased vitality, energy and physical activity, and a tendency toward laziness. Happiness, unless it stems from the proper physical interaction of the body's energies Al-Sabbahi (2020) University students are a social group that should enjoy appropriate levels of happiness, general mental health, life meaning and satisfaction with life and self. This enables each student to set academic goals, enjoy exerting maximum effort to achieve them, resist pressures or challenges, and persist in self-realization. This is especially true as this phase of education represents the peak of an individual’s efforts toward self-fulfillment. According to psychological literature, individual happiness has two main sources: internal factors such as personal traits, abilities and beliefs, and external factors such as income, social status, family stability, employment, and education Al-Sabbahi (2020).

**RESEARCH OBJECTIVES**

1. To examine the Level of Tolerance, Meaning of life and Happiness among Undergraduate Students enrolled in IBB University of Yemen and Aligarh Muslim University of India.
2. To find out the difference in the level of Tolerance among Undergraduate Students enrolled in IBB University of Yemen and Aligarh Muslim University of India.
3. To find out the Difference in the level of Meaning of life among Undergraduate Students enrolled in IBB University of Yemen and Aligarh Muslim University of India.
4. To find out the Difference in The level of Happiness among Undergraduate Students enrolled in IBB University of Yemen and Aligarh Muslim University of India.

**OPERATIONAL DEFINITION:**

**Tolerance**: Lubb (1907) defined it as: "The ability to make correct judgments about the feelings and personalities of others, which stems from empathy with them. It is also an automatic response to emotional signals issued by another individual or a situation they are going through" Imran (2021). Jampolsky (2015) viewed tolerance as: "The feeling of empathy and compassion towards others, which is the path to feeling happiness and inner peace." Al-Zuhairi (2013) defined it as: "The individual's ability to accept diversity, whether that diversity is in race, religion, social class, or even economic status

The term "Tolerance" has been used by the researchers in this research as: "A cognitive, emotional, and behavioral component towards oneself, others, and situations, represented by a set of knowledge, beliefs, principles, feelings, and behaviors that drive the individual to reconcile with oneself and others, making them tolerant in various life situations."

**Meaning of Life:** The definitions of the meaning of life are varied, reflecting the differing viewpoints of scholars and researchers. However, the most important can be mentioned Frankl (1982) defines it as: a state that a person strives to achieve, which gives life value and meaning worth living for, and it occurs as a result of satisfying the basic motivation represented by the will to meaning Peacock (1987) believes that the meaning of life is: "To have a specific meaning, order, and certain goals in life for which the individual struggles to achieve or accomplish" Al-Maliki (2011). Earnshaw (2000) defines it as: "An individual's sense that life has value and meaning for them in the present moment" Al-Waeli (2012). The term " Meaning of Life " has been used by the researchers in this research as: "A set of individual responses reflecting positive and negative attitudes towards life in its various dimensions, the goals and commitments that the individual adheres to in life, the extent of his sense of their importance and value, his motivation to move towards achieving them, his ability to take responsibility, transcend himself towards others, accept himself, and be satisfied with his life in general".

**Happiness:** Argyle (1993) defined happiness as: "An emotional state that can be inferred from an individual's mood."Seligman (2002) defined it as: "A mental state or feeling that involves satisfaction, benefit, and pleasure." The term "Tolerance" has been used by the researchers in this research as: "A positive emotional state that reflects the individual's feeling of joy and satisfaction as a result of exposure to positive personal sources such as health, self-confidence, success, love, and others."

**REVIEW OF RELATED LITERATURE**

The study of Gawad (2015) aimed to identify the relationship between tolerance self-tolerance, tolerance towards others, and overall tolerance and optimism and psychological well-being among a sample of secondary school students of both genders. It also sought to understand the impact of gender on these variables and to predict psychological well-being based on optimism and tolerance self-tolerance, tolerance towards others, and overall tolerance. The sample consisted of 274 students from the second grade in schools in Minya City (150 males and 124 females). The study used the Optimism Scale (2014), a tolerance scale developed by the researcher, and the Psychological Well-Being Scale (2010). The results showed no statistically significant differences due to gender in optimism, tolerance, or psychological well-being in its dimensions. There was a significant positive correlation between tolerance (self-tolerance, tolerance towards others, and overall tolerance) and psychological well-being. Additionally, there was a significant positive correlation between optimism and psychological well-being. Tolerance was found to be a significant predictor of psychological well-being.

The study of Al-Wahhab (2016) aimed to investigate some traits patience and tolerance as predictors of happiness among a sample of elderly individuals (160 elderly people) from Cairo, who were residents in social care facilities. The study utilized Dudley’s Patience Scale (2003) the Tolerance Scale by Hartland, and the Oxford Happiness Scale (2002). The results revealed a significant positive correlation (at 0.01) between happiness and tolerance, and between patience and tolerance. It was also found that there was no significant correlation between patience and tolerance alone. Tolerance was the only variable that significantly contributed to predicting happiness, with a regression coefficient of 0.287 for tolerance. Additionally, there were significant differences between males and females in the care homes in terms of higher patience scores among females.

The study of Al-Mushaan and Iyad (2019) aimed to explore the relationship between tolerance, acceptance, and levels of happiness among a sample of students at the University of Kuwait, and to identify differences between males and females in these variables. The sample consisted of 256 females and 266 males, aged between 18 and 25 years. The study employed a descriptive correlational approach and used the Berry Tolerance Scale translated by Al-Buqmi the Big Five Factors Scale Kenle (1991) and the Oxford Happiness Inventory (Martin & Lu, 1995). Statistical analyses included correlation coefficients, means, standard deviations, one-way ANOVA, Cronbach's alpha, and t-tests. Results showed a significant positive correlation between tolerance, acceptance, perfectionism, and happiness. No significant differences were found between males and females in the aforementioned variables or between the individuals in terms of their educational level or phase.

The study of Maltby et al. (2005), United Kingdom aimed to examine the relationship between tolerance and happiness using a two-dimensional model of happiness (pleasure and happiness). The sample consisted of 224 university students in the UK (116 males and 128 females) aged between 18 and 56 years, with an average age of 22.45 years and a standard deviation of 8.128. The study used the Enright Tolerance Scale, the Oxford Happiness Scale, and a depression scale. Results indicated that tolerance accounted for significant variance in levels of happiness.

The study of Maltby et al. (2008), United Kingdom aimed to investigate the relationship between tolerance and happiness using a two-dimensional model of happiness (emotional happiness and cognitive happiness). The sample included 244 British students (116 males and 128 females) aged between 18 and 22 years. The study used Enright’s Tolerance Scale (1995), Lewis’s Happiness Scale (1998), and the Oxford Cognitive Happiness Inventory (Argyle, 2002). Results showed that tolerance and its dimensions explained the variance in emotional and cognitive happiness. Emotional happiness related to tolerance was found to be specific and short-term, whereas cognitive happiness related to tolerance was long-term. Differences in tolerance were found to favor older students and females with no significant differences in happiness due to age or gender.

The study of Batlk et al. (2017) aimed to assess tolerance and self-happiness levels among university students based on gender, faculty, place of residence, parental attitudes, and predictive factors of tolerance and self-happiness. The sample included 828 students (56.3% female and 43.7% male) at Ondokuz Mayıs University in Turkey. The study used descriptive statistics, tolerance and self-happiness scales, and analyzed data using means, standard deviations, Mann-Whitney tests, and linear regression. Results showed that tolerance and self-happiness did not significantly differ by gender or place of residence. However, tolerance levels were higher among third and fourth year students in the Faculty of Religious Sciences compared to other students. Students with democratic and preventive parental orientations had significantly higher levels of tolerance and self-happiness. A positive but low relationship was found between tolerance and self-happiness. The study confirmed that tolerance is an indicator of self-happiness.

**RESEARCH METHOD**

In order to facilitate the accomplishment of the above mentioned objectivities of the study, the researcher adopted descriptive survey method. As this approach is widely applied in the field of social and humanitarian sciences. Descriptive research watches and documents specifically a particular phenomenon or problem at certain intervals with the objective of studying such problem in terms of content and manner and get there conclusions and generalizations that might be advantageous in comprehending the current status and enhancing it Alian (2001)

**RESEARCH SAMPLE**

The random sampling technique was used for selecting (450) undergraduate students (225) students from IBB University in Yemen Arabia and (225) students from Aligarh Muslim University of India in the academic year (2023- 2024).

**RESEARCH TOOL USED**

To achieve the objectives of the research i.e. “The level of Tolerance, Meaning of Life and Happiness among Undergraduate Students in Yemeni and Indian universities", the researchers constructed a three scales.

1. Scale of Tolerance consists of 24 items
2. Scale of Meaning of life consists of 30 items
3. Scale of Happiness consists of 30 items

**Ensuring Validity of the Scales.**

Allam (2006) indicates that the validity refers to "the degree to which evidence and theory support the interpretations of test scores entailed by the proposed uses of tests”. In other words, validity describes how well one can legitimately trust the results of a test with reference to specific purpose.

To ensure and test the validity of scales, the researchers used two methods: They include (a) face validity as well as (b) criterion related validity. The face validity is done to determine if the content of the tool is appropriate concerning the study objectives. It shows that the content under study possesses all the attributes of a total completion and is conducted by seven or more authorities Pilot & Hunger (1999). In other words, face validity is a measure of how well assessment method is representing or generalizing the object of assessment with respect to the constructive conception. It is, therefore, necessary to determine attributes or features that are crucial, given the domain under consideration Koji (2009). To further ensure the face validity, the research tools have been administered to 10 experts from Yemeni and Indian universities and the percentage of experts’ agreement is set at 80%, thus accepting or deleting some items. In this process some items have been deleted.

To check the concurrent validity of the research tool, the researchers used three scales. The first scale was related to the Tolerance; it was prepared by Al-Wahhab (2016). The second tool was meaning of life scale. It was prepared by Eisawy, (2012). The third tool was Happiness scale. It was prepared by Mushaan and Iyad (2019).

The data was analyzed through SPSS program. The result of this process is given in the following tables (1):

Table 1: **Criterion-Related Validity**

|  |  |  |
| --- | --- | --- |
| The scale | Pearson Correlation coefficient (r) | Level of Significance |
| Scale of Tolerance | 0.75\*\* | 0.000 |
| Scale of Meaning of life | 0.86\*\* | 0.000 |
| Scale of Happiness | 0.71\*\* | 0.000 |

\*\*Significant at level 0.01

Table 1 reveals that all three correlation coefficients are significant at 0.01 level (P< 0.01). The results show that the research tool has a good validity (in relation to criterion) and the tool can be trusted.

**Ensuring reliability of the tool**

Cronbach (2004) believes that reliability as the correlation of an instrument with itself. Koji (2009) defined the reliability as “a concept describing the extent to which the precision of the assessment results are stable and coherent, regardless of where, when and by whom the measurement was carried out”. To check the reliability of the present research tools, the researchers used Alpha Cronbach was used. The result of this process is given in the following tables (2):

Table 2: **Cronbach Coefficient for Reliability**

|  |  |
| --- | --- |
| The scale | Pearson Correlation coefficient (r) |
| Scale of Tolerance | 0.83 |
| Scale of Meaning of life | 0.82 |
| Scale of Happiness | 0.78 |

It is evident from Table no.2 that Cronbach values are high. Thus the tools of research has a good reliability according to Cronbach Coefficients

**STATISTICAL METHODS**

* Pearson coefficient to ensure the validity and reliability of the research tool.
* Cronbach coefficient to ensure the reliability of the tool.
* T-test for one-sample to fulfill objectives no 1, 2, 3, 4, 5 and 6.
* Independent Samples t-Test to fulfill objectives no 7, 8 and 9.

**RESULTS AND DISCUSSION:**

1. **To examine the Level of Tolerance, Meaning of life and Happiness among Undergraduate Students enrolled in IBB University of Yemen**

The inferential statistics t-test for one-sample, (sample mean and assumed mean) and descriptive statistics (mean and S.D) have been used to know level of Tolerance among Undergraduate Students in Yemeni universities. Here, assumed mean = degree of middle response score × total number of items. The following tables describe the result

Table No.3: Result of t-test for One Sample in Yemen Universities

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level of Tolerance** | **Sample** | **Real mean** | **Expected mean** | **SD** | **df** | **T value** | **Sig** | **Decision** |
| 225 | 80.66 | 60 | 2.68 | 224 | 4.62 | 0.00 | High |

The table clearly depicted that the t-value for total score of attitude (4.62, P< 0.05) is significant at (0.05) level and the real mean (80.66) is higher than the assumed mean (60), which confirms that the level of Tolerance among Undergraduate Students enrolled in Yemen universities is high.

1. **To examine the level of Tolerance, Meaning of life and Happiness among Undergraduate Students enrolled in Aligarh Muslim University of India.**

The inferential statistics t-test for one-sample, (sample mean and assumed mean) and descriptive statistics (mean and SD) have been used to know level of meaning of lifeamong Undergraduate Students in Yemeni universities. Here, assumed mean = degree of middle response score × total number of items. The following tables describe the result

Table No.4: Result of t-test for One Sample (Level of Meaning of Life) in Yemen Universities

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level of Meaning of Life** | **Sample** | **Real mean** | **Expected mean** | **SD** | **df** | **T value** | **Sig** | **Decision** |
| 225 | 52.86 | 75 | 2.88 | 224 | 5.44 | 0.00 | Law |

The table clearly depicted that the t-value for total score of attitudes (2.44, P< 0.05) is significant at (0.05) level and the real mean (80.66) is higher than the assumed mean (60), which confirms that the level of meaning of lifeamong Undergraduate Students in Yemeni universities is law.

1. **To find out the difference in the level of Tolerance among Undergraduate Students enrolled in IBB University of Yemen and Aligarh Muslim University of India.**

The inferential statistics t-test for one-sample, (sample mean and assumed mean) and descriptive statistics (mean and SD) have been used to know level of happinessamong Undergraduate Students in Yemeni universities. Here, assumed mean= degree of middle response score × total number of items. The following tables describe the result

Table No.5: Result of t-test for One Sample (Level of Happiness) in Yemen Universities

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level of Happiness** | **Sample** | **Real mean** | **Expected mean** | **S.D** | **df** | **T value** | **Sig** | **Decision** |
| 225 | 60.78 | 75 | 3.88 | 224 | 8.86 | 0.00 | Law |

The table clearly depicted that; The t-value for total score of attitude (2.44, P< 0.05) is significant at (0.05) level and the real mean (80.66) is higher than the assumed mean (60), which confirms that the level of happinessamong Undergraduate Students in Yemeni universities is low.

1. **To find out the Difference in the level of Meaning of life among Undergraduate Students enrolled in IBB University of Yemen and Aligarh Muslim University of India.**

The inferential statistics t-test for one-sample, (sample mean and assumed mean) and descriptive statistics (mean and SD) have been used to know level of Tolerance among Undergraduate Students in Indianuniversities. Here, assumed mean = degree of middle response score × total number of items. The following tables describe the result

Table No.6: Result of t-test for One Sample(Level of Tolerance) in Indian Universities

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level of Tolerance** | Sample | Real mean | Expected mean | SD | df | T value | Sig | Decision |
| 225 | 98.68 | 60 | 2.85 | 224 | 6.12 | 0.00 | High |

The table clearly depicted that; The t-value for total score of attitude (6.12, P< 0.05) is significant at (0.05) level and the real mean (98.68) is higher than the assumed mean (60), which confirms that the level of Tolerance among Undergraduate Students in Indian universities is high.

**2.1 To knew the level of meaning of life among Undergraduate Students in Indian universities.**

The inferential statistics t-test for one-sample, (sample mean and assumed mean) and descriptive statistics (mean and SD) have been used to know level of meaning of lifeamong Undergraduate Students in Indianuniversities. Here, assumed mean = degree of middle response score × total number of items. The following tables describe the result.

Table No.7: Result of t-test for One Sample (Level of Meaning of Life) in Indian Universities

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level of Meaning of Life** | Sample | Real mean | Expected mean | SD | df. | T value | Sig | Decision |
| 225 | 121.23 | 75 | 3.98 | 224 | 12.65 | 0.00 | High |

The table clearly depicted that; The t-value for total score of attitude (12.65, P< 0.05) is significant at (0.05) level and the real mean (121.23) is higher than the assumed mean (60), which confirms that the level of meaning of lifeamong Undergraduate Students in Indian universities is high.

**2.2 To knew the level of happiness among Undergraduate Students in Indian universities.**

The inferential statistics t-test for one-sample, (sample mean and assumed mean) and descriptive statistics (mean and St.d) have been used to know level of happinessamong Undergraduate Students in **Indian** universities. Here, assumed mean = degree of middle response score × total number of items. The following tables describe the result

Table No.8: Result of t-test for One Sample (Level of Happiness) in Indian Universities

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level of Happiness** | Sample | Real mean | Expected mean | SD | df | T value | Sig | Decision |
| 225 | 117.90 | 75 | 4.32 | 224 | 11.45 | 0.00 | High |

The table clearly depicted that; The t-value for total score of attitude (11.45, P< 0.05) is significant at (0.05) level and the real mean (80.66) is higher than the assumed mean (60), which confirms that the level of meaning of lifeamong Undergraduate Students in Indianuniversities is high.

1. **To find out the Difference in The level of Tolerance among Undergraduate Students in Yemeni and Indian universities**

The inferential statistics Independent Samples Test has been applied to assess the differences in The level of Tolerance among Undergraduate Students in Yemeni and Indian universities The following table and describe the result:

Table No. 9: Result of Independent Samples t Test on level of tolerance

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Source of variance** | **Sample** | **Mean** | **SD** | **df** | **T value** | **Sig.** | **Decision** |
| Yemeni | 225 | 80.66 | 2.68 | 448 | 5.87 | 0.00 | Significant |
| Indian | 225 | 98.68 | 2.85 |

The table no 9 clearly depicted that; the t-value (5.87, P< 0.05) is significant at (0.05) level, which confirms that There is significant difference in the level of Tolerance among Undergraduate Students in Yemeni and Indian universities Thus it can be safely concluded that the level of Tolerance among Indian Undergraduate Students is higher than Undergraduate Students in Yemeni universities.

1. **To find out the Difference in The level of meaning of life among Undergraduate Students in Yemeni and Indian universities**

The inferential statistics Independent Samples Test has been applied to assess the differences in The level of **meaning of life** among Undergraduate Students in Yemeni and Indian universities The following table and describe the result:

Table No. 10: Result of Independent Samples t-Test on meaning of life

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Source of variance** | **Sample** | **Mean** | **SD** | **df** | **T value** | **Sig.** | **Decision** |
| **Yemeni** | 225 | 52.86 | 2.88 | 448 | 16.54 | 0.00 | Significant |
| **Indian** | 225 | 121.23 | 3.98 |

The table no 10 clearly depicted that; the t-value (16.54, P< 0.05) is significant at (0.05) level, which confirms that There is significant difference in the level of meaning of life among Undergraduate Students in Yemeni and Indian universities Thus it can be safely concluded that the level of meaning of life among Indian Undergraduate Students is higher than Undergraduate Students in Yemeni universities

1. **To find out the Difference in The level of Happiness among Undergraduate Students enrolled in IBB University of Yemen and Aligarh Muslim University of India.**

The inferential statistics Independent Samples Test has been applied to assess the differences in The level of happiness among Undergraduate Students in Yemeni and Indian universities The following table and describe the result:

Table No. 11: Result of Independent Samples t Test on Level of hapiness

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Source of variance** | **Sample** | **Mean** | **SD.** | **df** | **T-Value** | **Sig.** | **Decision** |
| **Yemeni** | 225 | 60.78 | 3.88 | 448 | 17.23 | 0.00 | Significant |
| **Indian** | 225 | 117.90 | 4.32 |

The table no 11 clearly depicted that; the t-value (17.23, P< 0.05) is significant at (0.05) level, which confirms that There is significant difference in the level happiness among Undergraduate Students in Yemeni and Indian universities, Thus it can be safely concluded that the level of happiness among Indian Undergraduate Students is higher than Undergraduate Students in Yemeni universities

**Conclusion**

It can be concluded that:

* The Level of Tolerance among Undergraduate Students enrolled in IBB University of Yemen is high and The Level of Meaning of life and Happiness are low.
* The level of Tolerance, Meaning of life and Happiness among Undergraduate Students enrolled in Aligarh Muslim University are high.
* The level of Tolerance among Aligarh Muslim University Students is higher than Undergraduate Students in IBB University of Yemen.
* The level of Meaning of life among Aligarh Muslim University Students is higher than Undergraduate Students enrolled in IBB University of Yemen.
* The level of Happiness among Indian Undergraduate Students is higher than the Undergraduate Students of IBB University of Yemen.

**Acknowledgement**

The authors acknowledge the contribution of all the students of IBB University, Yemen and Aligarh Muslim University, Aligarh who have participated in the present study and provided their responses.

**Disclaimer (Artificial intelligence)**

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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Details of the AI usage are given below:

1.

2.

3.

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