Internet Addiction and Its Relationship with Happiness and Life Satisfaction among University Students

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Abstract

The use of the internet is now becoming more widespread throughout the world and has become a necessity in assisting people with their daily tasks. However, excessive use of the internet can lead to addictive behaviors that can lead to many negative effects in life. Therefore, the aim of this study is to examine the internet addiction and its relationship with happiness and life satisfaction among Universiti Teknologi Malaysia undergraduate students. This study is a quantitative study that uses questionnaire as a research tool. A total of 375 undergraduate students completed a set of questionnaires comprising of Internet Addiction Test, Steen Happiness Index and Satisfaction with Life Scale. Data were analyzed descriptively and inferentially through Statistical Package for the Social Sciences (SPSS) version 20.0. The results indicated that the level of internet addiction is moderate. Besides that, the results also showed that the students perceived themselves as having moderate level of happiness and life satisfaction. It was also found that there is a significant relationship between internet addiction and happiness. However, there is no significant level of relationship between internet addiction and life satisfaction. It is recommended that future research are conducted to obtain insights about the relationship between internet addiction and other constructs of positive psychology such as optimism, self-esteem or resilience to gather more evidence and suggest effective intervention methods.

Keywords: internet addiction, happiness, life satisfaction, students, Malaysia

∎1.0 INTRODUCTION

In this era of globalization, technology has become one of the most important needs in human life. The existence of the internet as a global media has the ability to dominate the entire world of communication and information. The Internet is an indispensable part of students' daily lives for them to carry out educational and non-educational activities. It is in line with the vision and mission of the Ministry of Communications and Multimedia Malaysia (2019) to make the community connected, informed, creative and digitally culture in order to produce informative and competitive individuals. Therefore, internet facilities for all Malaysians are provided to ensure that they obtain accurate and knowledgeable information, especially related to education issues. Extensive digital technology has prompted researchers to understand how the convenience of the internet can be linked to emotional well-being (Banerjee, 2018). For most people, they use technology as a tool to communicate and to enhance their social networking, and to search and obtain information. Therefore, the internet has become an important part of an individual's daily life and even a necessity for most communities in Malaysia.

However, excessive internet use and reliance on these resources can lead to internet addiction behavior. It is alarming that the widespread use of the internet among students not only to get information but also to play online, connect with each other on social media at their fingertips can lead to addiction. Past studies have shown that the younger generation is said to be more vulnerable to the risk of internet addiction, especially among university students (Azizah, Marina & Marini, 2013; Mizera et al., 2019) resulting in social isolation, depression, loneliness, abuse of time and life satisfaction related with the use of internet (Brenner, 1997; Kraut et al, 1998; Ko et al, 2005). Plus, in terms of their daily life routines, their schedule gave them a lot of flexibility and free time, which gave them the flexibility to spend their time in various applications on the internet aside for academic and learning purposes.

The use of internet can associate with a number of social and psychological variables such as emotional states happiness and life satisfaction. According to Ling et al (2011) internet addiction has caused health issues, serious mental illness and has become a global concern to the public health issues that lead to physical changes such as weight loss, back pain or headache. There are various studies on the use of internet and addiction among university students in other countries (Huang et al., 2016; Rabadi et al., 2017; Arpaci, Kesici & Baloğlu, 2018; Al-Gamal, Alzayyat &Ahmed, 2016).

The Internet has been widely used in most educational institutions, especially in public and private tertiary institutions in Malaysia as a source for learning such as accessing academic reference materials, finding information for research purposes, to complete lecture assignments, and as a communication tool between students and lecturers or colleagues. The Internet also provides various access to online applications or services which are the sources of enjoyment for young people such as entertainment, social media or filling their free time

with music video applications or online games. Therefore, the internet can help provide facilities to students in improving their learning towards a better-quality education while happiness in general is one of the important elements of human well-being and quality of life.

As such, happiness and satisfaction of life are also the main goals for every individual in living his life well. A happy person often experienced positive emotions such as joy, excitement, satisfaction, enthusiasm and interest. Therefore, this study has three objectives which are 1) to examine the level of internet addiction, happiness, and satisfaction of life among students, 2) to examine the relationship of internet addiction with happiness among students and, 3) to examine the relationship of internet addiction with satisfaction of life among students.

■2.0 LITERATURE REVIEW

Several studies have been done on the relationship between internet use and positive emotional symptoms to predict individual happiness and satisfaction.

Internet Addiction and Its Relationship to Happiness

Internet addiction according to Young (1998) is a problematic behavior that has similarities to pathological gambling. Various terms have been given to define internet addiction, such as "problematic internet use" (Davis, Flett, & Besser, 2002), "cyber addiction" (Hur, 2006), and "technological addiction" involving excessive interaction between humans and computer-like machines (Griffiths, 1995). In general, internet addiction means excessive, uncontrolled, lustful, and uncontrolled behavior in the use of the internet that leads to deterioration or difficulty in several life domains of one's life (Weinstein et al, 2014). While happiness, is part of the psychological, physiological, and social factors in order to ensure human life continue to grow in living a better life.

Past studies have shown that there is a relationship between internet use and positive emotional symptoms to predict individual happiness and satisfaction (Mitchell et al, 2011; Li et al, 2018). In line with the theory of internet use, the use of technology should be able to alleviate problematic psychosocial conditions and contribute to a positive mentality (Kardefelt-Winther, 2014). Based on the concept of happiness by Seligman (2005), among the elements of individual happiness depends on the meaning and value of life for oneself. Thus, Kok, Goh and Gan (2015) in their study found that individuals who considered life as something meaningful is when the people around them are also happy, as well as having good relationships with people around and to have a purpose in life. Longstreet, Brooks, and Gonzalez (2019) have also studied the relationship between internet addiction and positive or negative emotional states among university students. The results of the study found that internet addiction increased negative emotional states and reduced positive emotional states. These findings showed that if the user is composed of someone who is highly dependent on the internet, then the use of the internet reduced positive emotions and increased negative emotions. The findings of a study by Kamthan et al, (2019) has described happiness as emotions divided into positive and negative emotions. In this regard, the study also explained that internet addiction among university students has been identified as related to gender and the majority of excessive internet users consist of individuals with the age between 20 to 24 years old (Manda et al, 2019).

A study by Al - Gamal, Alzayyat and Ahmad (2016) was conducted to measure the prevalence of internet addiction and its relationship with psychological stress among students. The results of the study showed that internet addiction is associated with high mental stress among students. Velezmoro, Lacefield and Roberti (2010) found that high levels of stress in college life can caused some individuals to become addicted to the internet. This is supported by a study conducted in one of the universities in Malaysia which reported that one of the highest sources of stress among university students is due to academic burden (Elias, Ping, & Abdullah, 2011). According to a study by Yang and colleagues (2017), happiness is associated with subjective well-being by studying the effects of internet addiction behavior among adolescents. The results showed that a meaningful and pleasant life are positively associated with the subjective well-being of adolescents. While internet addictive behaviors affect the positive mediator between a happy life and subjective well-being, these findings provided an explanation of the basic mechanisms between orientation for happiness and subjective well-being.

Kitazawa and colleagues (2019) have conducted a study to identify the relationship between internet use and happiness, focusing on the concept of happiness and the use of social networking services. The results of the study found that some of these factors have a negative relationship with happiness such as lack of sleep, high internet usage, and skipping classes. There is a significant negative correlation between student happiness and internet use problems. From this study it is found that the use of the internet among university students also affects their physical condition and the level of happiness. Penard, Poussing and Suire (2013) evaluated the relationship between internet use, socioeconomics and happiness. Results from socioeconomics variables found that those who reported not using the internet within three months showed that they were unhappy. This relationship remains significant, but studies showed that the strongest relationship is for those with low income and have health satisfaction. Studies have also found that the strongest relationships are those of the younger ones. This explanation showed that the happiness of the younger generation is influenced by the use of the internet and the socio-economy.

Relationship between Internet Addiction and Life Satisfaction

Internet addiction has been used as a reference for studies in the fields of psychology, psychiatry and neuroscience by using various terms. For example, internet addiction disorders (Young, 1996; OReilly, 1996; Weinstein & Lejoyeux, 2015), pathological internet use, virtual addiction (Greenfeld & Sutker, 1999), individual's dependence on the internet (Weinstein & Lejoyeux, 2015), and internet problems usage (Davis, Flett & Besser, 2002). In addition, life satisfaction includes the assessment of an individual's life on his quality of life such as having good physical and mental health, good source of income, excellent work or job achievement.

In a comprehensive study that included survey studies, Oh, Ozkaya and LaRose (2014) examined the relationship between several variables in social networks with life satisfaction. They found that positive levels affect users while using social networking sites further

predicting life satisfaction. Social networks like Facebook have found that the number of Facebook friends can also indirectly predict life satisfaction, as a mediator to positive effects. In addition, the findings of previous studies showed that in general internet addiction is higher among men than women (Saraiva et al., 2018). This pattern may reflect the tendency of men to use the internet for online games or cyber activities.

According to Lissitsa and Chachasvili-Bolotin (2016), the study they conducted showed that internet use has a positive relationship with life satisfaction, controlled by socioeconomics variables. This relationship is very strong for those with health problems and low income. Self-esteem is an important component in the psychological health associated with internet addiction. Zhang et al (2015) proposed that impulsive relationships and internet addiction are mediators to a meaningful life. The relationship between meaningful life and internet addiction is mediated by self-esteem. This is because a meaningful life is considered as an attribute of desire and the result leads to positive mental health.

■3.0 METHODOLOGY

The research design of this study is quantitative study. According to Creswell (2014), quantitative methods are an appropriate way to describe an attitude, behavior, opinion or characteristics of a sample or population. In this study, questionnaires were used as research tools for data collection.

Research Sample

A total of 375 undergraduate students from five different faculties in a public university campus were the respondents for this study. A stratified random sampling method was utilized to select the respondents. First step, researcher was divided the population into strata or subgroups according to the group of faculties in UTM Johor Bahru. Sampling was determined according to the ratio that wants to be stratified in the population so as to be able to represent each group of faculties. The respondents consisted of 224 students from Faculty of Engineering, 47 students from Faculty of Built Environment and Surveying, 46 students from Faculty of Science, 36 students from Faculty of Social Sciences and Humanities and 22 students from Azman Hashim International Business School.

Research Instrument

Three instruments were used in this study. The questionnaire was adapted and translated from English to Malay. First, the Internet Addiction Test (IAT) instrument is used to measure the level of respondents' dependence on internet use. Second, the Steen Happiness Index (SHI) questionnaire is used to measure student happiness. Finally, the Satisfaction with Life Scale (SWLS) instrument is used to assess satisfaction with quality of life.

Internet Addiction Test: According to Young (1998), IAT measures the symptoms of internet addiction such as the level of dependence on the internet, behavioral problems, and emotional changes associated with internet use. IAT has 20 questions on a scale of five Likert from one to five (1- very rarely 5- very often). The maximum score is 100. The score between 20-39 means that the users have low level of addiction where they have full control and show proper internet usage, while the score between 40-69 shows a moderate level of addiction, which indicates that users have problems related to the frequency of internet use and should think about the impact of this problem on his life. The score of 70-100 indicates a high level of addiction which means excessive internet usage and can cause major problems to those users (Widyanto & McMurran, 2004). A higher number of scores indicates that the user has a higher level of addiction.

Steen Happiness Index: Seligman et al (2005) developed the SHI instrument which aims to measure happiness through three elements namely pleasure, engagement, and meaningful life. SHI contained 20 items. Respondents are required to choose one of the five statements, from negative to positive that best described their situations last week. Each response option is rated between 1 to 5, indicating that the value of 5 is the happiest and most positive. The total score is the sum for each respondent's item selection.

Satisfaction with Life Scale: SWLS were developed to measure the satisfaction of one's life as a whole (Diener et al., 1985). SWLS instrument has five items. Each item has a Likert scale of five points, ranging from 1 which is strongly disagree to 5 which is strongly agree. A total score of 5-11 is considered to have a low level of satisfaction. Score of 12-18 indicates a moderate level of satisfaction, while score of 19-25 is likely to experience high life satisfaction. The overall score is obtained by summing up all the answers. Scores can be ranged from 5 to 25. Higher scores tend to indicate a person has higher satisfaction in life.

Pilot study was conducted to test the validity and accuracy of instruments. Therefore, a total of 30 undergraduate students were involved in the pilot study. Analysis results show that the reliability of internet addiction instruments, happiness and life satisfaction is high with Cronbach's alpha values $\alpha = 0.94$, 0.92 and 0.76.

Data Analysis

In this study, the researcher used descriptive analysis and, inferential or correlation analysis to analyse the data. Statistical Package for the Social Sciences (SPSS) version 20.0 was used for the process of analyzing research data from each section of the questionnaire. Questionnaires were distributed to respondents and all information were collected for descriptive and inferential analysis. Descriptive analysis was used to explain the demographic distribution characteristics of respondents such as gender, age, year of study and faculty. While the inferential analysis method using Pearson's correlation was used to study the relationship between internet addiction and happiness and the relationship of internet addiction with life satisfaction among students. The objective of this study is to identify the level and relationship between internet addiction with happiness and life satisfaction. Therefore, the purpose of this study is to examine the level of internet addiction, the level of happiness, as well as the level of students' life satisfaction. In addition, this research also aims to examine the relationship between internet addiction with happiness and the relationship between internet addiction with students' life satisfaction.

■4.0 RESULTS AND DISCUSSIONS

The first objective of this study is to examine the level and relationship between internet addiction with happiness and life satisfaction. The second objective is to examine the level of internet addiction, level of happiness and level of students' life satisfaction. The third objective is to examine the relationship between internet addiction with happiness and its relationship with students' life satisfaction.

Table 1 Students' Demographic Distribution

Demographic	Number of Students	Percentage (%)
1. Gender		
Male	172	46
Female	203	54
2. Age		
20 years old	42	11
21 years old	84	22
22 years old	75	20
23 years old and above	174	47
3. Race		
Chinese	40	11
Indian	22	6
Malay	284	76
Others	29	8
4. Faculty		
Faculty of Built Environment and Surveying	47	13
Faculty of Engineering	224	60
Faculty of Science	46	12
Faculty of Social Sciences and Humanities	36	10
Azman Hashim International Business School	22	6
Total	**375**	**100**

Based on Table 1, a total of 375 undergraduate students were randomly selected in this study. They consisted of 203 (54%) female students and 172 (46%) male students. Therefore, the percentage of female students represents the gender distribution. The number of students aged 23 years old and above were 174 (47%) students, followed by students aged 21 years old with a total of 84 (22%) students, students aged 22 years old were 75 (20%) students and students aged 20 years old were 42 students (11%). Respondents aged 23 years old and above were found to represent the highest percentage among other ages. The distribution of students by race showed that Malays dominated the sample with 284 (76%) students, 40 (11%) students were Chinese, 22 (6%) students were Indian and 29 (8%) students were other races. The students in this study were from five different faculties. Table 4.4 shows that the majority of students were from the Faculty of Engineering with 224 (60%) students, 47 (13%) students from Faculty of Built Environment and Surveying, 46 (12%) students were from Faculty of Science, 36 (10%) students were from Faculty of Social Sciences and Humanities and 22 (6%) students were from Azman Hashim International Business School.

Table 2 Level of Internet Addiction among Students

Level	Frequency (f)	Percentage (%)
Low	40	10.7
Moderate	237	63.2
High	98	26.1
Total	**375**	**100**

Based on Table 2, the findings of the study showed that majority of students have moderate level of internet addiction which was 237 (63.2%) out of 375 students. Furthermore, a total of 98 (26.1%) students have high level of internet addiction. The remaining students have low level of internet addiction which were 40 (10.7%) students out of the total number of students. The results showed that the level of internet addiction was at a moderate level of 63.2%. The findings of this study were in lined with the studies conducted in Malaysia in the field of internet addiction among university students. Past studies showed that students experienced moderate level of internet addiction. (Haghighi et al., 2011; Nurhilyana et al., 2013, Xi, 2013; Kutty & Sreeramareddy, 2014: Haque et al., 2016; Manda et al, 2019; Teong & Ang, 2016; Othman & Lee, 2017). The moderate level was determined by the frequency of users surfing the internet for too long yet have control over the use of the internet in life. Studies showed that students spend a lot of time on the internet apart from academic work purpose. They used internet to surf Facebook or other social media networks, online games, online chatting and surfing the internet without any specific purpose.

Table 3 Level of Happiness among Students

Level	Frequency (f)	Percentage (%)
Low	40	11.5
Moderate	272	72.5
High	60	16.0
Total	**375**	**100**

Table 3 indicates that majority of the students have moderate level of happiness with a total of 272 (72.5%) students out of 375. 60 (16.0%) students have high level of happiness and the remaining students have low level of happiness which is 40 (11.5%) students out of

the total number of students. The results of the study found that the level of students' happiness was at moderate level. Kok, Goh and Gan (2015) mentioned that most young generation in Malaysia understand the concept of meaningful life is based on happiness relationship and value. Hence, it is in lined with the concept of happiness by Seligman (2005) where the relationships are associated with involvement, such as with family members or friends and having a specific purpose in life is one of the main contributors to the meaning of lives among the young generation. It was clear that happiness for the younger generation is a reference to the concept of relationships and not the influence of individuals or personal construction alone, but by doing real life activities and experiences. Therefore, involvement or relationship is one of the factors of happiness for the young people.

Table 4 Level of Life Satisfaction among Students

Level	Frequency (f)	Percentage (%)
Low	35	9.3
Moderate	210	56.0
High	130	34.7
Total	**375**	**100**

Table 4 shows that the level of students' life satisfaction was at moderate level with 210 (56.0%) out of 375 students. Furthermore, a total of 130 (34.7%) students have high level of life satisfaction. The remaining 35 (9.3%) of the total number of students experienced low level of life satisfaction. Based on the results of the study analysis, student satisfaction in living life was found to be at moderate level. This is parallel with the study conducted by Acun (2020) and Turan et al. (2020) who found that the level of student life satisfaction was also at moderate level. According to them, the satisfaction of university students is not too high or low but only moderate. In addition, the level of life satisfaction of university students varies according to gender. Overall, life satisfaction varies according to individual views such as academic achievement, level of education, financial resources, interpersonal relationships, relationships in social networks, as well as involvement in social activities. Therefore, optimistic individuals will be able to view more positive events in the future.

Table 5 presents the correlation between the internet addiction variable and the students' happiness variable. Pearson correlation coefficients were used in this study to identify the relationship between internet addiction with happiness among students. The findings of the analysis found that there is a negative and significant relationship between the two variables ($r = -0.281$, $p = 0.000$). Thus, the research hypothesis (H0) was rejected, and it can be concluded that there is a weak negative relationship between internet addiction and happiness among undergraduate students in UTM.

Table 5 Relationship between Internet Addiction and Happiness

Variable		Happiness
Internet Addiction	Pearson Correlation	-0.281[**]
	Significant (2-tailed)	0.000

**Correlation is significant at the 0.01 level (2-tailed)

The results showed that there is a significant negative relationship between internet addiction and happiness among students. Based on the hypothesis of this study, internet addiction has a relationship with happiness and is seen in three dimensions namely enjoyment, involvement and meaningful life. Through the analysis of this study, the researchers found that most respondents assessed their internet addiction according to the frequency of time surfing the internet and the frequency of surfing the social media, entertainment or email, which were at the highest level as compared to other items. Thus, it cannot be denied that the increase in internet usage is now very significant especially among university students as they use the internet for personal purposes such as entertainment and social media, apart from information seeking for academic purposes.

As such, there were several studies supporting the same findings where there is a significant negative relationship between internet addiction and student happiness (Akın, 2012; Brooks, 2015; Hall & Banaszek, 2014; Yang et al, 2017). The results from this study showed that the relationship between happiness and time allotted to surf the internet is negative. Meaningful lives are positively linked, while internet addictive behaviors affect positive mediators. Internet addiction was measured by the amount of time and frequency of time spent surfing the internet in identifying the level of happiness among students.

Overall, this study found that there is a significant negative relationship between internet addiction and students' happiness. This is because happiness that was characterized with enjoyment, engagement, and meaningful life have negative relationships as internet addiction is associated with social relationships as well as positive emotions (Diener & Seligman, 2002). While internet addiction is widely reported to be related to many variables (Young & Rogers, 1998) such as loneliness, depression, anxiety and poor mental health, therefore the negative impact of internet addiction on happiness is seen to be very reasonable, that high dependence on the internet is negatively linked to psychological well-being (Akin, 2012), thus providing more explanation that there is a significant negative relationship between internet addiction and students' happiness.

Pearson correlation coefficients were used in this study to identify the relationship between internet addiction and life satisfaction among students. The findings of the analysis showed that there was no significant relationship between the two variables ($r = .068$, $p = 0.190$) since the result is not significant. Thus, the research hypothesis (H0) was failed to be rejected, and it can be concluded that there is no relationship between internet addiction and life satisfaction among undergraduate students in UTM.

Table 6 Relationship between Internet Addiction and Life Satisfaction

Variable		Life Satisfaction
Internet Addiction	Pearson Correlation	-0.068[**]
	Significant (2-tailed)	0.190

**Correlation is significant at the 0.01 level (2-tailed)

Summary from Table 6 indicates that there is no significant relationship between all constructs of internet addiction with life satisfaction among students. The results of this study found that there is no significant relationship between internet addiction and life satisfaction among students. The findings of this study were supported by Turan et al. (2020), while the study conducted by Acun (2020) found that there was no relationship between the frequency of internet use and life satisfaction. In contrast with studies by Blachnio et al (2019), Urbanova et al (2019) and Yu et al. (2018), they found that there was a negative relationship between university student life satisfaction and internet addiction and those with high levels of internet addiction have lower levels of life satisfaction. Çikrıkci (2016) revealed that there is a relationship between internet use and well-being and students with lower levels of life satisfaction will surf the internet to improve their own well-being (Ellison et al., 2007). As for the findings from Andrade et al. (2020), it showed that those with high levels of internet addiction are less satisfied with their lives and are more likely to experience depression, anxiety and stress. Low life satisfaction is associated with excessive addiction to online games (Ko et al., 2005; Phan et al., 2020), and there is even a negative relationship between life satisfaction and internet addiction on social media (Sahin, 2017). In addition, Doğan (2016) showed that the use of social networking sites is an important predictor of life satisfaction and psychological well-being of students. There is a positive correlation between satisfaction with life and frequency of Facebook use. This study was supported by Oh and colleagues (2014) who found that social network site users and number of Facebook friends indirectly predict life satisfaction.

Referring to the findings of this study, there is no significant relationship between internet addiction and life satisfaction and it is in lined with the conceptual approach of the study which is to measure the dimensions of life satisfaction based on a comprehensive assessment of quality of life. However, according to the results of previous studies, there are other factors that can be the mediators to increase life satisfaction among university students such as social networks (Blachnio et al., 2016; Kross et al., 2013; Oh et al., 2014), good social relationships with family or friends (Rohrer et al., 2018; Shin, 2019; Stanojević et al., 2016) and academic achievement (Acun, 2020). Researchers assume that students' life satisfaction is likely to be assessed through different perspectives and influenced by other factors to assess their quality of life. Life satisfaction indicates that individual tendencies, close relationships, and culture are very influential in determining one's life satisfaction. Therefore, the quality of life and the level of satisfaction of students are different according to individual differences.

■5.0 LIMITATION AND RECOMMENDATION

This study has some limitations that should be noted. First, the study sample is heterogeneous because the study sample only represents one university in Malaysia, thus the selection bias or bias may exist. However, the respondents have different socio demographics and academic backgrounds. Therefore, further study in the same field should use a wider and more balanced sample. Apart from that, the subject of this study is limited to university students, so the results of this research are not known whether it can occur to students of all ages. Second, this study examined internet addiction and its relationship to happiness and contentment in life. Several other variables can be considered such as excessive internet usage, lack of sleep, and lack of social communication in order to help understand more about happiness among young people in this technological era. Even studies of other positive psychology in the components of self-well-being such as optimism or self-esteem can be included in this study to assess various aspects of the individual. Next, the findings of the questionnaire were collected through the internet or online from the study sample. Poorly chosen distribution channels can lead to biased data, low response rates, lack of explanation, misleading information, time-consuming or boredom and many other problems that may arise.

Future research is needed to explore further the relationship between internet addiction and happiness and life satisfaction to promote sustainability that has an impact on the psychological well-being of students. Clinical researchers can use a variety of instruments that are already freely available to measure internet addiction, life satisfaction and happiness in life using reliable and valid assessment which in turn can contribute to development in the context of higher education. Also, it is recommended that research based on qualitative research approach to be done for the purpose of more comprehensive on how and why individuals use the internet so much that it can lead to addiction based on nature and emotional state. Finally, the importance of early intervention from education through a multidisciplinary approach includes students and educational institutions to prevent the development of problematic internet use behavior, with the aim that students use the internet healthily while reducing the dangers of excessive internet use which is considered to cause internet addiction. In conclusion, the study of internet addiction associated with positive psychology is considered to be very important so that people are more aware of this phenomenon and the role that should be played by every individual in the future.

■6.0 CONCLUSION

In summary, the findings of this study indicated that the level of internet addiction, as well as happiness and satisfaction of student life were at moderate level. More importantly, the results of this study explained that happiness has a significant negative relationship with internet addiction on the dimension of happiness; enjoyment, involvement and meaningful life. This is because the concept of happiness is associated with positive emotions that are characterized as enjoyment or pleasure about a person's real experience, while internet addiction is associated with a large number of psychological problems such as anxiety, depression and loneliness which involved negative effects of internet addiction to one's happiness. Therefore, it is very relevant with the findings of the study that internet addiction is negatively associated with students' happiness. As for the relationship between addiction and life satisfaction, it was found that there is no significant relationship between the two. This is because the satisfaction of students who evaluated the quality of life varies according to their worldviews. Based the results of this study, future studies can explore the intervention between the relationship of internet addiction with happiness and satisfaction of life with more in-depth and effective investigations. In conclusion, the study of internet addiction associated with positive psychology is considered to be very important to aware people of this phenomenon and the role that should be played by every individual in the future.

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