



HAPPINESS AND SCREEN TIME AMONG UNIVERSITY STUDENTS

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ABSTRACT To explore the level of happiness based on the screen time among university students, 114 postgraduate students from Periyar University, Salem has been chosen using convenient sampling. The amount of time students spend on screen was obtained through the personal data sheet while the level of happiness was assessed using the Oxford Happiness Questionnaire by Hills & Argyle (2001). Results were statistically insignificant but those who spent 2 to 3 hours of screen time were likely to be happiest.

KEYWORDS : Happiness, Screen time.

Introduction

Professor Ojanen, a professor emeritus of psychology, an author as well as an active lecturer on the topic of happiness summarised his description of happiness (Ojanen, 2015):

"Happiness has been described in surprisingly various ways, but one good way of summing up the term has been the combination of pleasure and sensibleness. The sole act of pleasure is not enough, since a human being cannot always be in the state of constant pleasure – and moreover, we humans get used to most of the feelings linked to pleasure. Sensibleness is often born from serving others; satisfaction comes from satisfying our own needs. Combining these two creates happiness – both in the individual's life as well as happiness on a more common level."

Dr Manz describes, "Happiness is a state of mind, not a set of circumstances . . . you can never find happiness by "searching," because the moment you do, you imply it is found outside yourself. Happiness isn't outside you. It is a feeling—the natural feeling of your innate healthy psychological functioning. . . . When you understand that happiness is nothing more than a feeling, you can help it grow and maintain itself when you do feel it. . . . Happiness requires no effort at all. In fact, it's more of a letting go of unhappiness than it is a striving for happiness."

Hedonic Happiness

The quantity of life is more important to many people than the quantity of life. As for quality of life, happiness might be number one. Most people would likely hope for a happy and satisfying life, in which good things and pleasant experiences outnumber bad ones. Happiness seems to be an important part of how people define a good life. Defining the good life in terms of personal happiness is the general thrust of the hedonic view of well-being

The chief goal of life is the pursuit of happiness and pleasure. Within psychology, this view of well-being is expressed in the study of Subjective well-being

Subjective well-being is defined as life satisfaction, the presence of positive affect, and a relative absence of negative affect. Together, the three components are often referred to as happiness.

Eudaimonic Happiness

Is happiness enough for a good life? Would you be content and satisfied if you were happy and nothing else? We believe that there is more to life than happiness and subjective pleasure. Seligman describes it, there is a deeper and more "authentic happiness". Much of classical Greek philosophy was concerned with these deeper meanings of happiness and the good life.

Waterman (1990, 1993) describes two psychological views of happiness distilled from classical philosophy. Hedonic conceptions of happiness define enjoyment of life and its pleasures. The hedonic view

captures a major element of what we mean by happiness in everyday terms: We enjoy life; we are satisfied with how our lives are going; and good events outnumber bad events.

In contrast, eudaimonic conceptions of happiness, given fullest expression in the writings of Aristotle, define happiness as self-realization, meaning the expression and fulfilment of inner potentials. From this perspective, the good life results from living in accordance with your *daimon* (in other words, your true self). That is, happiness results from striving toward self-actualization—a process in which our talents, needs, and deeply held values direct the way we conduct our lives. "Eudaimonia" (or happiness) results from realization of our potentials. We are happiest when we follow and achieve our goals and develop our unique potentials. Eudaimonic happiness has much in common with humanistic psychology's emphases on the concepts of self-actualization and the fully functioning person as criteria for healthy development and optimal functioning. What kinds of experiences lead to eudaimonic happiness?

Eudaimonic happiness results from experiences of personal expressiveness. Such experiences occur when we are fully engaged in life activities that fit and express our deeply held values and our sense of who we are. Under these circumstances we experience a feeling of fulfilment, of meaningfulness, of being intensely alive—a feeling that this is who we really are and who we were meant to be (Baumgardner & Crothers, 2014)

Screen time is the amount of time spent using a device such as a computer, television, or video game console. It can be an element of a sedentary lifestyle. The use of the internet expanded in the 1990s. This caused the increase in the usage of devices that could access the internet and the increase in screen time. In 2001 an average user spent 83 minutes online (Wikipedia).

Review of Literature

In a survey that included questions about how much time the teens spent on their smart phones, tablets, and computers, as well as how often they interacted with their peers face-to-face. The teenagers were also asked about their general levels of happiness and well-being. Overall, the study found that teenagers who reported more on-screen time were, on average, less happy than those who spent more time in real life. Engaging in sports or having more face-to-face social interaction correlated with more happiness, while texting, playing video games, and using social media and instant messaging correlated with less happiness. **On the other hand complete screen abstinence did not correlate with happiness either. Actually, the teens who were the happiest reported using digital media a bit under 1 hour every day** (Jean, 2018).

Research Methodology

The present study attempts to verify the association between screen time and happiness among university post graduates.

Objectives

- To find the level of the happiness among university students
- To know the Screen time of university students – total hours spent in smart phone, internet and TV.
- To find significant difference among university students in the level of happiness based on screen time.

Hypothesis: There is significant difference among university students in the level of happiness based on screen time.

Method of Data Collection: This study adopted survey method.

Sample: Using the method of convenient sampling, 114 post graduate students belonging to various departments of the Periyar University were chosen to be the sample.

Tool Used: Along with the personal data sheet, The Oxford Happiness Questionnaire by Hills & Argyle (2001) with reliability (0.91) was used to collect data.

Results and Discussion

Table 1 : shows screen time of the sample per day

Screen Time (Per day)	N	Percent
Less than 2 hours	45	39
2 – 3 hours	28	25
Upto 4 hours	41	36
Total	114	100

Table 2: shows average level of happiness among the sample per day

Variable	N	Mean	SD
Happiness	114	118.38	17.580

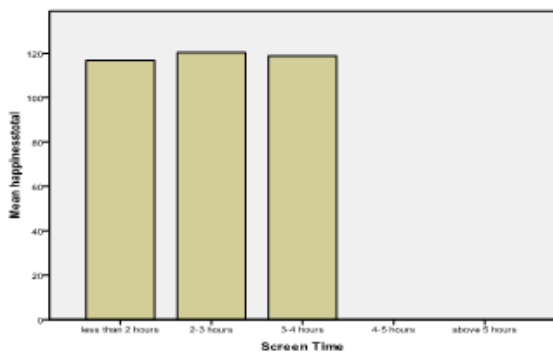
From table 1 and 2, it shows that the average level of happiness among the sample was 118.38 and out of 114 sample 39% spent less than two hours, 25% spent two to three hours and 36% spent up to 4 hours on screen per day.

Table 3: shows the difference in level of Happiness among university students based on screen time

Variable	Less than 2 hrs (N=45)		Between 2-4 hrs (N=28)		Above 4 hrs (N=21)		“F”- value
	M ₁	SD ₁	M ₂	SD ₂	M ₃	SD ₃	
Happiness	116.80	18.54	120.29	16.85	118.80	17.25	35.40 ^{NS}

NS- not significant

Figure 1: shows the difference in level of Happiness among university students based on screen time.



From the Table 3 and Figure 1, there is no significant difference among the university students in the level of happiness based on the screen time. Hence, the hypothesis – “There would be significant difference among university students in the level of happiness based on Screen time”, is rejected. Even though the findings are not significant, Students who spent two to three hours of screen time per day were found to be happiest.

Conclusion:

The University post graduates those who spent 2 to 3 hours of screen time were likely to be happiest.

Recommendations for further research

1. Large population based study is recommended.
2. Experimental research design can be included.

Limitations of the present study

1. Sample size is small.
2. The research design is devoid of experimental ambit.
3. The tool used for the study has unified dimension of measure.

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