

Research Article

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Study Addiction among Higher Secondary Girls Students

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Abstract

In modern education system, every child is taught to remain number one in his/her class, forget about the top ten slot, even the second position is unacceptable by their parents and teachers. Everyone is running a race. A race to attain the top most position in the group; race to come first in every examination and other co-curricular activities etc. Therefore it is expected from students to spend more and more time with their books. From their primary classes, students are taught that success can only be achieved through dedication and hard work. For some students this act of educational study may become excessive and/or compulsive and can lead to 'Study Addiction' (Andreassen, Griffiths et al., 2013). The present study can be considered as an introductory study on the topic of Study Addiction in India. It is conducted on 117 higher secondary school girls of Arts and Commerce stream. The sample was selected from a school situated in New Delhi. The Bergen Study Addiction Scale (BStAS) is used to collect data in this study. The major findings shows the status of Study addiction among the two different streams of school subjects, it was found that the percentage of study addicted students is higher in Arts stream than in Commerce stream whereas the difference between the Study Addiction of Arts and Commerce stream students is found to be non- significant at 0.05 level of significance.

Keywords

addiction,
study addiction,
workaholism,
higher secondary
school students.

Introduction

Addiction is the continued repetition of a behaviour or an activity independent upon the adverse or negative consequences of the same (Angres & Angres, 2008) or it can be a neurological impairments which leads to such behaviours

(American Society for Addiction Medicine, 2012). There is no such limitation of the use of the term addiction to some specific behaviour such as drug addiction, food addiction etc. Psychological control over substance and behaviour, preoccupation with the subject and the continuation of activities despite consequences are generally the symptoms of addiction (Morse &

Flavin, 1992). Actually the term addiction means the high degree of likeness towards a particular thing or subject (Jyoti Ranjan Muduli 2014).

In modern education system, every child is taught to remain number one in his/her class, forget about the top ten slot, even the second position is unacceptable by their parents and teachers. Everyone is running a race. A race to attain the top most position in the group; race to come first in every examination and other co-curricular activities etc. Therefore it is expected from students to spend more and more time with their books. From their primary classes, students are taught that success can only

be achieved through dedication and hard work. For some students this act of educational study may become excessive and/or compulsive and can lead to ‘**Study Addiction**’ (Andreassen, Griffiths et al., 2013). A compulsion is a persistent and overpowering urge to engage in particular action, usually as a result of obsession. An obsession is a persistent, overpowering idea or thought which keeps intruding despite the individuals attempt to dispel it (Dandekar, W.N., 1981).

The concept of study addiction is derived from the concept of Work addiction or Workaholism. Workaholism is generally defined as the compulsiveness about working. Similarly it can be define Study Addiction as the compulsiveness about study and it can be the cause of Stress and Maladjustment among the students. Various psychologists working in the field of behavior addiction consider study addiction as the early stage of workaholism. They consider that early addiction in studies can further lead to work addiction in future.

It is a very new area of research as there is a very little research has been done so far in the worldwide level. From the ‘work addiction’ (i.e., workaholism) perspective, study addiction may be defined likewise as –

“ Being overly concern with studying, to be driven by an uncontrollable studying motivation, and to put so much energy and effort into studying that it impairs private relationships, spare time activities, and/or health.” (Andreassen, Hetland & Pallesen, 2014)

Before moving further let us define the term addiction more clearly and more elaborately. It is the common belief that addiction is to depend on drugs and chemical substances such alcohol, nicotine and heroin, behavior science experts believe that any source which is capable of stimulating an individual, could become addictive. The change of behaviors such as gambling, drug abuse, computer gaming, chatting and internet browsing from habits into obligatory behavior, can be considered as the development of addiction.

According to the famous magazine ‘Psychology today’ – “Addiction is a condition that results when a person ingests a substance (e.g., alcohol, cocaine, nicotine) or engages in an activity (e.g. gambling, shopping, eating) that can be pleasurable but the continued use/act of which becomes compulsive and interferes with ordinary life responsibility, such as work, relationships, or health. Users may not be aware

that their behavior is out of control and causing problems for themselves and others.”

Every class consists of variety of students. There are some high achievers, some average achievers and some low achievers. This difference in their achievements is explained in Educational Psychology in the term of Individual Differences. This individual difference makes each and every student unique. It is also observed in the classroom that some of the students are always found busy with their books. These students develop a habit of uncontrollable studying motivation, which further isolate them from their fellow classmates and happenings of surroundings. Sometimes excessive studying even adversely affects their health. This condition of excessive or compulsive about study is termed as Study Addiction (Atroszko, P. A., et al. 2015).

As far as the researcher is aware there is no such study on the topic of Study Addiction conducted in our country India. This research paper is thus is a small effort to explore the status of study addiction among the higher secondary students and to know the study addiction among the students of Arts and Commerce stream.

Objectives

- 1- To explore the status of Study Addiction among the higher secondary school students of arts and commerce stream.
- 2- To know the Study Addiction of higher secondary school students of arts and commerce stream.

Sample

The study was conducted on 117 higher secondary school girls. The sample is selected randomly. Among 117 girls, 71 are of commerce stream and remaining 46 are of arts stream. The sample was selected from a school situated in New Delhi.

Tool used

The Bergen Study Addiction Scale (BStAS) which is based on Bergen Work Addiction Scale (BWAS) developed by Andreassen, Griffiths, Hetland et al. (2012) is used to collect data in this study. This scale consists of seven items. all the questions are scored along a 5- point Likert scale ranging from never (1) to always (5) asking how often during the last year the symptoms have occurred. Scoring “often” or “always” on 4 out of 7 components indicates Study Addiction.

1). Result related to status of Study Addiction among the Higher Secondary Students

Table – 1 Status of Study Addiction

Stream	No. of Students	Study Addicted Students	Percentage of Study Addicted Students
Arts	46	11	23.91%
Commerce	71	09	12.68%
Total	117	20	17.09%

Figure no. 1

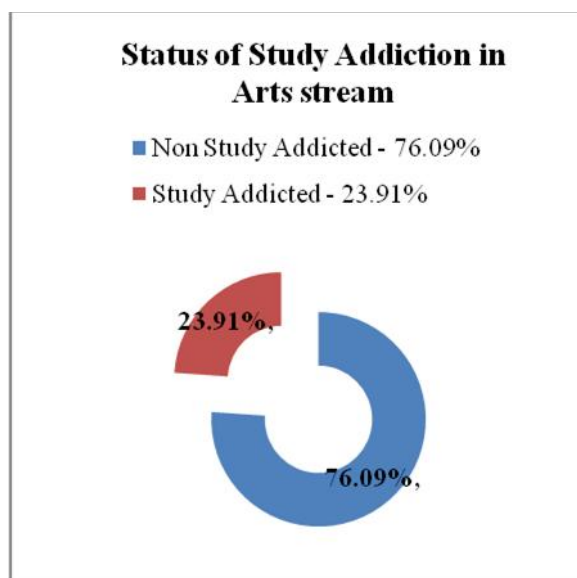


Figure no. 2

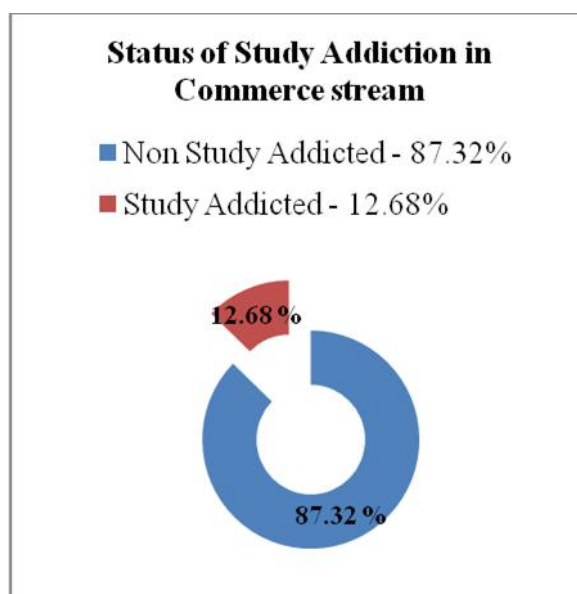


Table – 1 shows the status of Study Addiction among the Higher Secondary girls student of two different streams i.e. Arts and Commerce. There are total 117 girls in both streams, out of which 46 are of arts and remaining 71 are of commerce stream. Among the Arts stream 11 girls are found to be study addicted which is 23.91% of total numbers while in the commerce stream 9 girls are found to be study

addicted which is 12.68% of total numbers. This table also shows the total number of study addicted girls in both streams, it was found that there are 20 study addicted girls from 117 total girls which results in 17.09% study addiction in the higher secondary school students of Arts and Commerce streams. The status of Study Addiction is diagrammatically shown in figure no. 1 and figure no.2.

2). Result related to the level of Study Addiction between Arts and Commerce streams students

Table – 2 Level of Study Addiction between Arts and Commerce streams students

Stream	N	Mean	SD	Df	Level of Significance	t- value
Arts	46	19.78	4.12	115	0.05	0.26 NS
Commerce	71	19.59	3.38			

Table – 2 shows the level of Study Addiction between the girls of Arts and Commerce streams. It was found that the mean (m= 19.78) of Arts stream girls is slightly higher than the mean (m=19.59) of Commerce stream girls. The t-value was found to be non-significant at 0.05 level of significance. Therefore, we can statistically say that ‘there exists no significant difference in the level of Study Addiction between the higher secondary school girls of Arts and Commerce stream.’

Conclusion and Suggestions

After analyzing the results of the present study it can be concluded that the percentage of Study Addiction among the Arts stream (23.91%) girls is higher than the girls of Commerce stream (12.68%). The reason behind this could be that in Arts stream the subjects are more theoretical than that of Commerce stream, which takes more time while studying or concept formation thus leading to Study Addiction among the students. Although there is no significant difference found in their level of Study Addiction.

This study provides an insight in the latest topic of Study Addiction and works as an introductory study for the Study Addiction in India. This study also introduces the use of Bergen Study Addiction Scale (BStAS) in Indian conditions and paved a way for further researches.

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