



# The Impact Of Concentration On Happiness On University Students

<sup>1</sup> Neetu Chaudhary, <sup>2</sup> Dr. Preet Kumari

<sup>1</sup>Research Scholar, <sup>2</sup>Associate Professor

Department of psychology,  
Dayalbagh Educational institute  
Agra, India.

## Abstract:

The present study focuses on examining the impact of concentration on happiness on university students. A sample of 130 students was administered with the concentration scale developed by Derryberry & Reed. (2002), Happiness scale developed by Hills & Argyle, (2002). The impact of concentration on happiness was examined using Mann - Whitney U test. The results reflect that individuals with low levels of concentration tend to experience lower levels of happiness, while those with high levels of concentration report greater happiness.

**Key words: concentration at two levels low and high, happiness and university students.**

## Introduction

Students must deal with academic pressure, social challenges, and identity formation throughout the crucial time of university life. Two psychological constructs—concentration and happiness—emerge as crucial for students' general well-being and academic achievement in the face of these pressures. Effective learning and performance depend on concentration, which is the capacity of the mind to focus attention on a task without interruption (Sternberg, 2016). In contrast, happiness is a state of pleasant emotion and life satisfaction that is frequently associated with subjective well-being (Diener, 1984).

According to recent research, concentration affects happiness positively. Higher levels of satisfaction and less stress are frequently reported by students who can focus better (Csikszentmihalyi, 1990). The Flow Theory states that people perform and feel their happiest when they are fully engaged in an activity, or in a state of flow. For college students working on study-related assignments, where intense focus can result in increased academic satisfaction and mental health, this flow state is especially pertinent.

Furthermore, research indicates that among college students, mindfulness-based techniques that improve focus are positively connected with emotional equilibrium and contentment (Shapiro et al., 2008). According to research by Kabat-Zinn (2003), students who engaged in mindfulness practices reported feeling happier because they were able to better regulate their emotions and had fewer anxiety symptoms.

But in today's digital age, with social media and cellphones serving as constant distractions, it's getting harder to focus. According to Rosen et al. (2013), these distractions may make it difficult for students to concentrate, which may have a detrimental effect on their academic achievement and mental health.

Therefore, it is both vital and appropriate to investigate the effect of university students' happiness and concentration. Interventions to enhance academic performance and mental health outcomes can be informed by an understanding of this link. The current study intends to investigate if improving attention might be a means of achieving higher levels of well-being and how different concentration levels are related to university students' happiness.

**Objective**

To study the difference in happiness level between individuals with low and high concentration levels.

**Hypothesis**

There would be a significant difference in happiness level between individuals with low and high concentration levels.

**Methodology****Variables****Independent variables**

Concentration

- Low
- High

**Dependent variables**

Happiness

**Sample**

This study would be conducted by stratified random sampling of around 100 respondents and would be selected from dayalbagh educational institute of Agra City, both male and female students would be included.

**Statistical design**

In the present research Mann Whitney U test would be used to measure the effect of concentration level on happiness.

**Tools**

- Attention Control Scale (ACS / ATTC) – Derryberry & Reed. (2002)
- The Oxford Happiness Questionnaire by Hills & Argyle. (2002)

**Table 1-Showing the descriptive and level of significance**

	Concentration	N	Mean	ZU	Level of significance
Happiness	High	50	106.46	1.914	0.05
	Low	50	102.86		

The high concentration group's mean happiness score is 106.46, whereas the low concentration group's mean score is 102.86. This demonstrates that those who are more focused also tend to express a little more enjoyment. Despite being relatively small, the mean difference ( $106.46 - 102.86 = 3.60$ ) indicates a favorable trend. The value of the Z-value is 1.914. A Z-test is used to determine whether a difference between two groups is statistically significant. This indicates that the group with high concentration exhibits a higher degree of happiness and the group with poor concentration exhibits a lower degree of happiness.

**Findings**

The findings of the present research clearly indicate a significant effect between concentration and happiness. Specifically, individuals with low levels of concentration tend to experience lower levels of happiness, while those with high levels of concentration report greater happiness.

For instance, Killingsworth and Gilbert (2010) discovered that, independent of the activity, people who were more mentally present and focused on the job at hand expressed higher levels of enjoyment. Their frequently quoted study concluded that "a wandering mind is an unhappy mind," supporting the notion that mental focus improves subjective well-being. Like this, Mrazek et al. (2013) showed that mindfulness training greatly increases working memory capacity and emotional well-being while also enhancing attention and concentration.

## Conclusion

The test's overall results support the idea that those who are more focused report feeling much happier than those who are less focused. Since this effect is statistically significant.

## Limitation

There are significant limits that need to be recognized, even though the study's results unmistakably show a good relationship between happiness and concentration. First, the results may not be as generalizable to other age groups or demographics due to the small sample size and restriction to university students. Second, the research used self-reported happiness and concentration measures, which are prone to individual interpretation and social desirability bias.

## Implications

The study's findings have a strong and substantial implication: pupils who are more focused report feeling more happier, indicating that mental discipline and focus are essential for emotional health. This indicates that honing one's concentration skills directly leads to a happier and more contented existence in addition to improved scholastic achievement. Promoting mindfulness, time management, and focused study habits is crucial in today's fast-paced, distraction-filled society, when students frequently suffer with multitasking and digital overload.

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