Exploring the Factors Creating Happiness Among Students of Iraq: Mediating Effect of Life Satisfaction

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ARTICLE INFO	ABSTRACT
	Purpose: The main goal of the current study was to investigate the elements that can foster student contentment and happiness. Therefore, this study looked at how satisfaction and happiness are impacted by appreciation, university prestige, and service quality. This study also aimed to investigate student satisfaction's mediation role. **Research Method:** The research design used in this study was quantitative. Elements from previous studies were modified to create the questionnaire for the data collection. Data were gathered using convenience sampling. The study's usable response rate was 51.09%. Smart PLS 3 was used to evaluate the obtained data.

Findings: The results of the study showed that increasing pupils' contentment requires thankfulness. Additionally, student satisfaction is positively impacted by a university's reputation, as shown in how students view the institution. Additionally, a key element in raising happiness is the caliber of services provided on university campuses. Findings also showed that happiness is strongly impacted by student satisfaction. Results ultimately show that the relationship mediates student satisfaction between appreciation, reputation, service quality, and happiness. **Implications and Future Research:** The study's findings have shown that increasing student satisfaction can be accomplished by emphasizing elements like thankfulness, the university's reputation, and service quality. Iraqi university students favor the facilities and faculty members' level of expertise. It's crucial to cultivate student pleasure and contentment to maintain their loyalty and encourage positive word-of-mouth. Any cultural factors included in the current model may also be used in future investigations. Researchers can use the survey results in future research, and university policymakers can use them to create a plan for increasing student satisfaction.

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Introduction

In 1908, Iraq's higher education system was established, and a law department was created. From the 1930s to the 1950s, colleges, medical schools, engineering workplaces, and pharmacology-level institutions were established. Higher education institutions for women are also included in this institute. Later the University of Baghdad was established in 1958. Additionally, this university was acknowledged as the nation's primary support system and governing body for all higher education institutions. The Central Library's founding in the nation in 1959 marked a significant turning point. The Iraqi government established the Ministry of Higher Education and Scientific Research (MOHESR) in 1970 to oversee the nation's higher education institutions (Al-Husseini & Elbeltagi, 2018). Students are the mainstay of a university. Therefore, the success of a higher education institution depends on their contentment and happiness.

It is crucial to comprehend what makes university students content. In the past, research in developing nations has been carried out to create flexible policies for students' happiness. Previous scholars have attempted to investigate the connection between happiness and education. Most individuals typically see happiness as their level of life satisfaction. As it demonstrates the quality of a person's life, it is also seen as a summary of their existence. According to research from Pause to Search, happiness depends on feeling satisfied. Other elements contributing to happiness include health, wealth, and leisure time (Flynn & MacLeod, 2015). The definition of happiness has been attempted in several earlier research, each with a somewhat different expression. This description encompasses a variety of concepts, including the transient player, well-being, and life satisfaction. However, few studies in the past have identified happiness as a satisfying subjective experience over the long term. According to previous research, people seek happiness in a variety of ways. Most happy persons are observed to have mild emotions or moods (Jaques et al., 2015).

The primary motivation for studying is to raise student achievement to contribute to their families, communities, and schools positively. When consumers receive high-quality services and goods, their well-being improves. It consequently makes the students happier. However, previous research has mostly ignored the link between student satisfaction and the caliber of services provided by educational institutions. Because it affects students' quality of life, student happiness is an important topic to research. Therefore, it is crucial to comprehend how service quality affects students' pleasure in the educational setting (Khalifa et al., 2021).

Researchers have become interested in the concept of thankfulness since it is thought to be one of the most critical aspects of social interaction and personality. Previous research has defined gratitude as feelings of appreciation and astonishment that are personal and ephemeral. It is "a stable propensity for particular emotional responding types." Numerous aspects of appreciation, including frequency and intensity, have been discussed in the literature and linked to feelings of thankfulness. The literature on gratitude offers numerous definitions. Scholars have described it, for instance, as "the willingness to perceive the unearned increments of worth in one's experience. The "empathic feelings" are reflected in gratitude. In literature, it is also described as "a feeling of gratitude and joy in reaction to receiving a gift, whether the present is a concrete benefit from a particular other or a fleeting euphoria produced by natural beauty" (Salvador-Ferrer, 2017).

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Reputation has been a significant problem for corporations and academia for the past ten years. Strong evidence supports the idea that companies need to concentrate on their reputation to have a competitive edge. Furthermore, reputation has a significant impact on an organization's performance. As a result, previous researchers noted that organizational decision-makers must pay attention to their reputations. Both concrete and intangible variables greatly influence the organization's reputation. Additionally, an organization's reputation is a crucial component that increases its competitiveness (Lafuente-Ruiz-de-Sabando, Zorrilla, & Forcada, 2018).

The majority of reputation study focuses on NGOs and other profit-making groups. This element is crucial for survival in a cutthroat market. In these circumstances, tangible assets are crucial. Over time, the level of competition in the education sector has increased. Universities that offer long-term advantages in the marketplace (Aminullah et al., 2019). The university's reputation indicates the need for long-term partnerships with all stakeholders to survive in the competitive market (Aminullah, Isa, & Mohd).

The caliber of the services provided determines much of an educational institution's success. In the current climate, the education sector is exceptionally competitive and dynamic. For universities to succeed, it is crucial that they continually improve their offerings. On the other side, essential variables like the internationalization of higher education influence the stakeholders in universities. Universities in the public and private sectors now serve overseas students (Camilleri, 2021).

Because students are considered customers because the university is providing them with education, universities, unlike businesses, must meet the demands of other stakeholders. It is, therefore, crucial for managing and enhancing the caliber of services provided by educational institutions. Regularly measuring service quality is crucial for improvement (Teeroovengadum, Kamalanabhan, & Seebaluck, 2016).

The number of students attending Iraqi universities is growing. Understanding and identifying the aspects that can affect student happiness is therefore crucial. There is no doubt that student satisfaction will differ from person to person. The degree of satisfaction is influenced by biological and psychological elements connected to student-satisfying behaviors. Students that are happy with the university also promote it to other students. The success of science and human resources depends on the happiness of Iraqi university students. The primary goal of this study is to assess how happy university students in Iraq are based on the quality of their educational opportunities. To evaluate an organization's performance, especially educational institutions. It serves as a foundation for understanding how practical the courses are.

Additionally, this knowledge will enable the business to recognize its advantages while competing with other businesses (Gresk, 2020). Therefore, this research aims to investigate how variables such as student satisfaction, thankfulness, university reputation, and service quality affect students' happiness. The goal of this study is to quantify the role that student happiness plays as a mediator.

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Literature Review

Student satisfaction

In management and the social sciences, satisfaction is one of the key concepts. It is described as "a short-term attitude emerging from an evaluation of a student's educational experience" in the context of pupils. According to academics, life's satisfaction is considered one of life's good aspects (Patokina, 2020).

According to researchers, student satisfaction will decline if there is a negative discrepancy between what is expected and what is provided. And it will rise if the difference is positive. One of the leading research subjects in the contemporary, cutthroat academic climate that institutions are operating is student satisfaction. University graduates serve as ambassadors for their alma mater. If these students are happy, they will serve as a positive source of criticism for the colleges. As they convey the positive word of mouth and suggest the university to others, happy students contribute both intangible and tangible ways to the universities. These pupils are devoted to the organization as a result. On the other hand, disgruntled pupils exhibit whiny behavior and propagate unfavorable rumors. Therefore, the university administration must pinpoint elements that can raise student happiness (Nyagah, 2018).

Student Happiness

In literature, happiness is described as the beneficial outcome of a state of contentment and well-being characterized by happiness and joy. It is derived from leading a meaningful life. Student happiness is crucial for building relationships through virtue or daily living. Emotions and psychological elements play a role in students' happiness, according to Durón-Ramos, García-Vazquez, and Castellanos (2019).

Happiness requires a shift in the individual's psychological processes at the interval level and in their emotional reactions to enable behavior to change. Targeting those with standard indicators of happiness in the consumers is crucial if you want to increase your level of happiness. From a university standpoint, it is anticipated that students will be content with their coursework and other readily available resources. Furthermore, when students are purposefully encouraged, learning and teaching result in happiness. Students' satisfaction is also a result of the university's organized, effective teaching methods, which improve behavioral intention (Binnawas, Khalifa, & Bhaumick, 2019).

Gratitude

The literature describes gratitude as a quality, a habit, or a passing emotion. It is also described as having stable emotions. Gratitude is described as an emotional shift in a person after receiving assistance. This assistance is viewed as generous, pricey, and valued (Park et al., 2021).

A person experiences gratitude as a favorable emotional reaction when they get something from an outside source. Few studies have explicitly looked at university students' thankfulness in the literature. It is crucial to note the favorable association between appreciation and satisfaction, mood, GPA, social engagement, and intellectual interaction. However, it negatively correlates with failure, anxiety, and sadness (Wilcox & Nordstokke, 2019).

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University Reputation

According to literary definitions, a university's reputation is the total impression that it has earned over time. According to academics, an institution's reputation can be evaluated by comparing the number of applicants to those who were accepted. In the context of universities, output through research is linked to reputation. Studies have also shown that reputation is assessed through the research process. Citations and publications are used to assess a researcher's reputation (Kaushal et al., 2021). Additionally, stakeholders' overall impression of the university after engaging with it and communicating with it. Consequently, a consensus decision impacts an organization's reputation (An, 2022; Baltaru, 2019).

Students' experiences as students at the university help to shape the reputation of the institution. Students are drawn to it and are affected by it. Additionally, it is essential for student decision-making, faculty recruitment, and the evaluation and ranking of universities. Additionally, prior research suggested that decision-makers needed to concentrate on the internal procedures carried out in colleges to enhance the reputation of the organization and universities. The educational services offered by the institution may also require improvement. The media also play a significant effect in the perception of a university. Various stakeholders can voice their opinions through media, affecting the organization's reputation. As a result, many colleges compete against one another, and marketing significantly enhances reputation and image.

On the other hand, its intangibility is what makes its definition challenging. The provision of intangible services associated with education results in the university's reputation. Reputation is fundamentally founded on various characteristics, including innovation, citizenship, workplace, governance, leadership, service, product, and performance (Amado & Juarez, 2022).

Service quality

Service quality is referred to in the literature as a crucial element in the development of competitiveness. 4 decades ago, Zeithaml (1988) introduced the notion of service quality and defined it as the perfection or superiority of the services provided. Different conceptualizations of service quality, such as complying with demands and requirements, have been discussed in previous studies. Past research has shown that service quality plays a significant influence in increasing student happiness. The ideal definition of service quality has been the subject of extensive debate. Service quality is described in the context of higher education as "...education quality is a fairly ambiguous and disputed concept." The definition of service quality in the context of higher education depends on a variety of variables with experience working with institutions of higher learning. Students are the primary stakeholders in higher education, so the quality of the services they receive depends on how they feel about them. According to earlier studies, service quality refers to an organization's capacity to interact with customers, which is why student retention is one of the crucial indicators of service excellence. As a result, academics have defined service quality as the discrepancy between customer perception and service expectations (Aşkın, 2022; Medberg & Grönroos, 2020).

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The model of service quality has been investigated and developed in the context of higher education by several academics. One of the first scales with five components was proposed for Malaysia's higher education sector. Access, reputation, program difficulties, non-academic characteristics, and academic aspects are a few of these considerations. Japanese universities later recognized eight variables, including the semester schedule, situation management, assurance, competencies, efficiency, capability, effectiveness, and dependability (El Alfy & Abukari, 2020).

Relationships of the Study

Student satisfaction and Student Happiness

In the fields of management, social sciences, and psychology, there has been a lot of interest in the topic of happiness-related aspects. Happiness is a mental state that can be described as contentment or pleasure. Remaining joyful is one of the essential objectives for many people. Most people associate happiness with life satisfaction. Because it demonstrates the individual's quality of life, it serves as a summary of their existence. Previous research has shown that a person's happiness might have a favorable impact on their level of life satisfaction. For instance, it has been noted that happiness is positively correlated with satisfaction, health, and money. There is a two-way relationship between happiness and contentment, with happiness positively impacting satisfaction and vice versa (Naseem, 2018).

Researchers have hypothesized that the presence of pleasant emotions and the absence of negative emotions both increase an individual's happiness. Engaging in social activities also leads to satisfaction. When the students participate in creative activities, they become happier. Experience can significantly impact how happiness and quality are created, according to previous experts. Another crucial factor in predicting satisfaction is happiness. On the other side, there is a strong correlation between satisfaction and quality of life.

Additionally, the contentment of a student's life is influenced by the satisfaction they derive from their leisure time. It's because there's a higher chance of maximizing enjoyment. Additionally, it can be argued that student pleasure and life satisfaction are closely associated (Argan, Argan, & Dursun, 2018). Based on that, we speculate that:

H1: *Life satisfaction has a positive effect on happiness.*

Gratitude and Student satisfaction

In literature, feelings of emotion are referred to as gratitude and are experienced by a person when someone voluntarily gives them something of value. It has been discovered that happiness, life satisfaction, and thankfulness all have beneficial relationships. Being grateful is a sign of a more positive outlook on life. Another tendency is the propensity to view life as a blessing. Academics have defined gratitude as character traits, routines, attitudes, and feelings. Gratitude is regarded as the fundamental psychological technique through which a person interprets daily experiences while reaping the rewards. Gratitude can change negative impacts on a person's life since it demonstrates positive experiences (Salvador-Ferrer, 2017).

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As previously noted, gratitude is a quality founded on good emotion. Thus educational institutions can help to increase it by enhancing their cultures, personnel, administrators, teachers, and counselors. Numerous advantages of gratitude have been reported in research, including reduced levels of sadness, good physical health, and increased life satisfaction (Santoso & Rizkiana, 2019). Feeling thanks, appreciation, and thankfulness Possess the capacity to promote happy feelings, which ultimately contribute to life pleasure. Researchers have discovered that thankfulness is a strong predictor of life satisfaction among students. Through gratitude, people's spirits can be lifted. Additionally, it can enhance well-being. In literature, appreciation is seen as being for one's well-being and the functioning of communities (Khaing & Phyoe, 2020).

H2: *Gratitude significantly influences student satisfaction.*
H3: *Student satisfaction mediates the relationship between Gratitude and Student happiness.*

University reputation and Student satisfaction

Students are significant university stakeholders. They are regarded as clients who order from an educational institution. If the university's services satisfy the students, they will continue to support the institution. On the other hand, customer satisfaction is dependent on an organization's reputation. To autonomously and dependently affect unhappiness, the sea is necessary. It may directly or indirectly impact customer satisfaction. Student satisfaction can be impacted by a university's reputation in the context of students and universities. Strong reputations among universities have a substantial impact on student satisfaction. The perception that students have of the university overall. Numerous elements, both long-term and short-term, have an impact on the reputation of the university. Long-term performance is affected by an organization's and university's reputation. Researchers discovered that the university's reputation significantly affects student happiness (Anggraini, 2020; Barusman, 2014).

The university's reputation conveys information about the caliber of education offered there. Universities use reputation to determine their positioning. The ability to influence the student's choice is crucial. A positive university reputation inspires students and raises their satisfaction levels. The level of research conducted at the university and the level of competition therein, as measured by student satisfaction. Satisfied students provide tangible and intangible contributions to the university's growth. These students actively promote the university to others, cultivate favorable word-of-mouth, and show loyalty (Alam et al., 2021). However, a university's reputation can help to increase student contentment.

Additionally, several earlier studies have shown reputation's favorable impact on student happiness. Therefore, it is simple to say that repetition helps to improve student happiness (Panda et al., 2019; Qazi et al., 2022). As a result, we suggest the following hypothesis:

H4: *University reputation significantly influences student satisfaction.*
H5: *Student satisfaction mediates the relationship between University reputation and Student happiness.*

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Service quality and Student satisfaction

Service quality and customer pleasure are fundamentally quite different ideas. The correct definition of quality is scarce in educational literature, which is unfortunate because quality is a complicated notion in higher education. There are a variety of stakeholders in universities, including professional organizations, the government, students, and parents. Each of these individuals has unique perspectives and opinions about quality. Universities give students who participate in educational activities within universities training. In the literature, various definitions of service quality are presented. The definition of service quality in literature is "the gap between a student's expectations and his or her impressions of actual delivery." The pleased students spread good word of mouth about the company and draw in new clients among their old classmates (Alsheyadi & Albalushi, 2020).

The input from an academic perspective is primarily used in research on service quality. The opinions of the pupils are excluded. The conventional wisdom holds that administrators and administrators should work together to deliver high-quality services. According to the conventional view, administrators and/or academics should decide what constitutes high-quality service, including what is "most essential" to students. Considering that students are the university's intended audience, it is recommended that universities concentrate on them (Ali et al., 2016).

Both academic and non-academic factors influence student satisfaction. The reputation of the institute has an impact on student happiness as well. Eight characteristics affect service quality in the setting of higher education, according to scholars. Some elements include group size, study opportunities, student representation, mentoring, acknowledgment, and facilitation. Academic faculty's abilities in engagement and instruction might be crucial in increasing student happiness. Numerous academics have endorsed these findings, pointing out that positive interactions between staff and students increase student satisfaction. Student satisfaction measures consider quality aspects, including instruction, staff performance, and security performance. Consequently, customer satisfaction or student satisfaction led to the development of student evaluations of service quality (Mulyono et al., 2020).

H6: *Service quality significantly influences student satisfaction.*
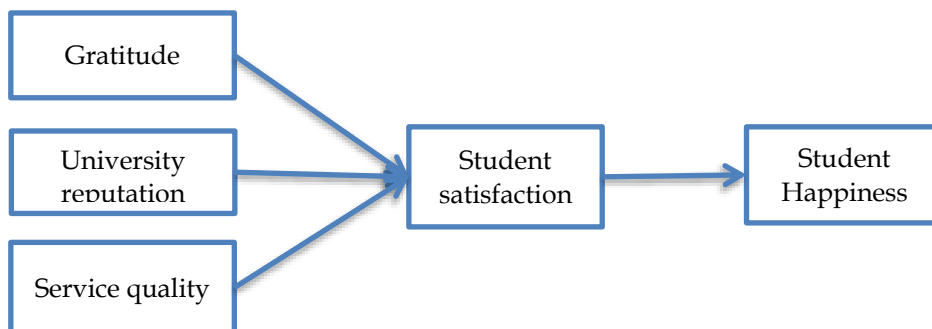**H7:** *Student satisfaction mediates the relationship between Service Quality and Student happiness.*

Figure 1: *Theoretical Framework*

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Research Methodology

Explanatory in nature, this research aims to clarify and investigate the causal relationship between variables by looking at the research's stated hypothesis. In addition to looking at respondents' perceptions, the current study also looked at students' behaviors and the factors influencing them. The study's target audience consists of Iraqi university students. Since obtaining data from the entire research population was difficult, we turned to the study's sample instead. According to Ghauri, Grønhaug, and Strange (2020), evaluating the research design is crucial. The current study is quantitative because it looks at how different factors relate. The relationship between the variables under consideration in the current study is based on prior proposed quantitative research, hypotheses, models, and theories. It, therefore, generally fits with this study (Barroga & Matanguihan, 2022).

On the other hand, Creswell and Creswell (2017) suggested that a quantitative research design for the evaluation of hypotheses is one of the most compelling research designs. This research methodology is also helpful in examining the relationships between groupings of interdependent variables and rationalization. In quantitative research, a statistical technique is utilized to collect data for interpretation, hypothesis testing, and hypothesis creation (Eyisi, 2016). We used a cross-sectional survey to gather data (Myers, 2019). The proposed framework was tested in this study using a quantitative research methodology. Additionally, a cross-sectional research approach was employed to examine how different variables affected Iraq's higher education market. Additionally, cross-sectional study designs are the most effective for measuring latent characteristics that cannot be immediately measured or observed (Burton & Mazerolle, 2011).

Data from a sampled population are collected to avoid collecting data on every demographic factor, which is the goal of the sampling procedure (Zikmund et al., 2009). The PLS-SEM analytic model is employed for the examination of the chosen data. According to Hair Jr et al. (2016), the analysis using PLS-SEM requires a minimum sample size of 200. Therefore, 200 must be the minimal sample size for this investigation. Furthermore, a high sample size is preferred to address the non-response rate problem. An in-person survey was set up to gather primary data. Data was gathered for this purpose using a questionnaire. Items from earlier studies were adapted for the questionnaire. The thankfulness items were modified from Wilcox and Nordstokke (2019), the university reputation items from Alam et al. (2021), the student satisfaction items from Alam et al. (2021), the student happiness things from Argan et al. (2018), and the service quality items from Hemsley-Brown and Alnawas (2016). This survey was created using a 7-point Likert scale. Two sections make up the questionnaire. The purpose of the first segment was to gather data on respondents' demographics. The items relevant to the study's variables were in the second half.

Students attending Iraqi public sector universities received the questionnaire. Convenience samplings were used to deliver a total of 550 questionnaires. The respondents of this study provided 281 complete questionnaires to the researchers. Therefore, the study's response rate was 51.09%. This study employed SEM as a method to assess the data that had been gathered. It is crucial to note that SEM is a multivariate statistical approach. With this study, several simultaneous causal links between the variables can be tested. It is

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also a very effective statistical technique. Each endogenous and exogenous variable in the research process may not be observable or may be explicitly investigated as a latent construct (Hair, Ringle, & Sarstedt, 2013). This study used Smart PLS 3.3.9 as the PLS tool within SEM. One of the most sophisticated methods of analysis used in management science is this.

Results

Two steps were taken in doing the PLS analysis. The measurement model is the initial stage. Researchers advised looking for convergent validity in this step. Convergent validity refers to the extent to which items belonging to a particular variable reflect the same conceptual framework (Hamann et al., 2013). Cronbach Alpha, AVE, factor loading, composite reliability, and convergent validity are all calculated for confirmation (Hair et al., 2019).
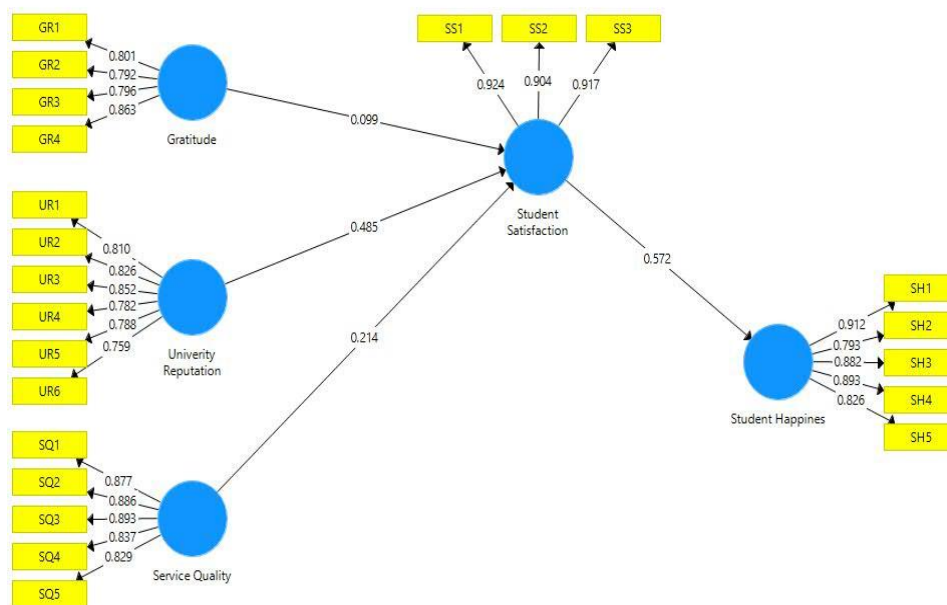

Figure 2: *Measurement Model*

For the internal consistency of the data, scholars suggested calculation of CR and Cronbach Alpha (Hair et al., 2017). It is evident from table 1 that all values of CR and Cronbach Alpha are above 0.70. These values revealed that CR and Cronbach alpha are more than the benchmark of 0.70. It shows the excellent internal consistency of the data. For further assessment of convergent validity, Hair Jr et al. (2014) also recommended evaluating the value of AVE>. The benchmark value of AVE is above 0.50. It is evident from table 1 that all values of AVE are more than 0.50, confirming AVE. At the end of convergent validity establishment, it is the key to evaluating the factor loading of the items used in the study. The minimum acceptable threshold value of factor loading is 0.60. The

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items having values less than 0.60 should be deleted before further analysis. The values of table 2 and figure 2 show the factor loading of the study items. These values show that all retained items meet the threshold of 0.60 (Hair et al., 2013).

Table 1

Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
GR	0.835	0.887	0.662
SH	0.913	0.935	0.744
SQ	0.916	0.937	0.748
SS	0.903	0.939	0.837
UR	0.890	0.916	0.646

Table 2

Factor Loading

	GR	SH	SQ	SS	UR
GR1	0.801				
GR2	0.792				
GR3	0.796				
GR4	0.863				
SH1		0.912			
SH2		0.793			
SH3		0.882			
SH4		0.893			
SH5		0.826			
SQ1			0.877		
SQ2			0.886		
SQ3			0.893		
SQ4			0.837		
SQ5			0.829		
SS1				0.924	
SS2				0.904	
SS3				0.917	
UR1					0.810
UR2					0.826
UR3					0.852
UR4					0.782
UR5					0.788
UR6					0.759

After establishing convergent validity, we looked at the data's discriminant validity in the current study. According to Ramayah et al. (2017), a variable's discriminant validity illustrates how its affectivity differs from that of other variables. When the study's variables can be distinguished, discriminant validity is established. We evaluated the discriminant validity using two methods (Duarte, Alves, & Raposo, 2010). Fornell and Larcker (1981) and the HTMT technique are the two methods. The shared variance of all variables using the Fornell and Larcker (1981) method must not exceed the AVE value.

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On the other hand, the matrix values for the HTMT technique must be smaller than 0.85. Table 3's numbers demonstrate that the Fornell and Larcker requirements have been met because all of the values along the diagonal are higher than the other Fornell and Larcker values (1981). Additionally, all HTMT values in figure 4 are below 0.85. Thus, the current study also satisfies HTMT. As a result, a measurement model is created.

Table 3

Fornell and Larcker

	GR	SH	SQ	SS	UR
GR	**0.814**				
SH	0.127	**0.862**			
SQ	0.144	0.499	**0.865**		
SS	0.262	0.572	0.342	**0.915**	
UR	0.271	0.332	0.235	0.562	**0.803**

Table 4

HTMT

	GR	SH	SQ	SS	UR
GR					
SH	**0.128**				
SQ	**0.144**	**0.538**			
SS	**0.282**	**0.626**	**0.373**		
UR	**0.303**	**0.366**	**0.259**	**0.624**	

We then looked at how the structural model is evaluated. The postulated hypothesis, effect magnitude (f square), predictive relevance (Q2), and coefficient of determination (R square) are all evaluated in this step (Shmueli et al., 2016). The "bootstrapping" method was employed in this study to evaluate the correlations between proposed relationships (Chin, Peterson, & Brown, 2008). Table 4 lists the outcomes of suggested direct links. The current investigation used T-values to analyze the association between the put-forth hypotheses. These results demonstrate the importance of all suggested direct linkages.

Table 5

Direct Results

|	Path	Beta	SD	T values	P Values	Decision
H1	SS -> SH	0.572	0.056	10.241	**0.000**	Accepted
H2	GR -> SS	0.099	0.045	2.213	**0.014**	Accepted
H4	UR -> SS	0.485	0.059	8.280	**0.000**	Accepted
H6	SQ -> SS	0.214	0.068	3.132	**0.001**	Accepted

The findings revealed that H1 is accepted, showing SS significantly affects SH (Beta=0.572, t=10.241, p=0.000). Moreover, H2 of the study is also accepted, showing GR has a significant effect on SS accepting H2 (Beta=0.099, t=2.213, p=0.014). Furthermore, H4 is also accepted in the study showing UR significant effecting SS (Beta=0.485, t=8.280, p=0.000). In the end, SQ significantly affects SS, accepting H6 (Beta=0.214, t=3.312, p=0.001).

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Table 6

Mediating Results

		Original Sample (O)	SD	T value	P Values
H3	**GR -> SS -> SH**	0.057	0.027	2.128	**0.017**
H5	**UR -> SS -> SH**	0.277	0.037	7.502	**0.000**
H7	**SQ -> SS -> SH**	0.122	0.046	2.640	**0.004**

In the current investigation, mediation findings were also evaluated. The findings of the mediation hypothesis are shown in Table 6. This demonstrates that SS mediates between GR and SH, accepting study hypothesis H3. Additionally, H5 of the study was approved, demonstrating that SS mediates between SR and SH. Additionally, H7 is accepted. Therefore SS mediates between SQ and SH.
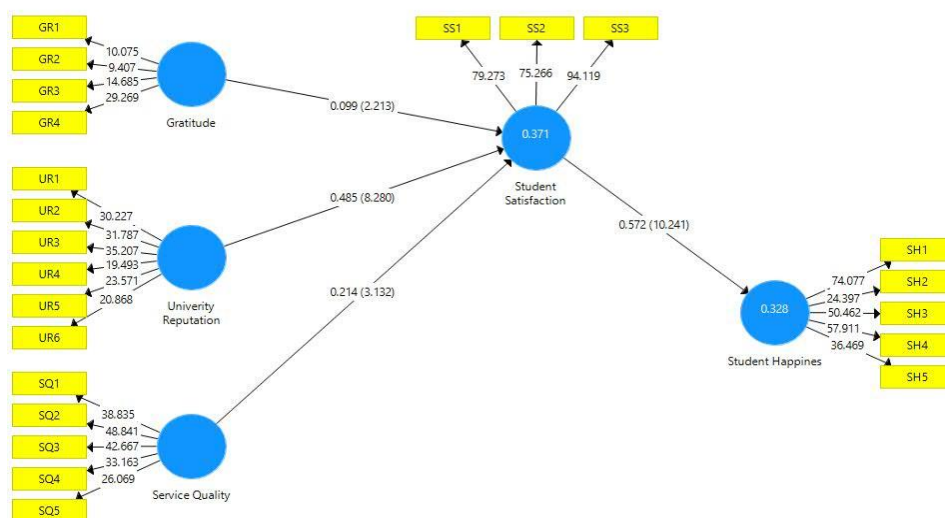
Figure 3: *Structural Model*

Later, the R square was used to assess the model's explanatory power. The coefficient of determination (R square) can determine the model's precision and quality (Hair Jr et al., 2014). Independent variables influence the degree of variance. R squares can be divided into three kinds, according to Chin (1998). R square values of 0.67 are regarded as significant, 0.33 are regarded as moderate, and 00.19 are seen as weak (Chin, 1998). The R square value is displayed in Table 7. The value coefficient of determination in this investigation is modest.

Table 7

R Square

	Original Sample (O)
SH	0.328
SS	0.371

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Later, the F square value was also looked at. According to Cohen's (2013) recommendations, an f square of 0.02 is weak, 0.13 is deemed moderate, and 0.35 is strong. According to researchers, D square values lower than 0.02 should be addressed. Table 8 lists the F square for the current study.

Table 8

F square

	SH	SS
GR		**0.014**
SQ		0.068
SS	**0.487**	
UR		**0.332**

Finally, the blindfolding technique was used to test the predictive significance. Not zero values establish predictive relevance (Henseler & Sarstedt, 2013). The predictive relevance is demonstrated in Table 9 and Figure 4, respectively.

Table 9

Predictive relevance

	Q² (=1-SSE/SSO)
SH	0.238
SS	0.304

Figure 4: *Blindfolding*

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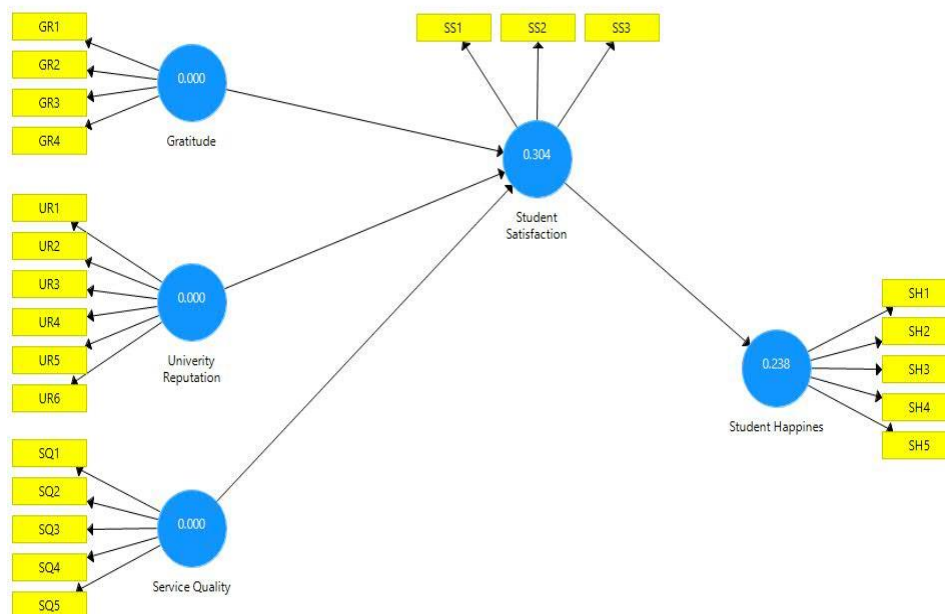
Conclusion, Future Recommendations, and Implications

This study aimed to investigate the elements that might be beneficial to Iraqi institutions. This study aimed to determine the impact of appreciation, university standing, service quality, student happiness, and satisfaction. The moderating role of student satisfaction was also examined in this study. The study's results showed that student satisfaction is one of the critical indicators of student pleasure. These outcomes concur with those of Argan et al. (2018).

The results also supported the notion that thankfulness has a beneficial impact on student satisfaction. This is comparable to the results of Khaing and Phyoe (2020). The results also showed that student happiness is significant and can be improved by the university's reputation. Therefore, the university's administration should enhance its standing and reputation (Qazi et al., 2022). Additionally, the standard of services offered in university classrooms and other educational settings significantly determines how satisfied students are (Mulyono et al., 2020). The final results of the investigation also supported the mediation function of student satisfaction.

This study aimed to investigate how students' happiness is influenced by service quality, university reputation, thankfulness, and contentment. The development of happiness among university students in Iraq still presents a significant problem. According to the study's findings, university students in Iraq highly value the administration's expressions of thanks. They also consider the standing or reputation of the school where they are enrolled. Additionally, they think the services offered in university classes are high quality. They also consider a teacher's or faculty member's physical capabilities and level of expertise. These students are also examining the management style at the university.

Recommendations and Implications

The goal of the current study was to increase students' satisfaction and happiness in universities in Iraq. Both locally and internationally, higher education marketplaces are quite competitive. A happy student is therefore crucial for a university since satisfied and happy students will spread good word of mouth. As a result, the university will draw in more students. The management of Iraqi institutions must therefore concentrate on elements that might foster student pleasure. Additionally, the university administration should enhance its reputation and image to satisfy students.

Future Research

Similar to other empirical investigations, the present study has some limitations. Convenience sampling was the method of selection utilized in this study to include students from the higher education sector. Future research may employ some stratified or proportionate sampling. This study's R square is between 23.8% and 30.4%. It demonstrates that additional criteria should be found in future studies to increase students' pleasure and contentment. Future researchers can also leverage any cultural characteristics included in the current model to enhance its impact.

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