

Happy Media among Egyptian High School Girls

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Abstract

Mass media and mass communication have different roles in our lives. And, creating happiness is one of these roles which media practitioners and scholars are not aware of its importance. So, this research study tries to participate in spreading awareness of this vital role through examining happy media among Egyptian high school girls. Also, the theoretical frameworks of mood management theory, constructive journalism and positive media are applied. However, a new term which is happy media is introduced due to its direct relation with the idea of happiness. A survey of 500 girls from public and private high school girls in Egypt shows that comedy, romance and music are important elements of happy media content. Also, new media are associated with happiness more than traditional media.

Keywords: happy media, positive media, mood management theory, constructive journalism, Egyptian media audiences

Özet

Kitle iletişim araçları ve kitle iletişiminin hayatımızda farklı rolleri vardır. Mutluluk yaratmak, medya uygulayıcılarının ve akademisyenlerin öneminin farkında olmadıkları rollerden biridir. Bu araştırma çalışması, Mısırlı lise çağındaki kızlar arasında mutlu medyayı inceleyerek bu hayati rol hakkındaki farkındalığın yayılmasına katkı sunmaya çalışmaktadır. Ayrıca, çalışmada ruh hali yönetimi teorisinin çerçeveleri, yapıcı gazetecilik ve pozitif medya incelenmektedir. Mutluluk fikriyle doğrudan ilişkisi nedeniyle “mutlu medya” denilen yeni bir terim ortaya çıkmıştır. Mısır'daki özel ve devlet liselerindeki 500 kız öğrenciyle yapılan araştırma, komedi, romantizm ve müziğin mutlu medya içeriğinin önemli unsurları olduğunu göstermektedir. Ayrıca, yeni medya, geleneksel medyadan daha fazla mutluluk ile ilişkilidir.

Introduction

Traditional and online media play important roles in our lives. One of these roles is to change our mood so media can be a source of happiness and positive feelings. However, media all over the world focus on sad and negative news and events which create negative feelings and emotions such as sadness, anxiety, fear and despair. This has led some researchers to introduce a new approach which is called constructive journalism and is influenced by positive psychology.

The new movement promotes for media content that includes positive messages and problem's solutions. Other scholars use the term positive media to call for the adoption of positive psychology in media. But, the researcher in this paper prefers to use and introduce the term happy media to focus on happiness by applying mood management theory, constructive journalism and positive media as a theoretical background to examine the media that create happiness among Egyptian high school girls.

Theoretical background and literature review

Mood management theory

Being influenced by selective exposure, Zillmann and Bryant had developed affect-dependent stimulus arrangement theory which assumes that individuals arrange communication to move from a negative state to a positive state. Based on this framework, Zillmann introduced mood management theory in 1988 (Mulligan, 2008). The theory suggests that consumption of media messages specifically entertainment can change mood. Also, it assumes that selective exposure to specific media content can regulate mood (Zillmann & Bryant, 1985). For example, media can end or decrease negative mood and can maintain or increase positive mood (Oliver & Kim, 2007).

Mood management theory predicts that individuals can be aware or unaware of their motivations of selecting media messages (Robinson & Knobloch-Westerwick, 2016). Moreover, it can be used to study any mood and can examine any type, kind and genre of communication and media (Zillmann, 1988).

According to the theory, media content characteristics that change the mood depend on four dimensions which are excitatory potential, absorption potential, semantic affinity and hedonic valence (Knobloch-Westerwick, 2013). First, excitatory potential is the level of arousal. Second, absorption potential is the level of consumption. Third, semantic affinity is the connection of the content with the user's mood and situation. Finally, hedonic valence is the general tone of the content whether positive or negative. The four dimensions have interrelationships in managing mood (Knobloch-Westerwick, 2014).

Although many studies have agreed with mood management theory, other studies have disagreed with its main idea. As a result of contradicting findings with its hypothesis, the theory has been facing different challenges, developments and extensions. One of the challenges is the possibility of selecting media with bad mood. So, Knobloch has refined and developed the theory by introducing mood adjustment process which suggests that individuals sometimes use and need

media with negative mood content (Krcmar, Ewoldsen, & Koerner, 2016). Mood adjustment is influenced by social tasks, situations, norms, motivations, beliefs and expectations. For example, it is not appropriate to show happiness in certain conditions for individual or public concerns (Knobloch-Westerwick & Alter, 2006). Also, studies showed that differences in personality traits lead to differences in behaviors and attitudes while dealing with bad moods. And, scholars assumed that some individuals delay positive mood. For example, they wait for happy endings in sad movies. Moreover, seeking information is another factor of selecting bad mood content because some individuals look for information about bad situations to learn about these bad experiences and how to cope with. Furthermore, some scholars refer to audiences' self-enhancement through social comparison with individuals who are shown in the media with similar bad situations or worse conditions (Reinecke, 2017).

Another challenge facing the theory is demographic characteristics' differences in managing mood especially gender differences. Many studies have found that women selections of media agree with the theory hypothesis, whereas men do not. For instance, women in bad moods prefer positive news' reports and avoid negative ones. However, men can choose negative news' reports which increase their bad moods (Biswas, Riffe, & Zillmann, 1994).

Reviewing the literature, it was found that mood management theory is very popular in studying entertainment media. Research studies showed that hedonistic motive is associated with entertainment selective exposure (Zillmann, 2000). Also, findings revealed that individuals in bad affective states choose to listen to high and energetic joyful music (Knobloch & Zillmann, 2002).

Many studies have agreed with the theory. For example, it was found that pregnant women prefer watching comedy programs during negative moods (Helregel & Weaver, 1989). And, individuals in bad moods prefer to listen to positive songs (Grant, 2018).

On the other hand, there are studies that have disagreed with the theory. For instance, a study about entertainment media' preferences concluded that happy people prefer watching comedy and action adventure, whereas sad individuals prefer watching dark comedy and social drama. Also, it was assumed that women are attracted to romance regardless of their moods (Greenwood, 2010). And, studying movie trailers indicated that women in negative moods like sad trailers and dislike the comedy ones (Devlin, Chambers, & Callison, 2011).

Previous studies suggested that managing mood can be different according to gender. For instance, studying television demonstrated that stressed women prefer watching comedy, games

programs and variety shows. On the other hand, stressed men prefer action and violent television content (Anderson, Collins, Schmitt, & Jacobvitz, 1996).

Literature review showed that the theory is used to examine different moods which lead to different choices of media content (Weaver III & Laird, 1995). For example, findings about video rental choices revealed that nervous people choose horror movies while calm people choose comedy. Moreover, it was concluded that energetic people select action movies and avoid crime drama; however, sad people select crime drama (Strizhakova & Krcmar, 2007).

Mood management theory has been used to examine and study not only traditional media, but also new media. Its implications on social networking sites assumed that Facebook can lead to happiness through positive self-presentation and social support (Kim & Lee, 2011). Also, it was found that bad mood decreases through selective exposure to profiles that users rated as low in career success and attractiveness (Johnson & Knobloch –Westerwick, 2014).

Furthermore, researchers applied the theory on interactivity. For example, studying computer games' interactivity showed that stressed individuals prefer computer games with moderate levels of task demand while bored individuals prefer highest levels of task demands. Also, it was concluded that computer games with the lowest levels of task demand are associated with the least mood repair (Bowman & Tamborini, 2015). And, success in video games leads to mood repair and enjoyment among individuals who experience stress and anger (Rieger, Wulf, Kneer, Frischlich, & Bente, 2014).

Moreover, the theory has been used to study managing mood among individuals from different ages. Concerning elderly viewers, results revealed that lonely and unhappy elderly viewers are interested more in negative televised portrayal of old age which makes them feel better than positive portrayal (Mares & Cantor, 1992). And, concerning adolescents, it was found that browsing and posting on Instagram increase depression among them (Frison & Eggermont, 2017).

Constructive journalism

Constructive journalism is a new approach which applies positive psychology to create more productive news while respecting the main functions of the field (McIntyre & Gyldensted, 2018). It is based on the idea that media have been overfocusing on reporting negative news such as problems, conflict, drama and wrongdoing which have been causing negative effects and emotions among audiences such as helplessness, depression, intolerance, loss of hope, despair, distrust and disengagement (McIntyre, 2015). So, there is a need to focus on constructive news

which shows solutions, progress, hope, development, strength, growth, aspirations, future possibilities and audience engagement which lead to productive and positive impact in society (Aitamurto & Varma, 2018). This idea has its roots in positive psychology which suggests that psychology should shift the focus from illness aspects to well-being aspects (Seligman, 2002).

According to the approach, Seligman's PERMA model of happiness and well-being should be applied on news by including positive emotion, engagement, relationships, meaning and accomplishment. These elements can innovate reporting and workplace besides reducing harm in society (Gyldensted, 2011).

Concerning interviews, constructive journalism uses Tomm's therapeutic techniques which include four types of questions. The lineal question asks for cause and effect, while the reflexive question seeks potential solutions. And, the circular question discovers connections and patterns, however, the strategic question is used to control and affect the interviewee (McIntyre & Gyldensted, 2017).

The Journalism Department at Windesheim University of Applied Sciences in the Netherlands in 2016 suggested six elements of constructive journalism which are solutions, future orientations, inclusiveness and diversity to avoid depolarization, explanation and context besides co-creation through citizens' engagement with the content (Hermans & Gyldensted, 2019).

The approach can be exercised by the different types and kinds of media including online, broadcast and print (Mast, Coesemans, & Temmerman, 2019).

Constructive journalism has been criticized for avoiding critical reporting, watchdog role of journalism and problems' coverage by focusing on positivity. But, the supporters of this new approach argue that focusing on negative news is not an accurate portrayal of reality. So, news should contain positive and negative sides of a story to create a comprehensive image of the world and a balanced coverage of events. Also, constructive journalism is critical and discusses problems through narratives and solutions (Grijalva, 2018).

Although there are similarities with other approaches, there are differences that make the approach unique and an umbrella label to other terms such as peace journalism, prospective journalism, solution journalism and positive journalism (Poort, 2018).

The movement has been gaining popularity among journalists. The Dutch journalist Bo Mesters suggested that journalists should add a sixth question 'What Now?' to the 4Ws and H. Also, there are various examples of constructive journalism in different media such as the Danish

online news platform ‘De Correspondent’, the American website ‘Upworthy’, Washington Post online section ‘The Optimist’, The New York Times ‘Fixes’ and Huffington Post sections ‘Good News’ and ‘Impact’ (Gyldensted, 2015).

Literature review shows that there is an increasing interest in these last years in conducting research studies about constructive journalism in different countries.

Examining the approach in a local context which is the autonomous Dutch Caribbean island St. Maarten, results revealed that journalists are not aware of the term, but use some of its techniques to support local business and economic development, encourage engagement and belonging and enhance social stability. In this young postcolonial island, there are concerns that positive and constructive news can benefit the ones in powers, elites and advertisers (Rotmeijer, 2019).

Studying this new movement in Germany, results found that it has been emerging in these last years in the media. For example, online media platform ‘Perspective Daily’ applies the main elements of constructive journalism, but its stories are criticized for being too academic. Interviews with experts showed that the concept needs to be clearer, associated with the core functions of quality journalism and differentiated from positive journalism. Also, experts focused on the importance of asking ‘What Now’ question and of providing solutions (Gubela, 2018).

Applying the approach on promoting peace in Rwanda, it was concluded that journalists have been using constructive journalism techniques such as solution journalism and restorative narration to participate in the recovery, unity and reconstruction of the country after the genocide. So, they have been reporting stories about hope, peace, healing, resilience, forgiveness and collaboration. Moreover, the Rwandan reporters believe that they have to play an active and influential role in society by creating social change, development and well-being (McIntyre & Sobel, 2017).

Concerning constructive journalism in Russia, interviews with journalists in news agencies showed that most of them did not hear about the term, but know many of its elements which they employ in their news such as solutions, context, balance and objectivity. Also, the majority of the journalists believe that using the approach in news depends on the genre and type of the topic, media and audiences. And, providing solutions is not considered a core function of journalism among journalists because it can lead to subjective coverage (Roszbach, 2017).

Studying this new approach in Egypt, it was found that media are focusing on negativity so there is a need to apply the elements of constructive journalism. However, survey of 500 Egyptian young journalists revealed that positive news are accused and criticized for creating propaganda, hiding problems and promoting media owner's business (Abou Zeid, 2016).

Examining international media coverage of Ebola in Africa, it was concluded that constructive journalism is effective in health communication because it provides explanations, solutions and cures of the diseases. The results indicated that China Daily had more constructive coverage about Ebola more than BBC. Also, constructive news decreased negative stereotypes about Africa and its people in international media (Zhang & Matingwina, 2016).

Analyzing constructive journalism in China's media in Africa, the results demonstrated that CCTV Africa channel is applying the approach by avoiding presenting Africa from a negative perspective. It gives a positive image about Africans by focusing on how they are solving their problems and improving their lives. So, China's media are empowering Africans by providing them the platform to show their lives and achievements. Moreover, the channel shows stories about friendship and partnership between China and Africa to enhance their relations (Yanqiu, 2014).

Positive media

Positive media which is also called positive media psychology refers to the media that encourage and enhance well-being through generating positive process and outcomes. The approach applies the elements of positive psychology in media such as positive emotions, engagement, relations, meaning, and accomplishment besides positive health (Keener, 2012).

Constructive journalism scholars have been trying to differentiate the two approaches by mentioning that positive media focus only on positive sides in stories and lack the core functions of journalism.

Reviewing the literature indicates that there are limited academic references about positive media and positive journalism.

Researchers concluded that media studies especially about children and adolescents have been focusing on negative effects so there is a need to show positive effects by introducing positive media psychology which encourages behaviors and induces emotions that are associated with happiness and well-being. For example, Disney movies, superheroes and good news present virtuous actions, inspirations, role models, acts of kindness and character strengths (De Leeuw & Buijzen, 2016). Also, playing augmented reality video game "Pokemon Go" increases positive

emotion and enhances well-being. But, people who suffer from high level of anxiety have low level of positive emotions after playing the game (Bonus, Peebles, Mares, & Sarmiento, 2018).

There are previous studies that investigated positive media content without examining the theoretical framework of this approach and without studying positive impact on audiences' emotions and well-being. Some of these studies focused on positive views and attitudes as an impact of positive media content. For example, experiments indicated that positive media portrayal of obese people decreases weight stigma, bias and negative attitudes towards them (Pearl, Puhl, & Brownell, 2012). And, positive media coverage of a nation leads to positive images about it (Wanta, Golan, & Lee, 2004).

However, a study contradicts the approach by finding that elementary school students experienced Posttraumatic Stress Disorder (PTSD) symptoms after being exposed not only to negative images, but also to positive images about September 11 attacks in 2001 in New York (Saylor, Cowart, Lipovsky, Jackson, & JR., 2003). This result shows that positive media content about certain painful experiences and issues cannot generate positive emotions and feelings.

Literature review shows that the term happy media is not used in studying emotional gratifications especially happy feelings. However, this term is associated directly with happiness without including other positive roles, responsibilities, ethics and jobs of media that can be found in constructive journalism and positive media approaches. Also, it is noticed from previous studies that there is an increasing interest in Europe and USA in studying the role of media in creating happiness and well-being besides the increasing implications of this role in traditional and new media. However, there are rare studies about it in Egypt showing that researchers, journalists and audiences lack awareness of its importance. So, this study aims to contribute in raising awareness of this role especially in Egypt besides introducing the term happy media through examining the media that create happiness among Egyptian high school girls by applying the theoretical framework of mood management theory, constructive journalism and positive media approaches.

Based on the theoretical background and literature review, this research study seeks to answer the following questions:

RQ1: What are the kinds of happy media among Egyptian high school girls?

RQ2: What are the elements of happy media among Egyptian high school girls?

Methodology

A survey of 500 Egyptian high school girls was conducted through electronic self-administered questionnaires which were exchanged between the girls and the researcher via Facebook, WhatsApp or Instagram messages. The research study used disproportional stratified sample by selecting equal numbers of girls from public and private schools in Egypt.

Results

Table 1 below shows that TV was playing an important role in creating happiness among most of Egyptian high school girls in the sample (72.2%), however, radio, magazines and newspapers were not playing a significant role. These results could be explained with the fact that using traditional media has been decreasing worldwide (Dimmick, Chen, & Li, 2004), but it is noticed that TV in Egypt is still surviving and competing more than the other kinds of traditional media.

Table 1: The kinds of happy traditional media among Egyptian high school girls (N= 500)

Kinds of happy traditional media	Frequencies	Percent
TV	361	72.2
Radio	177	35.4
Magazines	19	3.8
Newspapers	8	1.6

As shown in Table 2, comedy, romance, songs and competition were important elements of happy TV content among 361 girls who mentioned TV as a kind of happy media. The most important element was comedy including Egyptian comedy theater plays (99.7%) and Egyptian comedy movies (98.9%). These results agreed with many findings that associated happiness with comedy (Jantaro, Sayowan, Kotchabhakdi, & Lamsupasit, 2014). Then, romance was the second element of happy TV content which included Turkish romance TV series (97.5%), Indian romance movies (85.6%) and Korean romance TV series (83.1%). Girls preferred non-Egyptian romantic TV content due to the freedom in romantic relationships and scenes which were not found in Egyptian romantic TV content and which would not be accepted in the society if they were presented by Egyptian actors and actresses. And, songs were considered an important element of happy TV content including Kpop songs (58.4%) and Egyptian music TV channels (41.6%). Moreover, results indicated that the majority of the girls (51.2%) considered talent TV shows a

source of happiness due to the excitement which was caused by competition between participants to win at the end of the shows. This result agreed with many findings that showed that excitement leads to happiness (Mogilner & Norton, 2016). It could be concluded from the above results that entertainment was a source of happiness on TV among Egyptian high school girls as it was found among different audiences in various countries (Bartsch & Viehoff, 2010).

Table 2: The kinds of happy TV content among Egyptian high school girls (N= 361)

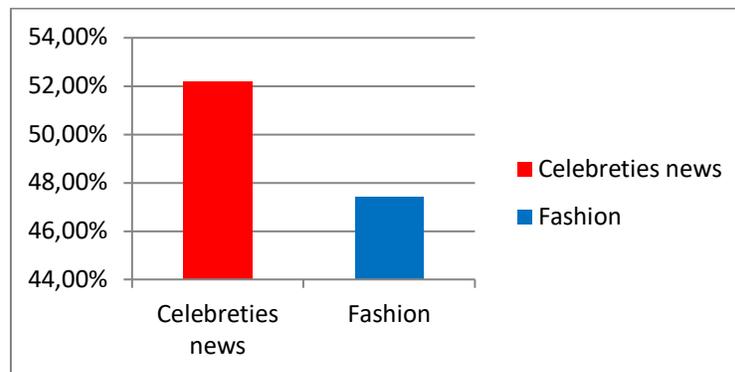
Kinds of happy TV content	Frequencies	Percent
Egyptian comedy theater plays	360	99.7
Egyptian comedy movies	357	98.9
Turkish romance TV series	352	97.5
Indian romance movies	309	85.6
Korean romance TV series	300	83.1
Kpop songs	211	58.4
Talent TV shows	185	51.2
Egyptian music TV channels	150	41.6
Egyptian celebrities talk shows	148	40.9
Prank TV shows	119	32.9
Satire TV shows	102	28.3
Funny TV presenters	85	23.5

Table 3 below indicates that songs and funny announcers were the most important elements of happy radio content among 177 girls who mentioned radio as a kind of happy media. These girls said that they listened to radio while spending long hours in the school bus. It was found that happy radio content included English songs (98.9%), Arabic songs (96%) and funny radio announcers (57.1%). These results agreed with many studies showing that music regulates adolescents' mood (Saarikallio, & Erkkila, 2007).

Table 3: The kinds of happy radio content among Egyptian high school girls (N= 177)

Kinds of happy radio content	Frequencies	Percent
English songs	175	98.9
Arabic songs	170	96
Funny radio announcers	101	57.1

Figure 1 below shows the kinds of happy magazines content among 19 girls who considered magazines a kind of happy media. It was found that 10 (52.6%) girls mentioned celebrities' news and 9 (47.4%) girls said fashion. These kinds of magazines' content were available on the internet for free which could be a reason of the declining number of printed magazines' readers especially among youth.

**Figure 1:** The kinds of happy magazines content among Egyptian high school girls (N= 19)

As seen in Table 4, there were different kinds of happy newspapers' content among 8 girls who considered newspapers a kind of happy media. These girls read printed newspapers due to their parents' daily habits to buy and read them. It was noticed that news could be a source of happiness when they were light news such as celebrities news (100%) and funny news (100%) or when they were about progress, development and success on a national scale (87.5%) and on an Egyptian individual scale (62.5%). Also, comics were considered a kind of happy media by the girls (100%) because comics make them laugh. Moreover, most of the girls (65.5%) mentioned classified ads which made them have the same happy feelings and emotions of shopping and window shopping.

Table 4: The kinds of happy newspapers content among Egyptian high school girls (N= 8)

Kinds of happy newspapers content	Frequencies	Percent
Celebrities news	8	100
Funny news	8	100
Comics	8	100
National progress and development news	7	87.5
Egyptian individual success	5	62.5
Classified ads	5	62.5

Table 5 below indicates that the kinds of happy new media among most of Egyptian high school girls were YouTube (99.6%), movies and TV series' websites (98%) and Instagram (94.8%). On the other hand, few girls considered Facebook (41.8%) a kind of happy new media.

Table 5: The kinds of happy new media among Egyptian high school girls (N= 500)

Kinds of happy new media	Frequencies	Percent
YouTube	498	99.6
Movies and TV series websites	490	98
Instagram	474	94.8
Facebook	209	41.8

As shown in table 6, Egyptian high school girls who considered YouTube a kind of happy media (N= 498) used YouTube as a source of happiness mainly due to new productions of entertainment content which were not available on TV in great numbers such as English songs (100%), Latino songs (98.6%), Arabic songs (98.4%), Turkish romance TV series with Arabic subtitles (80.3%), Kpop songs (79.5%) and Korean romance TV series with English subtitles (79.3%). Also, Egyptian TV talk shows with celebrities were considered a kind of happy YouTube content among most of the girls (58.2%) due to their availability to be watched at any time and not

according to TV channels' schedules. And, the least percentages of girls mentioned Egyptian comedy YouTubers (37.3%).

Table 6: The kinds of happy YouTube content among Egyptian high school girls (N= 498)

Kinds of happy YouTube content	Frequencies	Percent
English songs	498	100
Latino songs	491	98.6
Arabic songs	490	98.4
Turkish romance TV series with Arabic subtitles	400	80.3
Kpop songs	396	79.3
Korean romance TV series with English subtitles	395	59.6
Egyptian TV talk shows with celebrities	290	58.2
Egyptian comedy YouTubers	186	37.3

Table 7 reveals that girls who considered movies and TV series' websites a kind of happy media (N= 490) watched American, Turkish, Korean and Indian content on these websites which are illegal streaming sites with pirated content. The girls have been introduced to these non-Egyptian movies and TV series through Egyptian and Arab terrestrial and satellite channels, but they preferred watching the websites due to the new productions which were not found on TV. Also, romance and comedy were important elements of happiness on the websites among most of the girls such as Hollywood romance movies (100%), Hollywood comedy movies (95.1%), Turkish romance TV series with Arabic subtitles (94.3%), Korean romance TV series with English subtitles (76.5%) and Bollywood romance movies (71.6%).

Table 7: The kinds of happy movies and TV series websites content among Egyptian high school girls (N= 490)

Kinds of happy movies and TV series websites content	Frequencies	Percent
Hollywood romance movies	490	100
Hollywood comedy movies	466	95.1
Turkish romance TV series with Arabic subtitles	462	94.3
Korean romance TV series with English subtitles	375	76.5
Bollywood romance movies	351	71.6

In table 8, It was found that celebrities, fashion and shopping were important elements of happiness among girls who considered Instagram a kind of happy media (N= 474). Celebrities including actors, actresses, singers and football players were the most important source of happiness through their Instagram posts about personal lives, success, news, fashion, beauty and behind the scene shots. Most of the girls (99.2%) mentioned non-Egyptian celebrities including American, Turkish, Indian and Korean because they were the stars of the movies and TV series which were considered a kind of happy content among them. Also, girls with the same percentages mentioned Egyptian celebrities. Moreover, majority of the girls recorded fashion (84.4%) and shopping (65.8%) accounts. On the other hand, few girls (22.2%) referred to friends' accounts which were considered by many girls a source of sadness due to social comparison.

Table 8: The kinds of happy Instagram content among Egyptian high school girls (N= 474)

Kinds of happy Instagram content	Frequencies	Percent
Non-Egyptian celebrities	470	99.2
Egyptian celebrities	470	99.2
Fashion	400	84.4
Shopping	312	65.8
Friends	105	22.2

As shown in table 9, although the fewest numbers of girls mentioned Facebook as a kind of happy media (N= 209), they referred to different and various kinds of Facebook content such as non-Egyptian celebrities' pages (100%), Egyptian and Arab celebrities' pages (100%), comics' pages (99.5%), shopping pages (95.7%), fashion closed groups (95.7%), diet closed groups (93.3%), comedy friends' posts (49.8%) and funny news (45.5%). Also, these girls indicated that Facebook was sometimes a source of sadness due to social comparison and hate comments.

Table 9: The kinds of happy Facebook content among Egyptian high school girls (N= 209)

Kinds of happy Facebook content	Frequencies	Percent
Non-Egyptian celebrities pages	209	100
Egyptian and Arab celebrities pages	209	100
Comics pages	208	99.5
Shopping pages	200	95.7
Fashion closed groups	200	95.7
Diet closed groups	195	93.3
Comedy friends posts	104	49.8
Funny news	95	45.5

Conclusion

It can be concluded from the results that new media are playing more important role than traditional media in making Egyptian high school girls happy. Concerning traditional media, television is the most important source of happiness while the impact of the other kinds of media is in its lowest level due to the decreasing uses of these media worldwide (Young, 2009) such as radio, magazines and newspapers. Concerning new media, different kinds of media generate happy feelings and emotions among girls such as YouTube, movies and TV series' websites and Instagram. However, Facebook is not considered a happy medium by most of the girls due to two main problems which Facebook users all over the world face including social comparison with friends (Feinstein, Hershenberg, Bhatia, Latack, Meuwly, & Davila, 2013) and hate comments

(Murrow & Murrow, 2016) especially on news and celebrities' posts which lead to sadness and not happiness.

The findings agree with mood management theory because Egyptian high school girls use media to change their mood through selective exposure. And, as confirmed in many research studies, entertainment is an important element of happiness (Reinecke, Tamborini, Grizzard, Lewis, Eden, & Bowman, 2012). For example, girls are happy through movies, TV series and songs. Also, they can be exposed to sad scenes and events in romance content but when there are happy endings. Moreover, the four dimensions of happy content are found in different results. For instance, excitatory potential is applied on talent TV show. And, absorption potential is practiced while watching movies or TV series. However, both semantic affinity and hedonic valence are applied in all happy media especially songs.

The results of the research study agree with the framework of constructive journalism and positive media except in problems' solutions' approach which girls do not consider a happy content because talking about problems leads to negative feelings even if there are possible solutions mentioned in the media. Concerning Seligman's PERMA model of happiness and well-being, positive emotion is associated with all the kinds of happy media among girls. And, engagement is practiced through songs because girls can dance and move with the music besides singing. Also, girls are engaged with talent TV shows because they vote for their favorite talent and interact on the shows' social media pages. Furthermore, relationships are applied on romance movies and TV series by focusing on love relationships. Moreover, both meaning and accomplishment are found in news about achievements, success and progress on national scale such as launching the new administrative capital in Egypt or on individual scale such as the European and International success of Mohamed Salah who is an Egyptian football player in Liverpool team.

It is noticed that girls do not refer to self-help and positive psychology pages and groups on social media or TV shows. This can be due to the lack of awareness of their importance in well-being besides associating listening to problems with negative emotions even if solutions will be provided.

Moreover, there are different examples of globalization in various kinds of happy media content such as Turkish, Indian, Korean and American entertainment including movies, TV series and songs.

Although news is not a popular kind of happy media, it can lead to happiness when covering celebrities, national and individual success and funny events.

There are differences in the kinds of happy content from one medium to another according to what is available on this medium in particular. For example, Turkish TV series with Arabic subtitles are available on YouTube and websites but not on TV which only shows these series dubbed in Arabic language.

In conclusion, it is found that the elements of happy media among girls include comedy, romance, music, excitement, celebrities, achievements and shopping.

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