

Grit, Self Esteem, Subjective Happiness, and Internet Addiction in College Going Degree Students

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ABSTRACT

National Service Scheme is an extension of the Higher Education system in India aimed at orienting the youth to community service while they are studying in educational institutions. Actively involving themselves in the NSS. Students can grow both individually and in groups. In order to scientifically study the impact of being actively involved in groups such as the NSS and also in extracurricular activities, the present study assessed degree-going students who were actively involved in NSS, in extracurricular activities and other students who were primarily focused only on academics. The students were assessed in the area of Grit, Self-esteem Subjective happiness, and internet addiction. There was a significantly higher level of Grit, Self-esteem, and Subjective happiness in students who were involved in NSS and extracurricular activities and these students also showed significantly lower levels of internet addiction indicating higher adaptability and wellbeing.

Keywords: *Grit, Self-esteem, Subjective Happiness, Internet Addiction*

Internet Addiction

In the early 1960s, a group of American computer scientists suggested the concept of the Internet as a means of "data communication." Over time, the Internet quickly advanced in its functioning and became a standard means of communication worldwide. The number of Internet users has significantly increased, and it has evolved into the most potent tool for humans, offering a collection of numerous services and resources. It is widely recognized that internet addiction shares a pattern with drug and alcohol addiction, causing detrimental effects on individual lives (Kircaburun, 2018; K. S. Young, 1998). Furthermore, social networking services, which are widely used, often encourage inappropriate behavior and addiction (D. J. Kuss, 2017).

Grit

Research has shown that grit, a personality trait characterized by fervently and diligently working towards long-term goals despite challenges, can predict success independently of factors like IQ, hardiness, self-control, and conscientiousness (Duckworth et al., 2007; Maddi et al., 2012, 2013; Reed et al., 2013). Grit possesses unique qualities that differentiate it from these other constructs. Individuals with higher levels of grit demonstrate a strong

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Received: January 23, 2024; Revision Received: February 26, 2024; Accepted: March 02, 2024

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determination to overcome obstacles and persist in pursuing their goals, even in the face of failure, challenges, or lack of support (Duckworth et al., 2007; Arslan et al., 2013).

Moreover, grit has been found to be associated with various academic outcomes, including freshman-year retention and GPA (Arouty, 2015). Grittier students tend to employ more self-regulated learning techniques, such as appreciating the knowledge they acquire, enhancing their self-efficacy, and utilizing cognitive and motivational strategies for learning. Additionally, these students exhibit lower levels of procrastination. According to Kleiman, Adams, Kashdan, and Riskind (2013), grit indirectly lowers suicide ideation. Therefore, it may be said that gritty individuals have great psychological wellbeing.

Self-esteem

In psychology, the search for one's self and sense of identity has been at the heart of human history. Self-esteem is an important subject to study and explore as it touches on all aspects of human existence. Low self-esteem is frequently noted in relation to many mental diseases, such as depression, anxiety, and learning difficulties, at one end of the human behavioral range, for instance. In the middle of the scale, low self-esteem is linked to more common issues, like trouble in coping with failure, loss, and other setbacks. Finally, because it is frequently discussed in relation to topics like mental health, achievement, living effectively, and even the good life, self-esteem can also be found on the opposite end of the spectrum (Murk, 2006).

Self-efficacy, defined as the confidence in one's ability to excel in a task or profession, has a significant impact on an individual's thoughts, emotions, motivation, and behavior (Bandura, 1994). Self-efficacy is not a fixed personality trait but rather a belief in one's ability to exert effort and accomplish specific activities (Maddux, 2002). It is situation- and task-specific, as individuals may have varying levels of self-efficacy for different tasks (Hayat Muhammad, 2020).

Higher self-efficacy provides students with the necessary behavioral tools and attitudes for success and achievement (Honicke & Broadbent, 2016). Self-efficacy plays a crucial role in cognitive processes such as goal-setting and self-evaluation of potential (Hayat Muhammad, 2020). Individuals with higher self-efficacy beliefs tend to set higher goals for themselves.

Moreover, self-efficacy beliefs directly influence the management of anxiety and stress. Low self-efficacy increases vulnerability to stress and sadness (Hayat Muhammad, 2020).

Having high self-efficacy beliefs offers several benefits. It transforms individuals' perspectives of challenging tasks, enabling them to view such tasks as opportunities for exerting effort and achieving success. On the other hand, low self-efficacy leads individuals to perceive difficult tasks as threats, resulting in inconsistent interest and effort (Hayat Muhammad, 2020). Overall, self-efficacy plays a crucial role in shaping individuals' perceptions, behaviors, and responses to various situations.

A person with good mental health can use resources to their advantage and modify their perspective on themselves to deal with various pressures in life (Taylor et al., 2000). According to Peng et al. (2013), those who have high levels of self-esteem also tend to have high levels of self-harmony and good mental health.

NSS

The National Service Scheme (NSS) is a public service program in India sponsored by the government and implemented by the Department of Youth Affairs and Sports. Initiated in 1969, in honor of Mahatma Gandhi's Centenary, NSS focuses on the development of students' personalities through community service. It is a voluntary association of young individuals in colleges and universities, fostering a connection between campuses and communities. The core principle of the NSS program is that it is organized and structured by the students themselves.

The primary goal of the NSS is to facilitate the personal growth and development of students by engaging them in community service. The objective of NSS is to promote social service through education and simultaneously foster education through social services.

By participating in NSS activities, volunteers gain confidence and learn how to make plans to complete tasks. They develop skills such as public speaking, fundraising, and educating others. Even if they encounter failure, they have the opportunity to learn from their mistakes, which enhances their understanding. Volunteers also gain insights into social, economic, and political aspects of the country, allowing them to better understand people and their problems.

Engaging in community service not only benefits the volunteers but also contributes to the nation-building process, as both students and teachers gain valuable experiences. Additionally, studies show that participation in sports and physical activity can elevate individuals' levels of positive psychology, further supporting the overall development of volunteers in the NSS.

Subjective happiness

Happiness encompasses a combination of positive emotions, negative emotions, and overall life satisfaction. Positive emotions contribute to the positive affective dimension of happiness, including joy, excitement, and confidence. Negative emotions form the negative affective dimension, including guilt, sadness, anger, and hatred. The life satisfaction dimension involves an individual's evaluation of contentment across different aspects of life (Myers & Diener, 1995).

According to Fordyce (1972), "Happiness is a unique emotion. It is a comprehensive evaluation that the person makes after taking into account all of their previous positive and negative events."

A study on university students' subjective happiness found that they had a moderate level of happiness. When researchers examined the impact of exercise behavior on subjective happiness, they discovered that those in the active stage of exercise had the highest average level of happiness. In other words, students regularly engaging in physical activity reported being happier compared to those who were less active.

Co-curricular activities

The Development model, introduced by Seow and Pan (2014), has replaced the Zero-Sum framework in the literature regarding the effects of extra-curricular activities on academic performance. This model suggests that participating in extra-curricular activities indirectly benefits academic performance by providing non-academic and social advantages. These activities help students develop various competencies such as time-management, personal

organization, and teamwork, which support academic achievement according to Larson et al. (2006). Additionally, participation in extra-curricular activities can lead to personal development outcomes like increased resilience, as noted by Thompson et al. (2013).

Socially, it is proposed that students who engage in these activities build social capital and networks, promoting adherence to institutional norms and expectations (Stuart et al., 2011). Osterman (2000) suggests that students with strong social connections to their educational institution fostered through extra-curricular activities, are more motivated and perform better academically. Chan (2016) argues that these activities should also enhance mental health, engagement, and academic performance. Studies have shown significant associations between participation in extra-curricular activities and skills desired by employers, such as communication, team-working, problem-solving, and self-motivation, although establishing causation is challenging in these contexts (Clark et al., 2015; Larson et al., 2006).

A substantial body of work recommends incorporating active learning approaches that emphasize experiential learning activities and opportunities for reflection, supplementing or replacing traditional techniques (Cavanagh, 2011). These approaches include writing to learn (Fink, 2013), problem-based learning (Spronken-Smith and Harland, 2009), computer-based instruction and elearning (Clark and Mayer, 2016), assessment for learning (Sambell et al., 2012), role-playing (Race, 2010), simulations (Wiggins, 2016), gamification (Buckley et al., 2016), and peer teaching (Bovill et al., 2011). By engaging in these activities, students can develop specific skills while also enhancing their self-efficacy (Race, 2010).

METHODOLOGY

Research Question

What is the difference between grit, self-esteem, subjective happiness, and internet addiction in students who attended NSS camp and who didn't attend NSS camp among college-going degree students?

Aim

- To examine and differentiate grit, self-esteem, subjective happiness, and internet addiction in college-going degree students.

Objectives

- To inspect grit and expose the differences among college-going degree students.
- To inspect self-esteem and expose the differences among college-going degree students.
- To inspect subjective happiness and expose the differences among college-going degree students.
- To inspect internet addiction and expose the differences among college-going degree students.

Hypothesis

- H_01 : There is no significant difference in grit between students who attended the NSS camp and students who didn't attend the NSS camp among college-going degree students.
- H_02 : There is no significant difference in self-esteem between students who attended the NSS camp and students who didn't attend the NSS camp among college-going degree students.

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- *H₀₃*: There is no significant difference in subjective happiness between students who attended the NSS camp and students who didn't attend the NSS camp among college-going degree students.
- *H₀₄*: There is no significant difference in internet addiction between students who attended the NSS camp and students who didn't attend the NSS camp among college-going degree students.

Procedure

The information was gathered with the participants' permission. Face-to-face interviews were used to collect personal data. Sociodemographic details include age, gender, class, number of siblings, family type, nature of participation in college in the past year, and number of camps attended. Confidentiality was assured.

Variables

Independent Variables:

- Students who attended the NSS camp
- Students who didn't attend the NSS camp

Dependent Variables:

- Grit
- Self-esteem
- Subjective Happiness
- Internet Addiction

Operational Definitions

Grit:

Grit is the application of enthusiasm and ongoing perseverance towards long-term goals with little regard for rewards or recognition along the way. In the pursuit of objectives that require months, years, or even decades, it combines resiliency, ambition, and self-control.

Self-esteem:

Self-esteem is the evaluation of one's own ideas and feelings in connection to oneself as a whole, as well as one's attitude towards oneself.

Subjective Happiness:

The regularity and intensity of happy feelings, the average level of contentment over time, and the absence of unpleasant emotions like anxiety and sadness.

Internet Addiction:

Any compulsive behavior relating to the internet that interferes with daily life, puts a strain on family, friends, and other loved ones, as well as the workplace.

Research design:

The present study adopts exploratory research.

Sampling method:

The study adopts purposive sampling.

	Number
Students who attended the NSS camp	64
Students who didn't attend the NSS camp	38

The study sample included 102 students between the ages of 18 and 32.

Inclusion Criteria

- Participants aged between 18 and 32
- Participants from rural, urban, and semi-urban areas
- Participants from different socio-economic backgrounds

Exclusion Criteria:

- Participants reported with physical illness
- Participants reported with mental illness
- Students who are attending evening College.

Tools:

- **12-Item Grit Scale:** Grit Scale was developed by Dr. Angela Duckworth in the year 2007. This scale consists of 12 items using a score ranging from 1 to 5 which is very much like me to not like me at all and has satisfactory reliability and validity.
- **Rosenberg Self-Esteem Scale:** Rosenberg self-esteem scale was developed by Morris Rosenberg in the year 1965. This scale consists of 10 items using a scale ranging from 1 to 4 which is strongly agree to strongly disagree and it has satisfactory reliability and validity.
- **Oxford Happiness Questionnaire:** The Oxford happiness questionnaire was developed by Michael Argyle and Peter Hills in the year 2002. This scale consists of 29 items using a scale ranging from 1 to 6 which is strongly disagree to strongly agree and it has satisfactory reliability and validity.
- **Internet Addiction Test:** The Internet addiction test was developed by Kimberly Young in the year 1998. This scale consists of 20 items using a scale ranging from 1 to 5 which is not applicable to always and it has satisfactory reliability and validity.

Name of the tool	Year	Author	Reliability and Validity
12-Item Grit Scale	2007	Dr. Angela Duckworth	It has satisfactory reliability and validity
Rosenberg Self-esteem Scale	1965	Morris Rosenberg	It has satisfactory reliability and validity
Oxford Happiness Questionnaire	2002	Michael Argyle and Peter Hills	• 0.73 • Valid Scale
Internet Addiction Test	1998	Kimberly Young	• 0.85 • Valid scale

Ethical consideration

- The information was gathered with the participants' permission
- Confidentiality was assured
- Data gathered is only used for research purpose

Statistical analysis:

- Test of Normalcy: Shapiro-Wilk
- Mann-Whitney U Test

RESULT ANALYSIS

Table 1: Normality testing of the dependent variables Grit, self-esteem, Subjective Happiness, and Internet Addiction

	Kolmogorov-Smirn		ov	Shapiro-Wilk		Sig.
	Statistic	df	Sig.	Statistic	df	
Grit	0.168	102	0.000	0.910	102	0.000
Self-esteem	0.179	102	0.000	0.924	102	0.000
Subjective Happiness	0.116	102	0.002	0.949	102	0.001
Internet Addiction	0.104	102	0.009	0.940	102	0.000

Data are not normally distributed since the Shapiro-Wilk is less than 0.05. Thus, we employed a non-parametric test.

Table 2: Mann Whitney U Test in Grit among students who attended the NSS camp and students who didn't attend the NSS camp (N =102)

	Grit Mean Rank	Sum of mean ranks	U	Z	P
Students who attended the NSS camp (N=64)	56.76	3632.50	879.500	- 2.338	0.019
Students who didn't attend the NSS camp (N=38)	42.64	1620.50			

Table 2 shows the results of a Mann-Whitney U test on grit among students who attended the NSS camp and students who didn't attend the camp. According to H_0 , "There is no significant difference in grit between students who attended the NSS camp and students who didn't attend the NSS camp among college-going degree students." Since the p-value is less than 0.05, the hypothesis is rejected.

Table 3: Mann Whitney U Test in Self-esteem among students who attended the NSS camp and students who didn't attend the NSS camp (N =102)

	Self-esteem Mean Rank	Sum of mean ranks	U	Z	P
Students who attended the NSS camp (N=64)	59.55	3811.00	701.000	- 3.573	0.000
Students who didn't attend the NSS camp (N=38)	37.95	1442.00			

Table 3 shows the results of a Mann-Whitney U test on self-esteem among students who attended the NSS camp and students who didn't attend the camp. According to H_{02} , "There is no significant difference in Self-esteem between students who attended the NSS camp and students who didn't attend the NSS camp among college-going degree students." Since the p-value is less than 0.05, the hypothesis is rejected.

Table 4: Mann Whitney U Test in subjective happiness among students who attended the NSS camp and students who didn't attend the NSS camp (N =102)

	Subjective happiness Mean Rank	Sum of mean ranks	U	Z	P
Students who attended the NSS camp (N=64)	60.51	3812.00	598.000	- 4.201	0.000
Students who didn't attend the NSS camp (N=38)	35.24	1339.00			

Table 4 shows the results of a Mann-Whitney U test on subjective happiness among students who attended the NSS camp and students who didn't attend the camp. According to H_{03} , "There is no significant difference in Subjective Happiness between students who attended the NSS camp and students who didn't attend the NSS camp among college-going degree students." Since the p-value is less than 0.05, the hypothesis is rejected.

Table 5: Mann Whitney U Test in Internet Addiction among students who attended the NSS camp and students who didn't attend the NSS camp (N =102)

	Internet Addiction Mean Rank	Sum of mean ranks	U	Z	P
Students who attended the NSS camp (N=64)	45.63	2920.00	840.000	-2.603	0.009
Students who didn't attend the NSS camp (N=38)	61.39	2333.00			

Table 5 shows the results of a Mann-Whitney U test on internet addiction among students who attended the NSS camp and students who didn't attend the camp. According to H_{04} , "There is no significant difference in Internet Addiction between students who attended the NSS camp and students who didn't attend the NSS camp among college-going degree students." Since the p-value is less than 0.05, the hypothesis is rejected.

RESULT AND DISCUSSION

The objective of the current study was to conduct a scientific investigation of the effects of active National Service Scheme (NSS) involvement, extracurricular activities, and academic emphasis on various psychological aspects among degree-seeking students. The effect on grit, self-esteem, subjective happiness, and internet addiction was explicitly examined in the study. The study's findings showed notable differences between students who actively participated in NSS and extracurricular activities and those who put their primary attention on their academic goals.

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These results may be explained by the fact that involvement in NSS and extracurricular activities offers students chances for self-discovery, skill development, and deep interpersonal relationships. Students can cultivate perseverance (grit) by overcoming obstacles and disappointments through active participation in extracurricular activities and community service, which will raise their self-esteem and subjective satisfaction.

Additionally, NSS and extracurricular activity participants showed lower internet addiction rates, a sign of greater adaptability and general wellbeing. Addiction to the internet and excessive internet use have been linked to negative psychological effects such social isolation, poor academic performance, and diminished subjective well-being. The lower rates of internet addiction among students who are actively involved imply that their involvement in extracurricular and community service activities may serve as a protective factor against excessive internet use.

It is crucial to remember that this study only looked at how participation in NSS and extracurricular activities related to grit, self-esteem, subjective satisfaction, and internet addiction. It is vital to take into account any additional factors that can have an impact on these results. The quality of participation in NSS and extracurricular activities, socioeconomic position, individual differences, and personal drive are a few other factors that may significantly influence the observed psychological consequences.

Future studies should think about using longitudinal designs to look at how NSS and extracurricular activity affect students' psychological health and academic performance over the long run. Additionally, qualitative research that focuses on how students feel about participating in NSS and extracurricular activities can help us understand the underlying mechanisms underpinning the reported good consequences.

For educational institutions and policymakers, the ramifications of this study are pertinent. The inclusion of NSS and extracurricular activities in higher education can promote students' overall growth and wellbeing. In order to effectively motivate students to participate in community service and extracurricular activities, educational institutions must offer sufficient support, resources, and chances.

The favourable effects of active participation in NSS and extracurricular activities on students' grit, self-esteem, subjective happiness and internet addiction are highlighted by this study. These pursuits can make a major difference in students' personal development, adaptability, and general well-being to improve the educational experience and overall development of students, educational institutions, and policymakers should emphasize the promotion and facilitation of such possibilities.

Summary

The study was conducted on students who attended the NSS camp and who didn't attend the camp. 102 people took part in the study, 64 of them are who attended the NSS camp and 38 of them are who didn't attend the camp. The scales were used to evaluate grit, self-esteem, subjective happiness, and internet addiction. According to the study, there are significant differences between students who attended the NSS camp and students who didn't attend the NSS camp in terms of grit, self-esteem, subjective happiness, and internet addiction. The study revealed that students who didn't attend the camp exhibited a higher addiction to the Internet.

CONCLUSION

The difference between grit, self-esteem, subjective happiness, and internet addiction is clarified by this study. Compared to students who attended the NSS camp, students who didn't attend the camp typically exhibit higher degrees of Internet addiction. The grit, self-esteem, and subjective happiness, however, may diminish as a result of excessive Internet use. In the area of youth development, NSS has successfully completed fifty years of operation. Numerous volunteers in higher education institutions during this time helped to mold their futures through NSS. NSS volunteers and Units are growing in number every day. Private institutions are opening NSS units due to the advantages of NSS. As a result, it can be claimed that students should join NSS in order to create a new India where everyone is physically, psychologically, and socially well.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Ajay, G. & Kallahalla, A.B. (2024). Grit, Self Esteem, Subjective Happiness, And Internet Addiction in College Going Degree Students. *International Journal of Indian Psychology*, 12(1), 1427-1437. DIP:18.01.134.20241201, DOI:10.25215/1201.134