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QUALITY SCREEN TIME AND WELL-BEING: PERCEPTIONS OF POST-GRADUATE STUDENTS

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Abstract

In present digital era, screen time acts as a powerful tool to harness effective learning when used purposefully. The main objective of the present research was to examine post-graduate students' perceptions of quality screen time and its related effects in their general well-being. The researchers of the research study tried to analyse how students defined valuable screen time, identified screen-based activities they engaged in, and finally interpret the impact of purposeful digital engagement in improving academic, mental, physical, and social well-being. A qualitative research design with an intrinsic case study method was applied for the study. Semi-structured open-ended questionnaires were employed to collect data from 40 post-graduate students studying at Sidho-Kanho-Birsha University in Purulia. The results were analysed thematically and by percentage. The findings revealed that students were able to distinguish between high-quality and low-quality screen time, purposeful use of digital tools for learning, skill development, and health management for improving their well-being. However, it was observed from the study that excessive and uncontrolled screen time was linked to stress, poor sleep, and lose efficiency. Finally, this research study suggested that improvement of overall well-being in higher education may be possible through the development of focused and balanced digital behaviour of students.

Keywords: Quality screen time, Well-Being, Perception, Post-Graduate Student.

INTRODUCTION

The word "screen time" refers to how long a person spends using digital devices such as computers, cell phones, televisions, and tablets. Postgraduate students' screen time may involve online courses, digital note-taking, social media interaction, video conferencing, and entertainment material streaming. While some screen-related activities may improve academic performance and relieve stress, others may lead to sedentary behaviour, poor sleep quality, and less face-to-face interaction, or socialization.

Students rely extensively on digital tools for academic, professional, and social involvement. Postgraduate students, who are frequently engrossed in intensive research, online learning, and professional development, may have extensive screen exposure via laptops, cell phones, and tablets. While digital tools provide significant advantages for productivity and learning, excessive use may bring negative impact on overall

wellbeing. Hence, understanding screen-related behaviours is not just academically significant—it represents a growing public health concern. Postgraduate students are required to navigate an increasingly digital academic environment that demands constant engagement with screens for research, communication, and learning. As such, higher education institutions carry the dual responsibility of fostering intellectual development and promoting students' digital well-being. Encouraging balanced digital habits and supporting mindful screen use are essential strategies for preventing negative outcomes such as burnout, reduced academic performance, and mental fatigue. Promoting sustainable screen habits is not only critical for academic success but also for building psychological resilience and fostering lifelong digital self-regulation skills. **Browne et al. (2021)** argue that universities must actively contribute to the cultivation of digital well-being by implementing policies, resources, and educational programs aimed at helping students to manage screen exposure in a healthy and productive manner.

Well-being has been defined as the combination of feeling good and functioning well; the experience of positive emotions such as happiness and contentment, as well as the development of one's potential, having some control over one's life, having a sense of purpose, and having positive relationships **(Huppert,2020).**

According to the World Health Organization (WHO), Screen Time is defined as: "Time spent passively watching screen-based entertainment (TV, computer, mobile devices). **(World Health Organization, 2019).**

Wellbeing, a comprehensive notion that includes mental, emotional, physical, and social health, is critical to academic performance and personal fulfilment. As postgraduate students manage the difficulties of advanced study—balancing coursework, thesis writing, teaching obligations, and, in many cases, part-time employment—maintaining their welfare becomes both a struggle and a goal. According to several research, moderate screen use, particularly when orientated towards social contact or educational reasons, might be neutral or even helpful to well-being.

The subjective experience of screen time, and how people interpret its impact, is just as important as the objective time spent on screens. Postgraduate students' own attitudes towards digital engagement and perceived self-regulation may influence how screen time affects their sense of well-being.

Postgraduate students are in a vital situation in the higher education environment. They are often expected to work more autonomously, manage difficult research projects, and demonstrate greater self-discipline and time management abilities. Their screen usage habits may vary greatly based on their subject of study, manner of instruction (online vs. in-person), and personal lifestyle. For example, a student in data science may have more screen exposure due to coding tasks, but a student in the humanities may balance screen work with reading printed literature. These discrepancies need a detailed investigation of students' experiences and ideas around digital behaviours.

As digital technologies evolve and integrate into all aspects of schooling and professional development, understanding how people navigate the digital landscape is critical for encouraging sustainable and health-conscious habits. Universities have a responsibility to provide students with not only academic information, but also strategies for sustaining mental and physical health in an increasingly screen-dominated world.

Finally, the amount of screen usage and its perceived influence on wellbeing is an important area of research, particularly for postgraduate students who must balance academic and adult civic duties. By investigating how these students perceive and regulate their screen time, this study hopes to contribute to a better understanding of digital health in higher education. The findings may be useful for educators, legislators, and mental health specialists who want to help students succeed in the digital age.

The nature of postgraduate studies often requires prolonged engagement with digital platforms such as research databases, academic journals, collaborative tools (e.g., Google Docs, Microsoft Teams), and communication platforms like email and messaging apps. This immersion in digital environments may blur the boundaries between academic obligations and personal life. Many students find it difficult to "switch off" from their studies due to the constant connectivity facilitated by screens. The ubiquitous presence of smartphones and

laptops often leads to multitasking, where academic tasks, social media, and entertainment co- occur, making it harder to maintain focus and mental clarity. Such patterns may foster chronic stress and cognitive overload, especially when students lack strategies for time management or digital detox **(Junco, 2012).**

Screen time has become an essential component of daily life in the modern world, especially for postgraduate students who depend on digital devices for communication, assignments, and academic research. Concerns over the effects of screen time on mental and physical health as well as general quality of life are raised by the growing reliance on screens. Even though technology has many advantages, spending too much time in front of a screen can lead to stress, exhaustion, and a decline in social interactions.

Well-being is a multidimensional concept that encompasses an individual's physical, mental, and social health, reflecting how people experience and evaluate their lives. It is not merely the absence of illness or stress but includes positive aspects such as happiness, life satisfaction, and a sense of purpose **(Diener, 2009).**

The feeling of health, happiness and prosperity is known as **well-being**. It covers having a feeling of meaning or purpose, being able to handle stress, being in good mental health and having a high level of life satisfaction. Being happy, healthy, socially connected and having a purpose are just a few of the many good aspects of well-being that almost everyone wants to deal with. Hence, well-being is more broadly defined as just feeling good. However, it has been observed that well-being of people seems to be declining in the developing countries also.

Positive and negative well-being is an indicator of how well someone's life is going on. The term relates to any element of an individual's overall quality of life, which encompasses a mix of both positive and negative experiences. More specifically, ill-being indicates unfavorable or negative conditions, while well-being refers solely to positive states. The exact meaning of well-being is varied and differs among cultures and disciplines. While some definitions just address one component, like happiness, others cover several components, such as joyful feelings, an exciting and active lifestyle, inner peace, strong interpersonal bonds, and good physical and mental health. Material requirements including safety, low pollution, and income are also included in certain definitions.

Unlike passive screen time such as watching unmoderated videos for hours high-quality screen engagement includes activities like reading e-books, participating in virtual learning, engaging in age-appropriate games that build problem-solving skills, or video calling with family and friends. Such interactions may support language development, digital literacy, and emotional well-being. Moreover, the presence of adult guidance during screen use plays a critical role in enhancing the quality of these experiences **(American Academy of Pediatrics, 2016)**. Therefore, it is essential to shift the conversation from how much screen time is acceptable to how and why screens are being used.

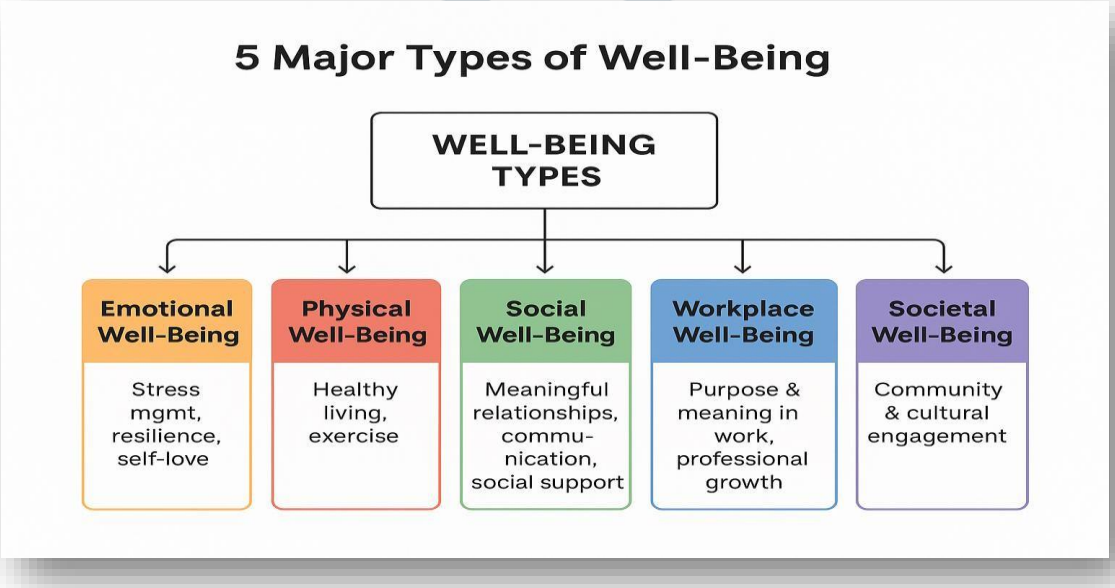
The term "**quality screen time**" defines the purposeful and fruitful use of digital devices for academic study, online forums, and skill development, among other activities that positively affect both professional and personal development. On the other hand, excessive or uncontrolled screen time may have detrimental effects, such as eye strain, disturbed sleep, mental exhaustion, decreased physical activity, and elevated stress levels. Postgraduate students may find it difficult to strike a balance between using screens as needed and preserving their general wellbeing as they manage demanding academic workloads. Even while digital well-being is becoming more widely recognized, little is known about how postgraduate students see and control their screen usage. Do they make a difference between excessive and productive screen time? Do they understand the possible psychological and physical effects? How do they manage their screen time to keep their personal and academic lives in equilibrium with one another? In the digital age, where using technology is necessary but requires mindfulness, hence, answering these questions is critical.

Technology use needs to be balanced and intentional in order to preserve quality screen time. Screens are Having clear limits and making sure that digital interactions have a purpose are essential to screen time health.

This describes identifying between useful screen use, like studying, working, and creating, and passive screen use, like watching too much or continuous scrolling. Defining specific screen-free periods, including before bed, during meals, or in social situations, promotes stronger in-person relationships and improve general wellbeing. Using blue light filters, planning breaks, and following to the 20-20-20 rule to lessen eye strain are more mindful usage practices that can help avoid weariness and enhance attention. Screen quality can also be improved by limiting notifications and selecting digital content carefully to reduce distractions. Screen time may be made more beneficial rather than stressful by interacting with screens in a purposeful and collaborative way, whether through educational programs, artistic pursuits, or deep conversations. People may profit from technology while keeping a healthy balance in their daily lives by intentionally controlling their digital habits **(Sheppard,2018).**

This study explores postgraduate students' perceptions of quality screen time and how it affects their wellbeing. By evaluating how students manage screen exposure while combining academic responsibilities and personal health, it seeks to distinguish between productive and excessive screen use. Gaining knowledge of different viewpoints may help to create tactics that support digital wellbeing and improve the educational process.

The present research proposed to identify optimal practices for keeping a healthy digital lifestyle by examining the connection between screen time and wellbeing. It also looked at whether graduate students understood the consequences of their screen use and whether they took steps to lessen any possible harm. Teachers and legislators may learn a lot from this study about how to promote a sustainable and well-rounded approach for technology use in higher education. The present study specifically examined post graduate students' perceptions to determine whether they were aware of the probable side effects of excessive screen time and whether they take proactive measures to reduce them. By looking at their attitudes, behaviours and coping mechanisms, this study offered important new information about how effectively the existing digital wellbeing practices would be working. Also, the study's conclusions have larger implications for academics, decision-makers, and organizations looking to develop a fairer strategy for using technology in higher education. Since digital tools are crucial for communication, learning, and research, it is critical to make sure that students form long-lasting habits that will enable them to take advantage of technology's advantages while preserving their productivity and well-being. It may contribute to the creation of rules, regulations, and instructional initiatives to promote responsible and thoughtful technology use by identifying evidence-based practices. In the end, encouraging a culture of digital wellbeing benefits students' long-term personal and professional development in addition to improving academic success.



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Types of Well-Being

- **Emotional Well-Being:** The capacity to relax and handle stress, be resilient, increase self-love, and produce the feelings that result in positive emotions.
- **Physical Well-Being:** The capacity to enhance individual body's performance by a healthy lifestyle and regular exercise.
- **Social Well-Being:** The capacity to interact with people, form deep connections with them, and keep up a support system that aids in overcoming loneliness.
- **Workplace Well-Being:** The capacity to follow passions, principles, and life goals to find fulfilment, contentment, and professional enrichment.
- **Societal Well-Being:** The capacity to actively engage with a dynamic environment, culture, and community.

Type of quality screen time

Educational Screen Time

→ This type of screen time is focused on learning and cognitive growth. It includes using educational apps, watching documentaries, or engaging in online courses that teach school subjects, languages, problem-solving, or critical thinking. It helps to develop skills that may be applied both in school and real life.

Interactive/Creative Screen Time

→ This involves using screens in a hands-on, productive way where the user is creating or manipulating content. Examples include coding, making music or videos, designing digital art, or building in games like Minecraft. It encourages imagination, creativity, and tech fluency.

Social Screen Time

→ This type supports emotional and social well-being by fostering real communication and connection with others. It includes video calls with family, group chats with friends, participating in virtual classrooms, or multiplayer games that encourage teamwork and collaboration.

Entertainment/Passive Screen Time

→ Watching movies, watching shows, or simply exploring social media are examples of screen time used for enjoyment and leisure time. While it is less active, it may still be beneficial if balanced with other types, especially when the content is age- appropriate and not overly excessive.

In conclusion, while digital tools are indispensable for modern postgraduate education, their pervasive use warrants a careful examination of their broader implications. By focusing on postgraduate students' perceptions of screen time and its influence on wellbeing, this study seeks to bridge the gap between digital behaviour and mental health in higher education. Such research not only deepens understanding of digital engagement but also guides the development of resources and strategies that promote a balanced, healthy relationship with technology.

STATEMENT OF THE PROBLEM

The problem stated as follows: "Quality Screen Time and Well-Being: Perceptions of Post- Graduate Students."

OPERATIONAL DEFINITION OF KEY TERMS

Quality screen time: In the present study, quality screen time means the screen time spent by the post-graduate students for academic, health-related, information-related, social connections and leisure related purposes.

Well-Being: In the present study, well-being refers to the benefits related to physical well-being, academic well-being, emotional and social well-being.

Perceptions: In the present study, perceptions refer to the opinion of the post graduate students regarding certain aspects.

Post-Graduate Students: In the present study, post-graduate students refer to the students pursuing higher studies at the university after successfully completing their under-graduate studies at college.

OBJECTIVE OF THE STUDY

The objective of the study are as follows:

1. To study the perception of post-graduate students towards the concept of quality screen time for their well-being.

2. To identify the different types of screen-based activities performed by the post-graduate students for their well-being.

3. To examine the role of quality screen time in enhancing the overall well-being of the post- graduate students.

4. To elucidate the perceptions of post-graduate students regarding strategies of using quality screen time for well-being**.**

Research Questions:

The following are the study's research questions:

1. What are the perceptions of 'post-graduate students' towards the concept of quality screen time for their well-being?

2. What are the different types of screen-based activities performed by the post-graduate students for their well-being?

3. What is the role of quality screen time in enhancing the overall well-being of the post- graduate students?

4. What are the perceptions of post-graduate students regarding strategies of using quality screen time for well-being?

DELIMITATION OF THE STUDY:

- The study has been conducted only in the Sidho-Kanho-Birsha University, Purulia.
- The study has been conducted only among the post-graduate students.
- The study has been conducted only on three departments of Art stream.

SIGNIFICANCE OF THE STUDY

The study on quality screen time and well-being holds an important significance for understanding the positive as well as negative aspects of using screen time by the post-graduate student. In today's digital world, screen time plays a significant role in both personal and academic life. Academically, it examines how different types of screen engagement educational and leisure affect students' performance, critical thinking, and overall well-

being. Hence, understanding screen time and its impact on over all well-being are very much crucial. The present study aimed to delve into the perceptions of exclusively post-graduate students concerning the meaning of quality screen time, balanced use of screen time, major challenges, and significance insights regarding the varies type of strategies to overcome these potential challenges in a viable way.

Therefore, the study would be appropriate for provide valuable insight about the strategies uses of screen time and thereby offer important guidelines for fostering healthy habits to balance the uses of screen time. This may help the post-graduate student for attaining a balanced digital life-style and well-being. Additionally, it may help the educational stakeholders to develop adequate awareness about maintaining digital well-being and to create effective digital learning environments by implementing proper screen-time management strategies. Hence, the study has been imperative to promote quality screen time utilization for students' academic success and well- being.

REVIEW OF THE STUDY

Trinh et al. (2015) carried out a study on "The Independent and Interactive Associations of Screen Time and Physical Activity on Mental Health, School Connectedness and Academic Achievement among a Population-Based sample of Youth". The main aim of this study was to examine different impacts of physical activities and screen time on academic performance, school relationship, and mental health, as well as any possible relationships between physical activities and screen time in these contexts. The researcher used cross-sectional study and a sample of 2660 students. The finding of the study revealed that higher screen use has been linked to poor academic and mental health results in male.

Yan et al. (2017) conducted a study on "Associations among Screen Time and Unhealthy Behaviors, Academic Performance, and Well-Being in Chinese Adolescents" The main aim of this study was to evaluate how much time adolescents in Wuhan, China, spend engaging in screen-based activities and the relationships between this and factors such obesity, poor eating habits, sleep, physical-activities, academic achievement, anxiety and happiness with life. The researcher used cross-sectional study and sample of 2625 school students aged in 13-18years. The finding of the study revealed that excessive screen time among Chinese adolescents is linked to unhealthy behaviors, poorer academic performance, reduced well- being, and negative mental health outcomes.

Stiglic and Viner (2018) carried out a study on "Effects of screentime on the health and well- being of children and adolescents: a systematic review of reviews". The main objective of the study was to systematically examine how too much engagement with screen positively and negatively effects the health and well-being of the children and young people. The methodology used by the researchers was a systematic review, 'Meta-analysis' and 'checklist.' The findings of the study revealed that high level of screen time invited behavioural problems, anxiety, lack of attention, low psychosocial health, reduced educational attainment, poorer sleep quality, and decreased cardiorespiratory fitness.

Choi and Hammond (2020) conducted a study on "Social Media use and Adolescent Well-Being: A Narrative Review of Longitudinal Studies". The main objective of the study was to examine the impact of social media use on teenager's well-being. The methodology used by the researchers was a longitudinal study across four databases:

PsycINFO, Medline, web of science and ASSIA. A total number of 9859 adolescents were examined for this purpose. The findings of the study revealed that excessive use of social media led to depression, anxiety, stress and behavioural change of the adolescents.

Dienlin and Johannes (2020) carried out a study on "The impact of digital technology use on adolescent well-being". The main objective was to examine how active use of technology establishes meaningful social connections and can have positive effects and passive use has negative effects. The researchers used longitudinal studies, meta-analysis & comparative analysis. The finding of the study revealed that less use of digital technology does not significantly harm most adolescents. While some individuals may experience harm from excessive use.

Belton et al. (2021) conducted a study on "The Differential Impact of Screen Time on Children's Wellbeing" The main **aim** of this study was to investigate the impact of leisure 'screen time' on different dimensions of wellbeing in primary school children. The researchers used a cross- sectional studies. Tools used for data collection (KIDSCREEN-27) questionnaires and using a sample of 897 children aged 8-12 years. The findings of the study revealed that children who engaged in less than 2 hours of leisure screen time daily scored significantly higher in physical, parental, peer, and school wellbeing,

Mok and Anderson (2021) conducted a study on "The complementary Nature of perceived and Actual Time spent online in Measuring Digital Well-being". The main objective was to investigate how both self-reported and data-derived metrics of time spent online relate to problematic effects arising from platform use. The methodology used by the researchers was gamified survey & problematic-effects assessment scale. A total number of 10000 adolescent's students were examined as a sample**.** Findings of the study revealed that both these measures reported similar problematic effects. such as disruptions to sleep, relationship, school and work performance and self-control. cause due to use of a rising from the use of open-profit online chess platform.

Hofbauer et al. (2023) carried out a study on "Screen time and quality of life in Austrian young adults" The main aim of this study was to learn about how screen habits affect quality life of young adults in Austria, aged 18-30. The researchers used a cross-sectional study on 400 adults and Tools used for data collection (WHOQOL)-BREF questionnaire. The findings of the study revealed that using social media and watching series were linked to a lower quality of life. On the other hand, being physically active was connected to a better quality of life.

Lundstrom and Wilhelm (2023) carried out a study on "Screen time, sleep duration and health perception among university students: a cross-sectional study". The main aim of this study was to explore how 'screen' time and different types of screens (TV, computer, and mobile phone) impact to sleep duration and overall health of the university student. Researcher used cross -sectional study and use self-administered questionnaire tool for data collection. The findings of the study revealed that excessive use of smartphone screens by the students, especially before going to bed had tremendous negative effect on their quality of sleep and their overall health.

Byun et al. (2024) carried out a study on "Screen time and obesity prevalence in adolescents: an isotemporal substitution analysis". The main aim of this study was to look at what happens when people spend less time on screens and use that time for other activities instead such as doing exercise, sleeping, spending time with friends, reading, studying, and talking with parents. The researchers used 'cross-sectional' analysis of 5,180 adolescents. The findings of the study revealed that prolonged screen time, is linked to higher obesity rates in adolescents. Replacing screen time with physical activity and sleep helps lower obesity.

Gale et al. (2024) carried out a study on "Late-night screen time and screen time addiction as shared determinants of Poor sleep and obesity in adolescents aged 11-14 years in Scotland". The main objective was to examine which types of 'screen time' are linked to both poor sleep and higher body adiposity in teenagers. The researcher used a 'cross-sectional study' of adolescents aged 11-14-years. Tools used for data collection caregiver-assessed questionnaire, adolescent-assessed questionnaire. The findings of the study revealed that several unhealthy screen time habits, such as using screens late at night or, early in the morning make students unable to fall asleep on time.

Jaffer et al. (2024) conducted a study on "Screen Time and Sleep Quality: A Narrative Review of Digital Device Usage and Its Impact on Well-Being" The main aim of this study was to analyses the impact of digital device use on sleep quality and psychological issues including anxiety and depression in children, adolescents, and adults, The researchers used longitudinal and experimental methodology including three data bases (PubMed, PsycINFO, Scopus). The findings of the study revealed that using digital devices at bedtime has a negative influence on sleep quality for all age groups.

Larrinaga et al. (2024) carried out a study on "Influence of physical activity and screen time on sleep quality in primary school student". The main aim of this study was to examine how screen usage and physical activity affect primary school kids' sleep quality. Methodology used by the researchers was a cross- sectional study of 28 school child aged 9 to 13 years. The findings of the study revealed that children's excessive screen usage affects the quality of their sleep.

Mee et al. (2024) conducted a study on "The impact of screen time on children's well-being development: a scoping review" The main aim of this study was to understand how parents perceive their children's long-term screen exposure and its impact on their well-being. Methodology used by the researchers was fundamental research across five databases, including Scopus, web of science (WOS), Bielefeld academic search engine (BASE), education resources information Centre (ERIC), and science direct, were used in this research. The findings of the study revealed that children's increased screen time has led to less engagement with friends, family, and others, it also negatively effects on their social and emotional development.

Ozkara et al. (2024) conducted a study on "Can leisure education effect on screen time and perceived leisure benefits for college students?" The main aim of this research was to study if exercise might help college students to spend less time on screens and how leisure activities might benefit them. The researchers used experimental methods and the tool used was "Perceived Leisure Benefit Scale." The scale was administered on 176 students comprising 74 female and 102 males. The obtained data was analyzed through ANOVA test. The findings of the study revealed that students who joined leisure activities and exercise had improved mental health and exercises helped to reduce screen addiction, improved well-being of the students

Patel et al. (2024) conducted a study on "Exploring the association between screen time and sleep quality in adult's residents of Ahmedabad: A cross-sectional study" The main aim of this study was to investigate the connections between 'screen time' and sleep quality in Ahmedabad adults. The researcher used a 'cross-sectional' study of adolescents aged 18-40 years and Tools used for data collection (PSQI), (PSS-10). The findings of the study revealed that the quality of sleep was poorer for those who used screens such as computers, tablets, and smartphones more regularly.

Peuters et al. (2024) conducted a study on "A mobile healthy lifestyle intervention to promote mental health in adolescence: a mixed-method evaluation" The main aim of this study was to evaluates the mHealth intervention #LIFEGOALS, designed to promote healthy lifestyles and mental health. The researchers used a mixed-methods design, it conducted a quasi-randomized controlled trial over 12 weeks and process evaluation interviews. The findings of the study revealed that careful use of mobile has positive impact on mood and sleep quality.

Rosa et al. (2024) conducted a study on "Effect of Screen-Based Leisure Time on 24 Subsequent Health and Wellbeing Outcome: A Longitudinal Outcome-Wide Analysis." The main aim of this study was to investigate the causal effects of 'screen-based' leisure time on various aspects of wellbeing. The researchers used three periods (2016, 2017, 2019) of longitudinal data from 11,085 people in the New Zealand Attitudes and values. The findings of the study revealed that Less sleep, less self-control, a higher BMI, lower body satisfaction, and worse subjective health were all significantly linked with screen-based leisure time.

Saat et al. (2024) carried out a study on "Relationship of screen time with anxiety, depression, and sleep quality among adolescents: a cross-sectional study". The main aim of this study was to examine the link between screen use, sleep quality, anxiety, and depression among adolescents. The researchers used a cross-sectional study and used sampling method stratified sampling of 353 secondary school student. The findings of the study revealed that too much screen time was linked to poor sleep, which in effect increases anxiety and depression.

Yasmeen et al. (2024) conducted a study on "Understanding the Dynamic of Screen Time, Quality of Relationship, Happiness, Physical Health and Sleep Quality." The main aim of this study was to examine how 'screen time' affects relationships, happiness, physical health, and sleep quality, solving issues related to the impact of 'digital engagement' on 'well-being'. The researchers used a cross- sectional studies. Tools used for data collection questionnaires. The findings of the study revealed that excessive screen time is strongly linked to lower relationship quality and reduced happiness, with poor sleep quality acting as a key factor that explains this negative connection.

Latif et al. (2025) carried out a study on "The Impact of Screen Time on Students Learning in Higher Education". The main objective was to examine how screen time effects learning in the context of higher education and relationship between screen time and academic performance of the students. The researchers used quantitative approach with 116 female participants. For this research data was collected using a structured questionnaire. The data was analyzed through ANOVA test. The findings of the study revealed that screen time used for educational purpose significantly improves students' academic performance in higher education.

Pieh et al. (2025) conducted a study on "Smartphone screen time reduction improves mental health: a randomized controlled trial". The main aim of this study was to find out how reducing smartphone screen time has effect on mental health particularly on stress, depressive symptoms, and sleep quality on students. The

methodology used by the researchers for data collection was randomization communication, questionnaire and ANOVA test is used on 111 adolescent's students were used as a sample. The findings of the study revealed that students who used smartphone too much suffered from mental health, and students who used less screen time acquired better mental health.

METHODOLOGY

The present study has adopted qualitative research design following an intrinsic case study method to address the formulated research question. The responses obtained from the surveyed students were qualitatively analyzed after being reviewed by research supervisor. Forty post- graduate students of Sidho-Kanho-Birsha University, Purulia included as samples for the study. The researcher has adopted convenience sampling technique to select the sample.

TECHNIQUES OF ANALYSIS

The objective (2) & objective (4) of the research study were analyzed by using percentage analysis and were represented by bar and pie diagrams**.**

The objective (1) & objective (3) followed thematic analysis to analyse the obtained qualitative data.

For addressing the formulated research question, thematic analysis (**Braun & Clarke,2006**) was employed which included 6 steps –

Step-1: - Data familiarizing. Step-2: - Producing initial codes. Step-3: - Identifying themes.

Step-4: - Reviewing themes identified. Step-5: - Assigning theme names.

Step-6: - Generating full report.

PROCEDURE OF DATA COLLECTION

In this paper, the researcher collected relevant information and various data by using semi- structured open-ended questionnaires.

ANALYSIS OF DATA

> **Research question 1:** What are the perceptions of 'post-graduate students' towards the concept of quality screen time for their well-being?

Result: - Four themes were identified to study perception of 'post graduate students' toward the concept of quality screen time for their well-being.

Table showing perception of post-graduate student towards the concept of quality screen time for their well-being

Themes Identified	Explanation
Quality Screen Time	Time spends on screen for mainly academic purpose, for the development of creativity, skill, and work proficiency.

Quality & non-quality screen time	**Quality screen**- Time spends on screen for educational purpose, for the development of skill, updated information, use purposefully. Such as online skill-based video and health purpose. **Non-quality-** Time spend on excessive aimless social media, online gaming platform and aimless screen use.
Importance of Quality screen time	Helps student on the study purpose, problem solving or developing various skill, artistic and aesthetic development.
Quality screen on overall well-being	Enhance overall well-being by support learning, encouraging creativity, and promoting a healthy lifestyle. And suffering various problem. Such as mental pressure, low sleep quality, eye problem etc.

- **Respondent, 02 reported that:** ["Quality screen time' refers to using screen device (like phone, tablet, computer) for educational purpose"]

- **Respondent, 16 reported that:** ["Quality screen time importance for students. Because it helps to post-graduate student in learning new skill, accessing educational resource etc"]

Interpretation

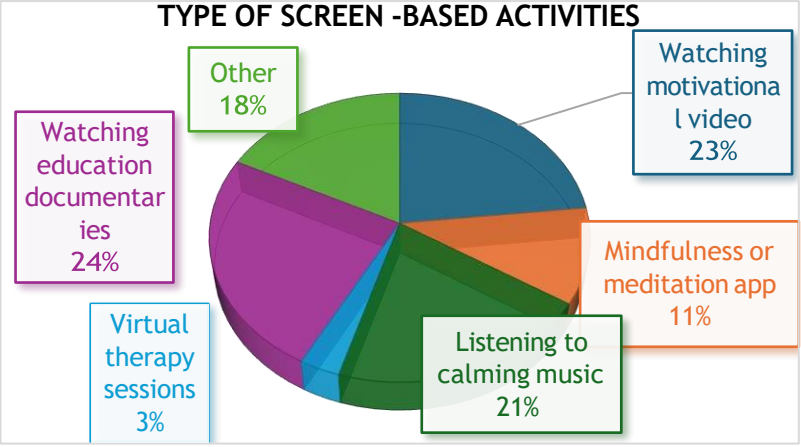
The identified themes elucidate the difference between Quality and Non-Quality screen time. Based on these themes, the researcher has tried to shed light on the significance of Quality screen time that helps students in learning, enable them to become creative, and building skills good for students' health and happiness. On the other hand, non-quality screen time, such as too much social media or gaming, can cause stress, poor sleep, and eye problems.

Research question 2: What are the different types of screen-based activities performed by the post-graduate students for their well-being?

Result: - Identifying the different types of screen-based activities performed by the post-graduate students for their well-being.

- **Table: (i) Showing Types of screen-based activities engaged by students to feel own self better.**

Sl. No	Type of Screen-Based Activities	Number of students engaged
1	Watching motivational video	37
2	Mindfulness or meditation app	17
3	Listening to calming music	33
4	Virtual therapy sessions	5
5	Watching education documentaries	39
6	Other	28



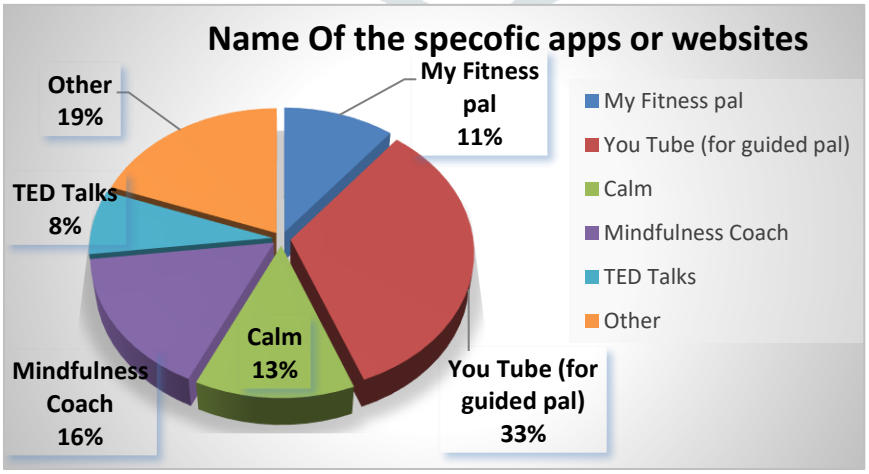
Source the researcher

Interpretation:

Table- (i): - The graphical representation pertaining to Table-(i) depicts the type of screen- based activities engaged by the post-graduate student to feel themselves better. Most of the student (23%) usually watch motivational video and listen to calming music (21%). However, about 24% of students watching educational documentaries is observed to be highest among the screen-based activities mentioned in the table.

- **Table:(ii) Showing Name of the specific apps or websites appeared to be helpful for overall well-being.**

Sl. No	Name of the specific apps or websites	Number of students using
1	My Fitness pal	10
2	you Tube (for guided pal)	31
3	Calm	12
4	Mindfulness Coach	15
5	TED Talks	7
6	Other	18



Source the researcher

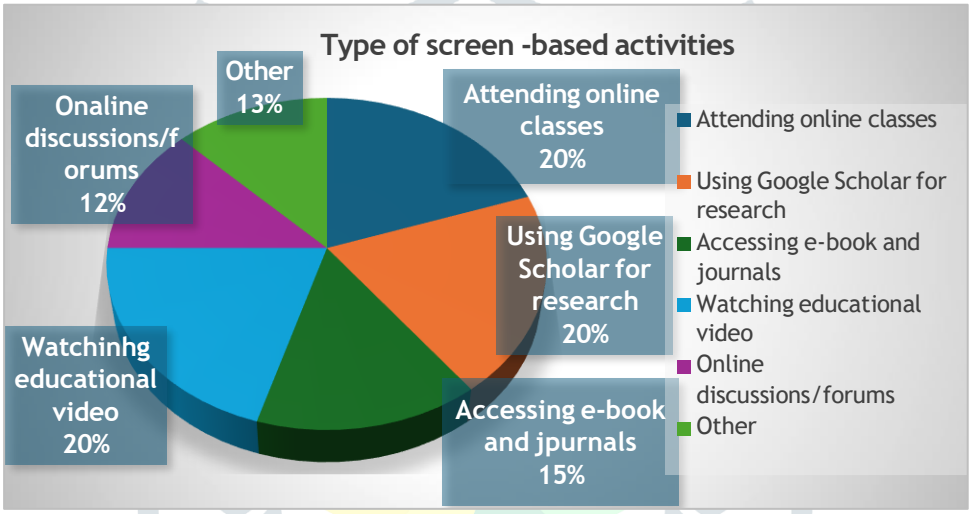
Interpretation:

Table-(ii): - The pie diagram has been drawn pertaining to Table-(ii) for representing the various specific

apps or website that appeared to be helpful for overall well-being of the students. Form the pie diagram it has been observed that most of the students (33%) followed you tube (for guiding pal). The number of students using mindfulness coach is about (11%). And my fitness pal is about (11%). However, only (8%) of the surveyed students uses TED Talks to balance their overall well-being.

- **Table: (iii) Showing Types of Screen-based activities used for academic purpose.**

Sl. No	Screen-based activities used for academic purpose	Number of students using
1	Attending online classes	38
2	Using Google Scholar for research	38
3	Accessing e-book and journals	29
4	Watching educational video	39
5	Online discussions/forums	24
6	Other	24



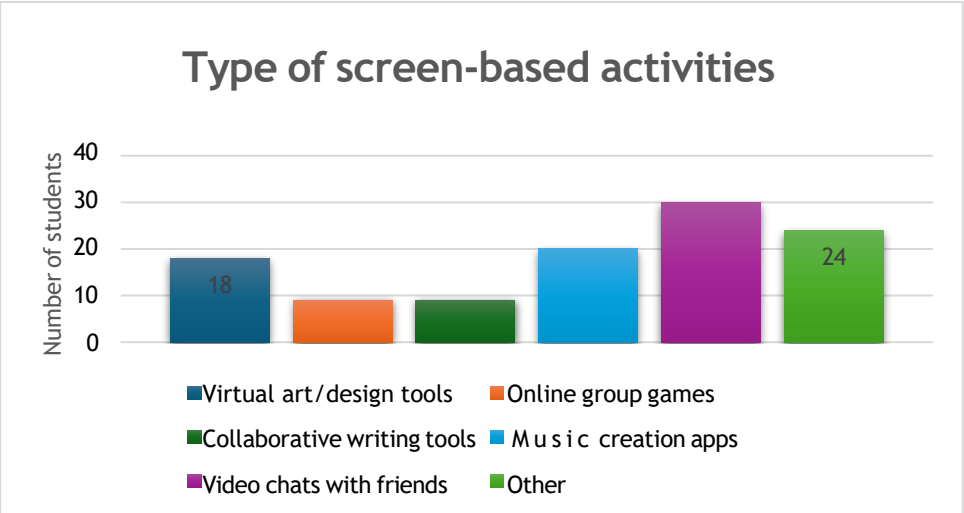
Source the researcher

Interpretation:

Table-(iii): - The pie diagram has been drawn pertaining to Table-(iii) depicts the type screen- based activities engaged by the post-graduate student usually watching educational video 20% and attending online class 20%. However, only 12% of students engage in online discussions/forums and it is the lowest among the screen-based activities mentioned in the table.

- **Table: (iv) Showing Types of screen-based activities enjoyed for interpersonal purpose and creative engagement.**

Sl. NoType of screen-based activities	Number of students engaged
1Virtual art/design tools	18
2Online group games	9
3Collaborative writing tools	9
4Music creation apps	20
5Video chats with friends	30
6Other	24



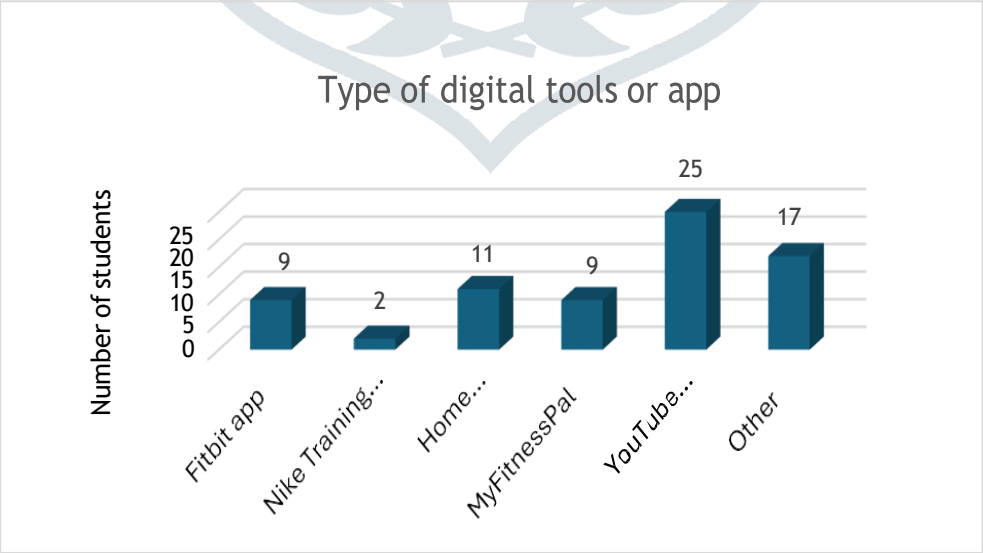
Source the researcher

Interpretation:

Table-(iv): - The graphical representation pertaining to Table-(iv) depicts the type of screen- based activates engaged by the post-graduate student to feel themselves' better. Most of the student 30 usually spent their time on video chart with friends. However, only 9 students engage themselves on online group game and also the same number of students spend time on collaborative writing tools.

- **Table: (v) Showing Types of digital tools or apps used to support physical health and well-being.**

Sl. No	Types of digital tools or apps	Number of students using
1	Fitbit app	9
2	Nike Training Club	2
3	Home workout App	11
4	MyFitnessPal	9
5	YouTube workout videos	25
6	Other	17



Source the researcher

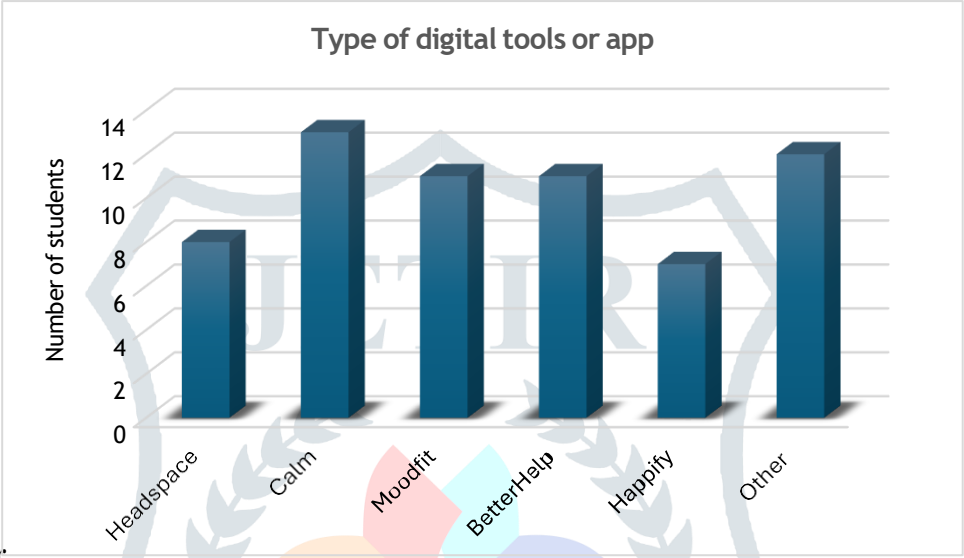
Interpretation:

Table-(v): - The graphical representation pertaining to Table-(v) depicts the type of digital tools or apps use by the post-graduate students to support physical health and well-being. Most of the students 25 usually engage

on you tube workout video. However, only 2 students use Nike Training Club to balance their physical health and well-being.

- **Table: (vi) Showing Types of digital tools or apps used to support mental health and well-being.**

Sl. No	Types of digital tools or apps	Number of students using
1	Headspace	8
2	Calm	13
3	Moodfit	11
4	BetterHelp	11
5	Happify	7
6	Other	12



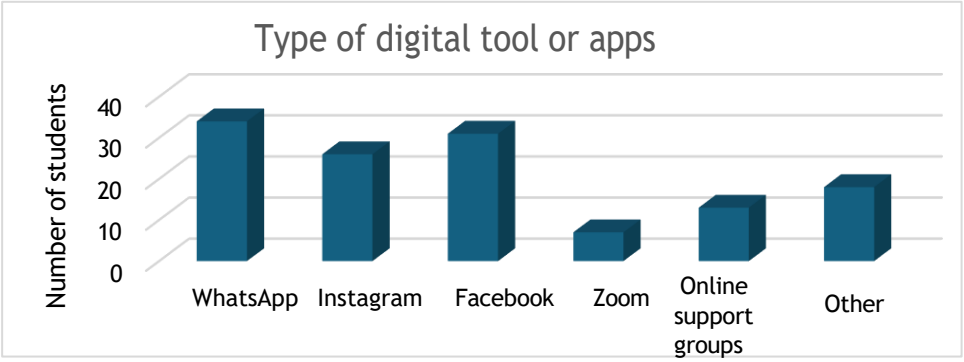
Source the researcher

Interpretation:

Table-(vi): -The graphical representation pertaining to Table-(vi) depicts the type of digital tools or apps use by the post-graduate students to support mental health and well-being. Most of the students (13) used calm app. However, only 7 students use happify app to support their mental health well-being.

- **Table: (vii) Showing Types of screen-based activities used for social interaction to improve and balance emotions.**

Sl. No	Types of digital tools or apps	Number of students engaged
1	WhatsApp video calls	34
2	Instagram	26
3	Facebook	31
4	Zoom hangouts	7
5	Online support groups	13
6	Other	18



Source the researcher

Interpretation:

Table-(vii): - The graphical representation pertaining to Table-(vii) depicts the type of screen- based activates engaged by the post-graduate student for social interaction to improve and balance emotions. Most of the students (34) keep themselves engage on WhatsApp video call. However, only 7 students engage zoom hangouts to improve and balance emotion.

Research question 3: What is the role of quality 'screen time' in enhancing the overall well-being of the post- graduate students?

Result: - Four themes were identified for to study role of quality screen time in enhancing the overall well-being of the post-graduate student.

Table showing role of quality screen time in enhancing the overall well-being of the post-graduate student.

Themes Identified	Explanation
Benefits on academic purpose	Attaining online classes or educational videos, accessing relevant information, E-book, E-Liberi and quick response for ChatGPT.
Improved social connection	Improving better communication to people, good relationship with friend & family and connection with global friend and community.
Improved mental health	Improves on mental health through watching motivational video, meditation video, entertainment video and listening mind fullness music.
Contributing on physical well-being	Contributes their physical well-being through guided physical activity, health diets, health monitoring, preventive measure, exercise video and various type of fitness app.

Respondent, 19 reported that: ["The potential benefit of screen time for academic purpose includes online text book & materials, educational website and app, online libraries etc"]

Respondent, 16 reported that: ["Screen time can strength long-term social connection by enabling constant communication and collaborating aeras distances. It also helps build global friendships and improves cultural understanding"]

Interpretation

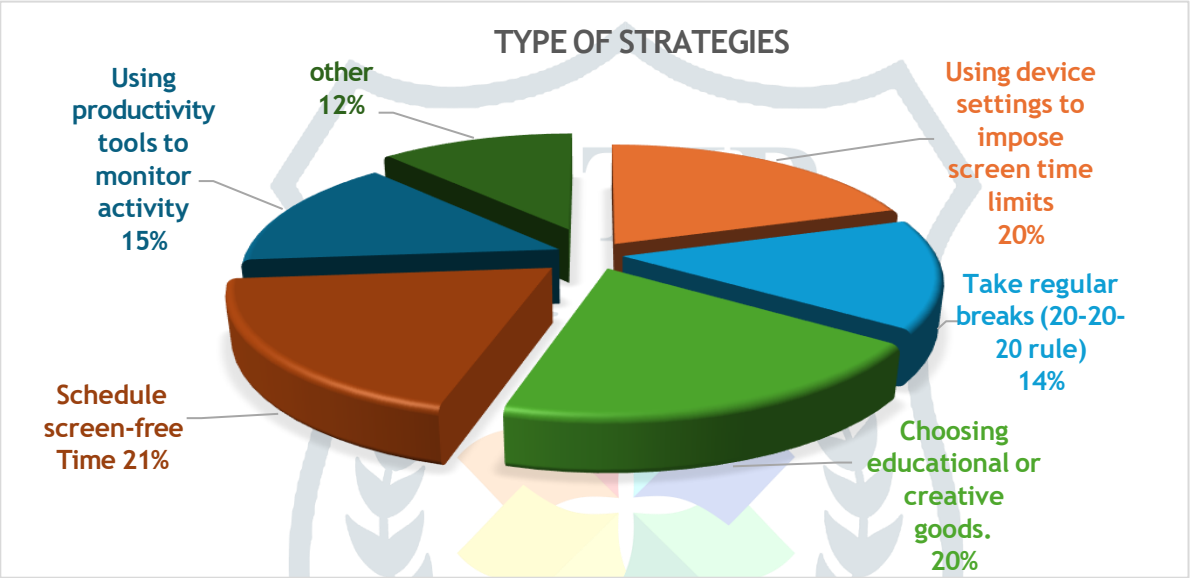
The identified themes tried to highlight the positive impact of quality screen time on various aspects of life. quality screen time has been observed to support academic learning, enhances social connections, and promotes mental well-being of the students. additionally, it aids in maintaining physical health through fitness guidance and health-related resources. quality screen time may help people stay healthy through fitness and health apps.

Research question 4: What are the perceptions of post-graduate students regarding strategies of using quality screen time for well-being?

Result: - Identifying perception of post-graduate student regarding strategies of using quality screen time for well-being.

- **Table:(i) Showing Types of strategies followed to make screen time more meaningful and balanced**

Sl. No.	Types of Strategies Followed	Number of students Following
1	Using device settings to impose screen time limits	22
2	Take regular breaks (20-20-20 rule)	16
3	Choosing educational or creative goods.	22
4	Schedule screen-free time (e.g., during food).	21
5	Using productivity tools to monitor activity	16
6	other	13



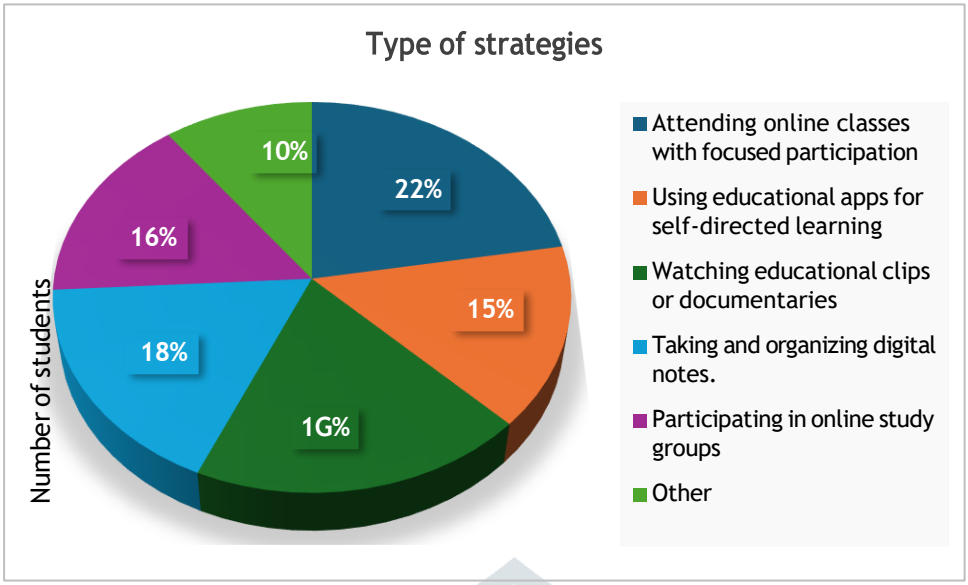
Source the researcher

Interpretation:

Table-(i): - The pie diagram has been drawn pertaining to Table-(i) for representing the various type of strategies followed by post-graduate students. To make screentime more meaningful and balanced. Most of the students (21%) spend their time by using device settings to impose screen time limits and same percentage of students engaged in choosing educational or creative goods. However, only (12%) of students engage in other activities, such as "Do Not Disturb" or Focus Modes, engage in offline activities etc.

- **Table: (ii) Showing Types of strategies followed in education.**

Sl. No.	Types of Strategies Followed	Number of students Following
1	Attending online classes with focused participation	37
2	Using educational apps for self-directed learning	25
3	Watching educational clips or documentaries	32
4	Taking and organizing digital notes.	29
5	Participating in online study groups	26
6	Other	17



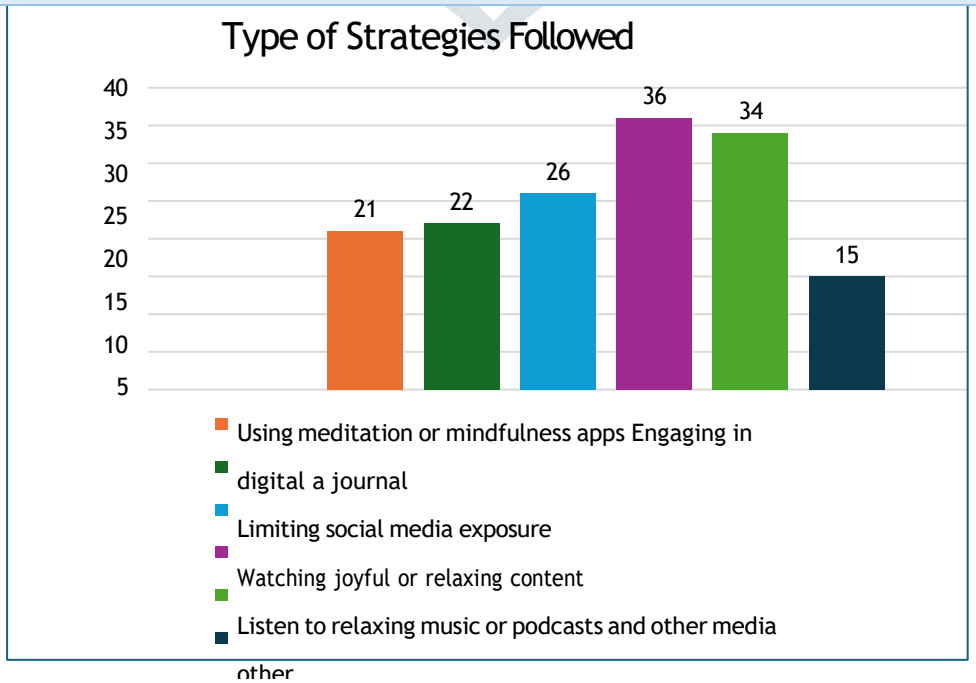
Source the researcher

Interpretation:

Table-(ii): - The pie diagram has been drawn pertaining to Table-(ii) for representing the various type of strategies followed by post-graduate students for education purpose. Most of the students (22%) engage themselves in attending online classes with focused participation. However, only (10%) of the students engage themselves in other strategies. such as using flashcard apps like Anki or Quizlet for revision, practicing coding, design, or digital art etc.

- **Table: (iii) Showing Types of strategies followed time in maintaining wellness and positive mental health**

Sl. No.	Types of Strategies Followed	Number of students Following
1	Using meditation or mindfulness apps	21
2	Engaging in digital a journal	22
3	Limiting social media exposure	26
4	Watching joyful or relaxing content	36
5	Listen to relaxing music or podcasts and other media	34
6	other	15



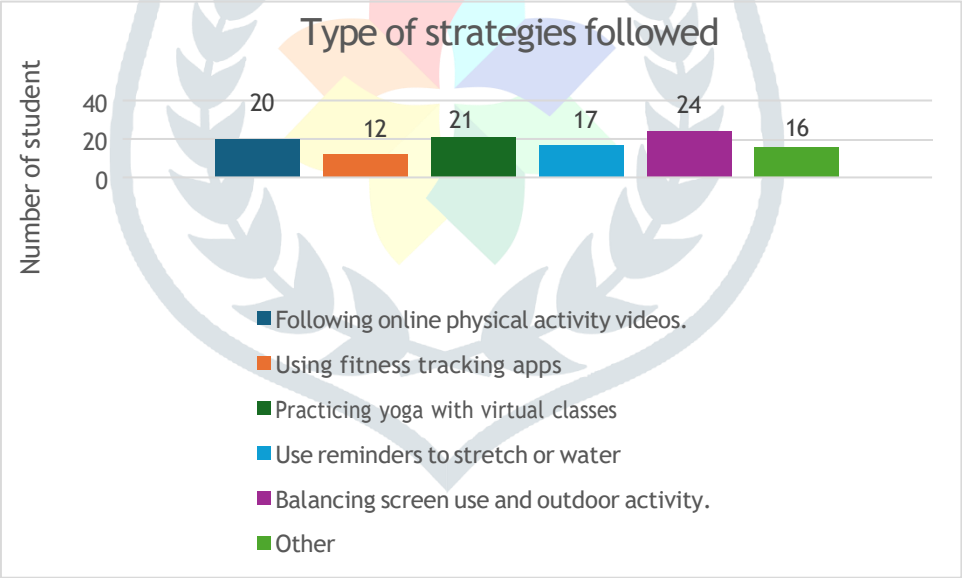
Source the researcher

Interpretation:

Table-(iii): - The graphical representation pertaining to Table-(iii) depicts the type of strategies followed by the post-graduate student for maintaining their wellness and positive mental health. Most of the students (36) usually engage in watching joyful or relaxing content. However, only 15 students followed other strategies. Such as practicing yoga or stretching with guided video sessions, trying sleep tracking or sound apps to improve rest quality etc.

- **Table:(iv) Showing Types of strategies recommended in improving physical health and well-being.**

Sl. No.	Types of Strategies Followed	Number of students Following
1	Following online physical activity videos.	20
2	Using fitness tracking apps	12
3	Practicing yoga with virtual classes	21
4	Use reminders to stretch or water	17
5	Balancing screen use and outdoor activity.	24
6	Other	16



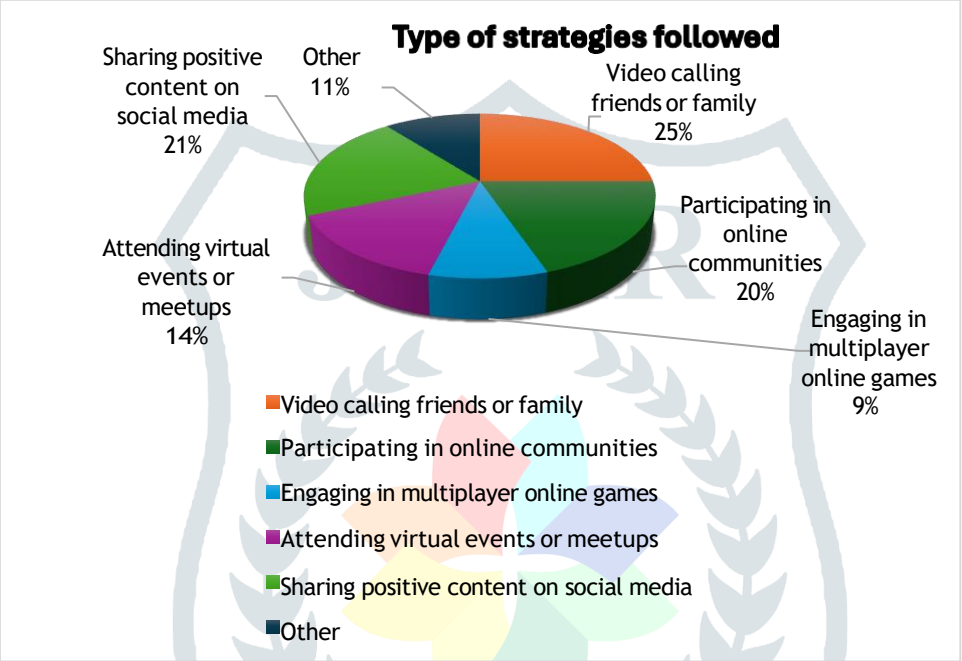
Source the researcher

Interpretation:

Table-(iv): - The graphical representation pertaining to Table-(iv) depicts the type of strategies followed by the post-graduate student in improving physical health and well-being. Most of the students (24) engage in Balancing screen use and outdoor activity. However, only 12 students in engage using fitness tracking apps to improve their physical health and well-being.

- **Table: (v) Showing Types of strategies followed to enhance social connections and interactions.**

Sl. No.	Types of Strategies Followed	Number of students Following
1	Video calling friends or family	38
2	Participating in online communities	30
3	Engaging in multiplayer online games	14
4	Attending virtual events or meetups	22
5	Sharing positive content on social media	32
6	Other	16



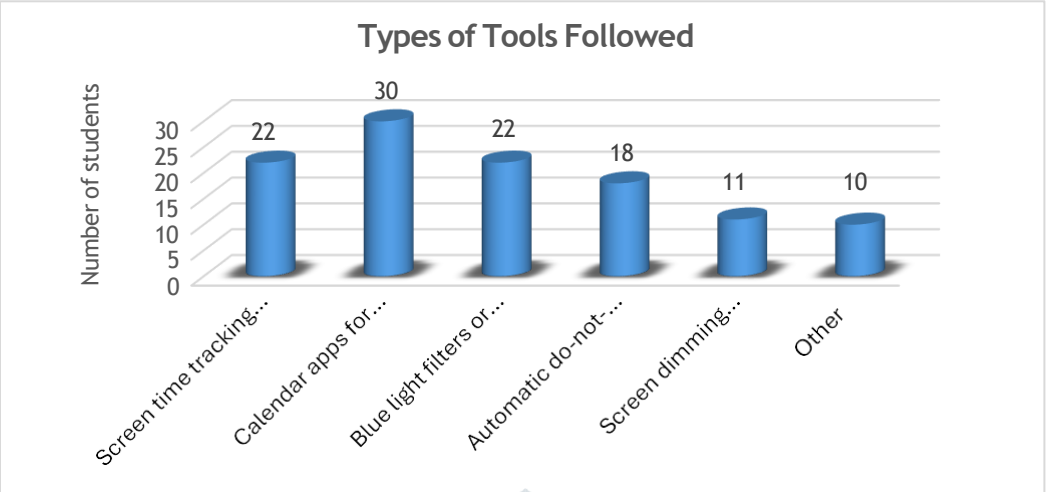
Source the researcher

Interpretation:

Table-(iv): - The pie diagram has been drawn pertaining to Table-(iv) for representing the various type of strategies followed by post-graduate students to enhance social connections and interactions. Most of the students (25%) engage on Video calling friends or family. However, only (9%) of students engage in engaging in multiplayer online games to enhance their social connections and interactions.

- **Table:(vi) Showing Types of tools followed manage in better screen use.**

Sl. No	Types of Tools Followed	Number of students Following
1	Screen time tracking apps (e.g., Digital Wellbeing)	22
2	Calendar apps for planning breaks	30
3	Blue light filters or night mode	22
4	Automatic do-not-disturb settings (e.g., Focus Mode)	18
5	Screen dimming software (e.g., flux, Iris)	11
6	Other	10



Source the researcher

Interpretation:

Table-(vi): -The graphical representation pertaining to Table-(vi) depicts the type of digital tools or apps use by the post-graduate students for the better screen time use. Most of the students (30) use calendar apps for planning breaks. However, only 10 students other screen management tools such as eye care reminder apps, sleep cycle, smart break etc.

FINDINGS:

The findings of the study are as follows:

i. Post-graduate students think that quality screen time means using screens for learning, building skills, and being creative. This kind of screen time is helpful for studies and personal growth. They see a big difference between good (quality) and bad (non-quality) screen time. Good screen time includes watching educational videos or learning something new. Bad screen time means spending too much time on social media, games, or using screens without any purpose. Students believe that using screen time in a good way helps them learn better, solve problems, and grow creatively. It also supports a healthy lifestyle. But using screens too much for the wrong reasons can cause problems like stress, poor sleep, and eye pain. Most of the students watch educational documentaries to feel better, engaged 24% of students. On the other hand, lowest number of students only 3% engaged virtual therapy sessions.

ii. Most of the students watch educational documentaries to feel better, engaged 24% of students. On the other hand, lowest number of students only 3% engaged virtual therapy sessions.

iii. Most of the students (33%) use YouTube (for guided pal) to help with their overall well-being. Only a few students 8% used TED Talks for this purpose.

iv. The highest number of students (20%) use to watch educational videos for academic purposes. The lowest number of students (12%) participated in online discussions or forums.

v. Maximum of the students (30) usually spent their time on video chats with friends, which is the highest among all screen-based activities for creative and social engagement. On the other hand, only 9 students used online group games and collaborative writing tools, making them the least used activities in this category.

vi. Most post-graduate students (25) commonly use YouTube workout videos to maintain their physical health and well-being. In contrast, only 2 students use the Nike Training Club app, making it the least used digital tool.

vii. Most of the students (13) use the Calm app to support their 'mental health' and 'well-being'. In contrast, only 7 students used the Happify app, making it the least used digital tool among the options.

vii. Most students (34) prefer WhatsApp video calls for emotional support and connection. In contrast, only 7 students use Zoom hangouts for the same purpose, making it the least popular option among tools.

viii. Using screen time in a good way can help postgraduate students feel better and do well. It helps them learn by watching online classes, study videos, and using tools like e-books and ChatGPT. It also helps them talk to friends, family, and meet new people from other places. Screen time can make them feel happy and calm by watching fun or relaxing videos and listening to soft music. It also helps their body stay healthy by showing exercise videos, giving healthy food tips, and using fitness apps.

ix. The most common ways students manage their screen time are by using device settings to set time limits and by choosing educational or creative content. Both are used by 20% of students. The least common way is doing other activities like using "Do Not Disturb" mode or spending time offline, which is done by only 12% of students.

x. Most common educational strategy among post-graduate students is attending online classes with focused participation, followed by (22%) of students whereas (10%) of students prefer "other" strategies including activities like using flashcard apps, coding, or digital art.

xi. The common strategy followed by most of the students (36) to maintain wellness and mental health is watching joyful or relaxing content. Only 15 students use strategies like yoga, sleep tracking, or sound apps.

xii. The most popular strategy used by students to improve physical health and well-being is balancing screen use and outdoor activity, engaged by 24 students. The lowest used strategy is using fitness tracking apps, engaged by only 12 students.

xiii. To build better social connections, many students prefer video calling friends or family, which is engaged by 25% students. On the other hand, the lowest use method is playing multiplayer online games, used by only 9% students.

xiv. To manage screen time better, calendar apps for planning breaks are the most commonly used tool among students (30) adopting this strategy. In contrast, only 10 students use other tools such as eye care reminder apps, sleep cycle, or smart break tools for screen management.

LIMITATION

The limitation of the study are as follows:

1. Due to limited time, it was not possible for the researcher to carry out study on various aspect of the selected topic. Hence, the researcher had narrowed down the research objective to highlight the major issues only.

2. The study focuses on post-graduate students limited access from the Arts discipline.
3. Due to limited perception of post-graduate student, the sample chose for the study may not represent the large population. This may lead to sampling biasness. Moreover, the respondents may provide incurable information which produce imprecisions of the relevant data.
4. Generation of the study may not take place due to inadequate samples.
5. Self-Reported Data: The study relied on self-reported measures for both screen time and wellbeing perception, which may be subject to recall bias, social desirability bias, and inaccuracies in self-assessment.
6. Unwillingness of participant to take part in the survey interview process also posed a big challenge..

EDUCATIONAL IMPLICATIONS

The educational implications for the present study are as follows:

Curriculum and Scheduling Adjustments: Excessive screen usage, which usually connects to academic tasks, may have a harmful impact on students' mental health. To prevent digital tiredness, educators and administrators could consider implementing screen-free periods or providing blended learning options.

Promotion of Digital Wellness: Universities may incorporate digital wellbeing education into orientation programs or student development workshops. These initiatives can teach students to manage their screen time more effectively and prioritize self-care.

Design of Learning Materials: Course designers must aim to create engaging and concise digital materials that reduce unnecessary screen exposure. Encouraging active learning methods such as group discussions, offline assignments, and hands-on tasks may help balance screen use.

Support Services and Counseling: Institutions must take a proactive approach to providing mental health support services to students who are experiencing screen-related stress or burnout. Increasing access to counseling and wellness programs can contribute to a healthier academic environment.

Faculty Training: Teachers must understand the effects of extended screen use on students. It is very important to train teachers to identify symptoms of digital weakness and to use more thoughtful teaching techniques.

Policy Development: Data from such studies can guide the development of institutional policies that promote a healthy academic lifestyle, including
recommended limits for screen-based activities and guidelines for digital engagement.

Learning Environment Design: Classrooms (physical and virtual) are required to be designed with ergonomics and screen-time limits in mind. For example, dim screen
backgrounds or eye-friendly interfaces can help reduce digital eye strain.

SUGGESTIONS FOR THE FURTHER STUDY

Here are some suggestions for further study: -

1. The study may be conducted as comparative study considering different level such as college and higher secondary level in West Bengal.
2. Identifying the potential factors affecting the well-being of students by using quality screen time.
3. The study recognizing the role of educational stakeholders in promoting screen time habits.
4. Examining the relationship between quality screen time & academic achievement of students at different levels.
5. Impact of Screen Time on Health and Well-Being of Post-Graduate Student's: A Longitudinal Study.

6.1 CONCLUSION

The present study has tried to explore the perceptions of post-graduate students regarding quality screen time and its influence on their overall well-being. In today's digitally driven academic and social environment, screen usage has become an inseparable part of student life. This study sheds light on how post-graduate students interpret, experience, and manage their screen time in ways that support or hinder their mental, physical, emotional, and academic well-being. The findings of the study revealed that students were able to clearly differentiate between quality and non-quality screen time. According to their perception, Quality screen time has been characterized by intentional and productive engagement such as educational videos, skill-building apps, online classes, and also health-oriented content which was perceived as beneficial to both academic performance and personal development. In contrast, non-quality screen time, involving excessive and aimless scrolling on social media, online gaming, or passive content consumption, was associated with adverse outcomes such as eye strain, sleep disturbance, stress, and reduced productivity. Data indicated that most students favour platforms like YouTube for educational and wellness-related content, and employ apps such as Calm, MyFitnessPal, and digital tools for both physical and mental health maintenance. Furthermore, students actively engage in strategies to balance their screen time such as taking breaks, imposing limits, and using productivity tools showing a high degree of self-awareness regarding digital habits. The study concluded that quality screen time, when purposefully integrated into daily routines, might be a powerful tool for enhancing academic success, emotional balance, and physical wellness among post-graduate students. However, unregulated, and excessive screen use remains a concern that may negatively impact holistic well-being. In essence, digital technology is not inherently detrimental; rather, its impact is determined by the manner of its use. Post-graduate students, institutions, and educators must continue to foster awareness, promote mindful digital practices, and support balanced screen engagement to ensure positive outcomes in both academic and personal domains. This study may contribute to the growing discourse on digital well-being in higher education and revamp the need for policies and programs that encourage healthy digital lifestyles.

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