

A study of Modernization on Happiness among different university students with references to the State of Assam

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Abstract

Happiness is often seen as one of the important goals of life. It has a saying that goes, "The happier the person is, the healthier he is," which means that there is a strong connection between happiness and health. It suggests that individuals who experience greater happiness tend to enjoy better physical and mental health. Happiness can lead to reduced stress, improved immune function and a greater overall sense of well-being, all of which contribute to better health outcomes. This study explores how modernization can bring positive and negative impact on happiness among university students in Assam. It looks at how changes like new technology, shifts in culture and trends in education impact students' well-being. The aim of the study is to find out the level of happiness and dimension of happiness among boys and girls of university students. Oxford Happiness Questionnaire developed by psychologists Michael Argyle and Peter Hills at 2002, age ranges from 13 to 68 was used for the present study. The methodology employed in the present study is descriptive survey method using simple random sampling technique to collect primary data through an online questionnaire and secondary data from existing sources. The study finds out that the majority of university students exhibit an average level of happiness. There also exists no significant gender differences in happiness across various dimension.

Keywords: Gender, Happiness, Modernization, university students

1.1. Introduction

India is currently ranked 126th out of 146 countries in the World Happiness Report, with a happiness score of 4.054, placing it among the least happy nations in the world. Happiness is a complex and diverse emotion that is often described as a state of subjective well-being characterized by feelings of joy, satisfaction, contentment and fulfilment. It varies greatly from person to person, because it is shaped by different unique life experiences, values and circumstances. Some people find happiness in achievements, relationships or simple pleasures, while others find it in different ways. Despite its many forms, happiness is something everyone seeks because it is important for mental and emotional health. In simple terms, happiness means looking at what makes people happy

and how to keep feeling that way. Happiness is not just about feeling good, it is a deeper sense of well-being that comes from satisfaction with life. It is very difficult to understand what makes people happy because happiness is subjective by nature and varies from person to person. Happiness is crucial for students' overall development and success. It plays a critical role at every stage of students' academic journeys. Happiness is essential for everyone, especially in student life, as it enhances focus and productivity in studies. A student without happiness, may struggle to perform well academically, impacting their results negatively.

In today's world, happiness is a key driver for progress in all aspects of student life. In other words, Happiness is a complex phenomenon influenced by various factors such as personal relationship, health and well-being, financial status, work, career, cultural and societal factors etc. It is also shaped by broader societal changes, such as modernization, including how societies change over time. Modernization is a big part of societal change. It refers to the process of adopting modern techniques, technologies, and social practices. It is the process where societies move from traditional ways or outdated methods of living to more modern and advanced ways of living within a society. This transformation affects everything from how people learn and work to what they value in life (Easterlin, 2001). Modernization is reshaping the way students learn to find happiness through the adoption of various technologies. Students today are increasingly integrating digital tools into their daily lives, utilizing platforms for learning, communication and entertainment. This technological change not only alters their learning experiences but also impacts their social interactions and personal development. Students are changing in response to new circumstances as development of technological advancements, digital learning platforms, online resources, digital libraries, improved access to information etc, are being generated (Cheung & Slavin, 2013). Students now becoming innovate and connect in ways that previous generations could not have imagined. It also shaped their perspectives on happiness and success in the modern world.

A research study of the happiness among the students with reference to their education level and gender found that there is significant difference in the mean score of the happiness among the boy and girl students and happiness among graduation and post-graduation students. There is no significant difference in the interactive effect of the mean score of the happiness among gender and level of education (Vyas & Prajapati, 2020). The study explored the factors affecting the happiness of college students in China through a nationwide cross-sectional survey. The results showed that happiness is significantly associated with personal, familial and social factors. Younger students, those in good health, and those with high academic performance were found to be happier. Students who went to sleep earlier, had a loving relationship and had frequent contact with their families or a good relationship with their parents were also found to be happier (Jiang, Lu, Chen, Miao, Li, & Deng, 2022). A study was conducted on understanding happiness among university students. The result shows that happiness significantly impacts students' academic performance and overall well-being, with happier students often engaging more positively in their studies, demonstrating better cognitive function, and achieving higher academic results (Lyubomirsky, King, & Diener, 2005). Additionally, happiness helps students build resilience to stress, enhancing their learning experiences (Boehm & Lyubomirsky, 2008). However, it is crucial to balance technology use with well-being, as excessive screen time and the pressure to adapt to rapid technological changes can cause stress and anxiety (Twenge, 2019). Thoughtful integration of technology in education can enhance learning without compromising mental health. Furthermore, modernization improves communication and collaboration among students through digital platforms, fostering social skills and a sense of community, which contributes to their happiness (Hrastinski, 2009).

1.2. Significance of the study

Modernization has a significant impact on the overall growth and development of individuals. It helps to understand how modern changes has a positive and negative impact on students' well-being. University students face a lot of stress, anxiety, academic pressure, technological adaptation and brings many new challenges and opportunities. Society is changing rapidly due to modernization. This means things are evolving very fast in how we live, work and interact with each other within a society. Technology is advancing, making information and communication easier and faster than ever before. Jobs are also changing with changing environment; students are learning various skills to fulfil the employer's requirement. Social norms and values are also shifting from traditional to modern methods. As society modernizes, it brings both many opportunities and challenges too, affecting everything from how we learn in schools to how we connect with friends, family and society.

This study is significant because it will investigate how modernization has a positive and negative impact

on happiness of university students in Assam. Due to the rapid changes in technology, culture and education, it is crucial to understand how these changes can affect students' happiness. The study also helps to identify the problems or benefits brought by modernization so that better support and strategies can be developed to ensure students stay happy and healthy during these times of change. Hence, this research can help to build a healthier, happier and more productive life.

1.3. Objectives

- i. To study the level of happiness among university students.
- ii. To study the level of happiness of boys students.
- iii. To study the level of happiness of girls students.
- iv. To study the dimension of happiness among university students.
- v. To find out the difference in happiness among boys and girls of university students.

1.4. Hypotheses

- i. There exists no significant mean difference of dimension wise happiness on the basis of gender among university students.
- ii. There exists no significant mean difference among boys and girls students.

1.5. Delimitation of the study

The study is delimited to the Arts stream of different university students studying in the state of Assam. The current study is focuses on boys and girls students only.

2.1. Research Methodology

The methodology employed in this study is the descriptive survey method. Data was collected through both primary and secondary sources. Primary data was gathered using an online questionnaire, which was distributed to participants to collect relevant information and secondary data is collected from different reports, journals, theses, books etc.

2.1.1. Population and sample of the study

The population of the study consisted of different university students of the state Assam. It was restricted to the Arts stream university students only. A sample of 68 university students of both boys i.e., 9 and girls i.e., 59 was selected using simple random sampling to ensure a representative and unbiased selection of participants.

2.1.2. Tool used in the study

Oxford Happiness Questionnaire developed by psychologists Michael Argyle and Peter Hills at 2002, age ranges from 13 to 68 was used for the present study. The questionnaire consists of 29 items. Each item had six choices like strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree and strongly agree. For each positive responses the marks carry as 5, 4, 3, 2 and 1 and for negative responses the marks carry as 1, 2, 3, 4, 5 and 6 respectively. The highest score for Happiness Inventory is 174 and lowest score is 29. Statistical analysis was conducted using Excel by using various tests including, Mean, SD and t-test was applied to evaluate the null hypotheses and achieve the objectives of the study.

2.1.3. Reliability

The reliability coefficient of the Happiness Inventory of the total scale is 0.83

2.1.4. Validity

The Happiness Inventory was assessed for three types of validity: face validity, content validity and construct validity. Both face validity and content validity of the Oxford Happiness Inventory (OHI) scale were found to be satisfactory. The construct validity of the Happiness Inventory (OHI) was evaluated by analysing the correlations among its different sections.

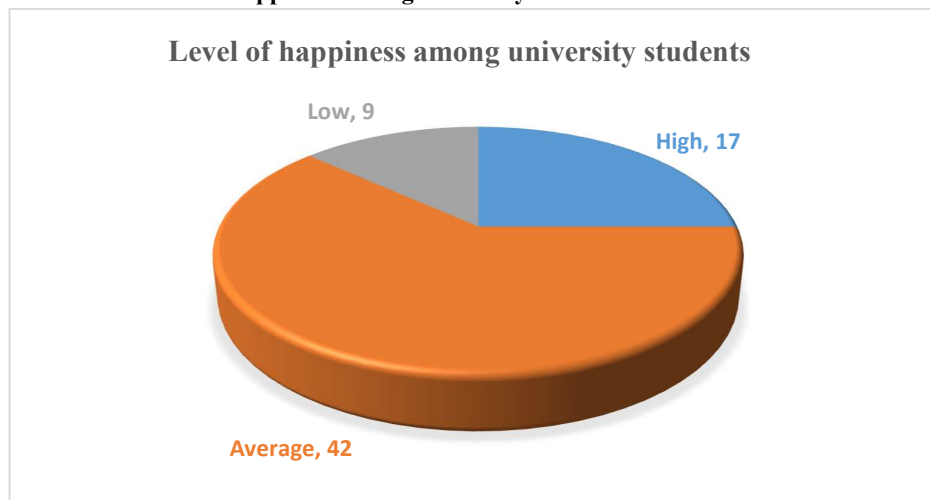
3.1. Analysis and Interpretation

Objective 1: To study the level of happiness among university students.

Table no. 1
Level of Happiness among university students

University students	Level		No. of students
	High	157-133	17
	Average	132-108	42
	Low	107-83	9

Fig:1 Distribution of Level of happiness among university students



From the above table no 1 and fig 1, it was found that 17 students had high level of happiness, 42 students had average level of happiness and 9 students had average level of happiness.

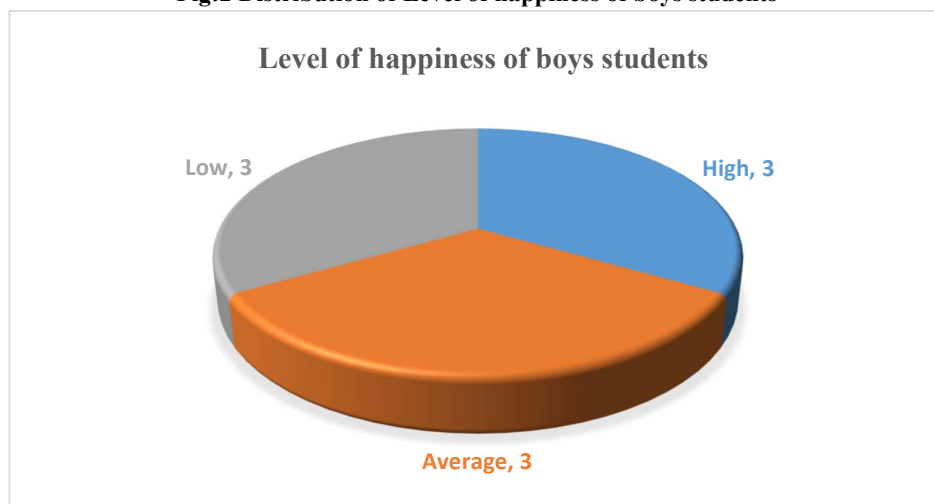
Therefore, it can be said that the maximum level of happiness in different arts stream of university students of Assam is average level.

Objective 2: To study the level of happiness of boys students.

Table no. 2
Level of Happiness of boys students

Boys	Level		No. of students
	High	157-133	3
	Average	132-108	3
	Low	107-83	3

Fig:2 Distribution of Level of happiness of boys students



From the above table no 2 and fig 2, it was found that 3 students had high level of happiness, 3 students had average level of happiness and 3 students had average level of happiness.

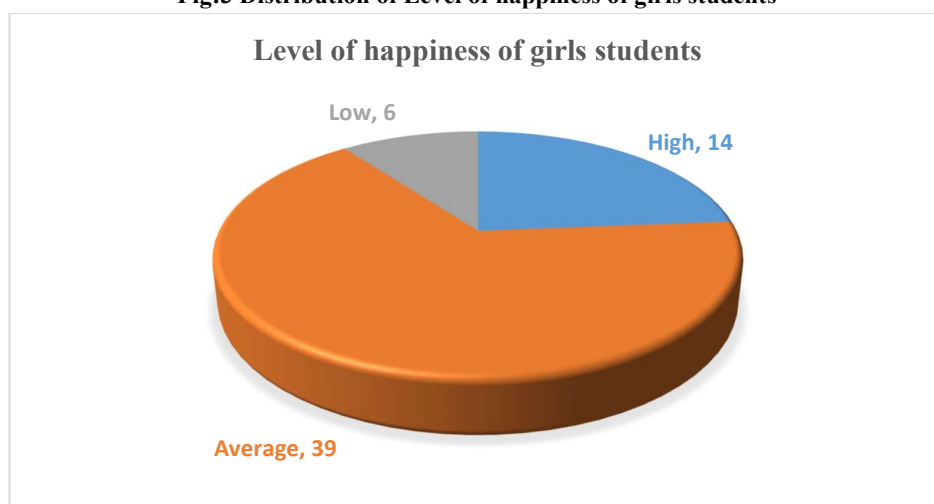
Therefore, it can be said that the level of happiness in different arts stream of boys students of Assam is average level.

Objective 3: To study the level of happiness of girls students.

Table no. 3
Level of Happiness of girls students

Girls	Level		No. of students
	High	157-133	14
	Average	132-108	39
	Low	107-83	6

Fig:3 Distribution of Level of happiness of girls students



From the above table no 3 and fig 3, it was found that 14 girls students had high level of happiness, 39 girls students had average level of happiness and 6 girls students had average level of happiness.

Therefore, it can be said that the maximum level of happiness in different arts stream of university

students of Assam is average level.

Objective 4: To study the dimension of happiness on the basis of gender among university students.

H₀₁: There exists no significant mean difference of dimension wise happiness on the basis of gender among university students.

Table no. 4

Showing the Mean, SD and t-values of dimension of happiness on the basis of gender among university students.

Dimension	Gender	N	Mean	S. D	t-value
Life Satisfaction	Boys	9	34.22	8.24	0.02
	Girls	59	34.15	5.06	
Joy	Boys	9	29.78	4.60	0.76
	Girls	59	31.07	5.81	
Self-Esteem	Boys	9	22	3.08	1.06
	Girls	59	20.79	3.89	
Calm	Boys	9	12.44	4.69	0.54
	Girls	59	13.33	3.53	
Control	Boys	9	16.78	3.41	0.48
	Girls	59	17.36	3.22	
Efficacy	Boys	9	3.89	1.61	0.16
	Girls	59	3.98	1.52	

From Table 4, it was found that happiness in the dimension of Life Satisfaction, based on gender, shows no significant difference, as the t-value is 0.02. Similarly, it was found that happiness in the dimension of Joy, based on gender, shows no significant difference, with a t-value of 0.76. For the dimension of Self-Esteem, there is no significant difference based on gender, as the t-value is 1.06. In the dimension of Calm, there is no significant difference based on gender, with a t-value of 0.54. For the dimension of Control, there is no significant difference based on gender, as the t-value is 0.48. Lastly, for the dimension of Efficacy, there is no significant difference based on gender, with a t-value of 0.16.

Hence, in all the dimension of happiness the t-value is smaller at both the 5% and 1% levels of significance. It can be concluded that boys and girls of different university students of Assam has equal dimension of happiness on the basis of gender.

Objective 5: To find out the difference in happiness among boys and girls of university students.

H₀₂: There exists no significant mean difference among boys and girls students.

Table no. 5

Mean difference among boys and girls of university students

Gender	N	Mean	Standard Deviation	t-test
Boys	9	119.11	19.51	0.23
Girls	59	120.69	15.43	

The hypotheses formulated that there exists no significant mean difference among boys and girls students. From the table no.5, it was evident that boys and girls university students has no significant mean difference at 5% i.e., 1.96 and 1 % i.e., 2.58 level of significance. Therefore, it is not significant, the null hypothesis is accepted.

4.1. Findings of the study

- From the table no. 1 and fig 1, it was found that 17 students had high level of happiness, 42 students had average level of happiness and 9 students had average level of happiness.

- ii. In the table no. 2 and fig 2, it was found that 3 students had high level of happiness, 3 students had average level of happiness and 3 students had average level of happiness.
- iii. In the table no. 3 and fig 3, it was found that 14 girls students had high level of happiness, 39 girls students had average level of happiness and 6 girls students had average level of happiness.
- iv. From the Table no. 4, it was found that happiness in the dimension of Life Satisfaction, based on gender, shows no significant difference, as the t-value is 0.02.
- v. Similarly, it was found that happiness in the dimension of Joy, based on gender, shows no significant difference, with a t-value of 0.76.
- vi. For the dimension of Self-Esteem, there is no significant difference based on gender, as the t-value is 1.06.
- vii. In the dimension of Calm, there is no significant difference based on gender, with a t-value of 0.54.
- viii. For the dimension of Control, there is no significant difference based on gender, as the t-value is 0.48.
- ix. Lastly, for the dimension of Efficacy, there is no significant difference based on gender, with a t-value of 0.16.
- x. From the table no. 5, it was evident that boys and girls of different university students has no significant mean difference at 5% i.e., 1.96 and 1 % i.e., 2.58 level of significance. Therefore, it is not significant, the null hypothesis is accepted.

4.2. Conclusion

Based on the findings, it is concluded that the majority of arts stream university students exhibit an average level of happiness. There exist no significant gender differences in happiness across various dimension such as Life Satisfaction, Joy, Self-Esteem, Calm, Control, and Efficacy. Therefore, the null hypothesis is accepted, confirming that boys and girls university students have similar level of happiness across different dimension.

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