



Study Addiction among Higher Secondary Students of Kendriya Vidyalaya

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Abstract

Study Addiction is a recently identified behavioral addiction (Andreassen, Griffiths et al., 2013), which is derived from the concept of work addiction or workaholism (Andreassen, Hetland, & Pallesen, 2010). Not much work has been done till date and hence this area yet to be discovered. In this paper researcher attempted to find the status of study addiction among higher secondary students of Kendriya Vidyalaya. The Bergen Study Addiction Scale (BStAS) developed by Atroszko, P. A., Andreassen, C. S., et al. (2016) is used to collect the data. The study was conducted on 100 students studying in Kendriya Vidyalaya situated at New Tehri town, Uttarakhand. Here 50 students are of science stream where as the remaining 50 are of commerce stream. The sample of 100 students consists of 63 male and 37 female students. The researcher found that 7% of the total students are study addicted. Female students are significantly more study addicted than boys. No significant difference was found between the study addiction of science and commerce stream. Gender wise, female students are found to be more study addicted than male students in science as well as in commerce stream.

Keywords: behavioral addiction, study addiction, work addiction

INTRODUCTION

The word addiction is generally associated with the indulgence in smoking, alcohol, weed or any other kind of chemical substances or drugs. But recently various studies have been conducted in the field of compulsive behaviors such as gambling, shopping, gaming etc. These behaviors do not include ingestion of any chemical substance in the body, but includes various excessive and compulsive behaviors. These types of excessive and uncontrollable behaviors are termed as behavioral addictions. Although pathological gambling is the only behavioral addiction, so far, to be assigned status as a formal psychiatric disorder, increasing research has been conducted on other potential behavioral addictions, such as:

- ❖ Video-Game Addiction (Ficher, 1994)
- ❖ Exercise Addiction (Choliz, 2010)
- ❖ Facebook Addiction (Andreassen, Torsheim et al, 2012)
- ❖ Shopping Addiction (Christenson et al, 1994)
- ❖ Workaholism or Work Addiction (Andreassen, Hetland, & Pallesen, 2010), and
- ❖ Internet Addiction (O'Reilly, 1996)

Present era is the era of throat cut competition in the field of education. It is a general belief that higher are the marks in the mark sheets, higher will be the probability of success and the quality of life in the future. Children are grown and brought up in such environment of competition. They are taught since their primary classes that good grades are the only way to lead a successful and happy life. They are given lessons of importance of hard work and dedication in the studies and encouraged to spend more and more time in studies. For some students this way of educational study could become excessive and compulsive and can results in a type of behavioral addiction called 'Study Addiction' (Andreassen, Griffiths et al., 2013).

This behavioral addiction is a recently identified addiction and believed to be derived from the concept of Work addiction or Workaholism. Compulsiveness towards ones work is termed as work addiction, similarly the compulsiveness towards studies can be called as Study Addiction. Since study addiction is recently identified, it is an under developed field and very few research has been done worldwide. It can be defined as the uncontrollable studying motivation which can hamper the private relationships, health and spare time activities (Andreassen, Hetland & Pallesen, 2014).

Objectives of the study

- 1) To explore the status of study addiction among the higher secondary school students.
- 2) To find out the percentage of study addicted science and commerce stream students studying at higher secondary level.
- 3) To determine the percentage of study addicted female and male students studying at higher secondary level.
- 4) To compare the study addiction between science and commerce stream students of higher secondary level.
- 5) To compare the study addiction between female and male students of higher secondary level.
- 6) To compare the study addiction between female and male science stream students of higher secondary level.
- 7) To compare the study addiction between female and male commerce stream students of higher secondary level.

Hypotheses of the study

- 1) There exists no significant difference between the study addiction of science and commerce stream students of higher secondary level.
- 2) There exists no significant difference between the study addiction of female and male students of higher secondary level.
- 3) There exists no significant difference between the study addiction of female and male science stream students of higher secondary level.
- 4) There exists no significant difference between the study addiction of female and male commerce stream students of higher secondary level.

Sample

The study was conducted on 100 higher secondary school students. The sample is selected randomly from Kendriya Vidhalaya situated at New Tehri town,

Uttarakhand. Among 100 students, 50 are of science stream and remaining 50 are of commerce stream. There are 63 males and 37 females in the strength of 100 students.

Tool used

The Bergen Study Addiction Scale (BStAS) developed by Atroszko, P. A., Andreassen, C. S., et al. (2016) is used to collect data in this study. This scale consists of seven items. 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.

Result and discussion

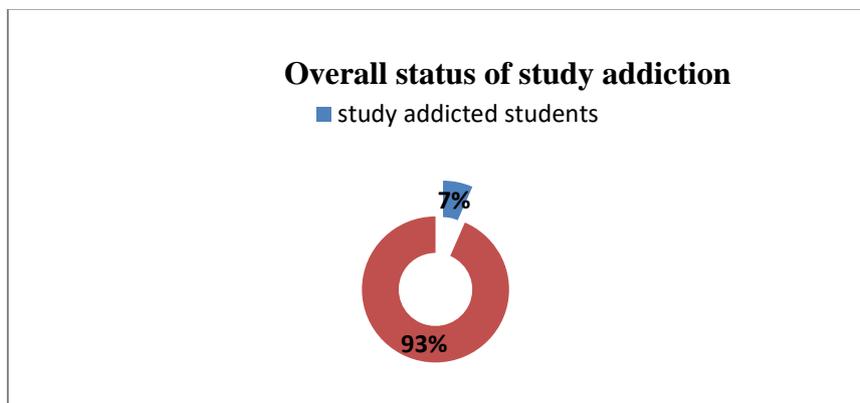
1) Status of study addiction among higher secondary students

Table 1 given below gives the overall status of Study Addiction among the higher secondary school students. Researcher found 7 study addicted students after administering the BStAS. Further Figure 1 represents the status of study addiction diagrammatically.

Table 1

Total students	Study addicted students	% of study addicted students
100	7	7%

Figure 1



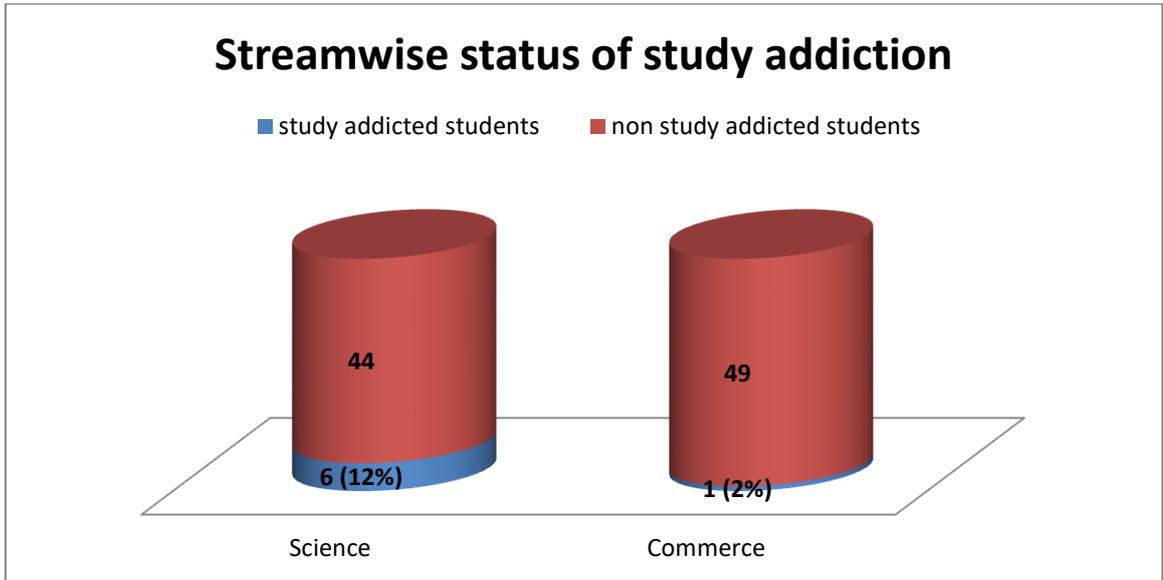
2)Stream wise status of study addiction among higher secondary students

Table 2 represents the stream wise status of study addiction among the higher secondary students. Out of 50 science students 6 are found to be study addicted, which is 12% of all science stream students. Further in the commerce stream 1 student was found addicted which is 2% of the total 50 commerce students. Below the table 2, Figure 2 shows the status diagrammatically.

Table 2

Stream	No.of students	Study addicted students	% of study addicted students
Science	50	6	12%
Commerce	50	1	2%

Figure 2



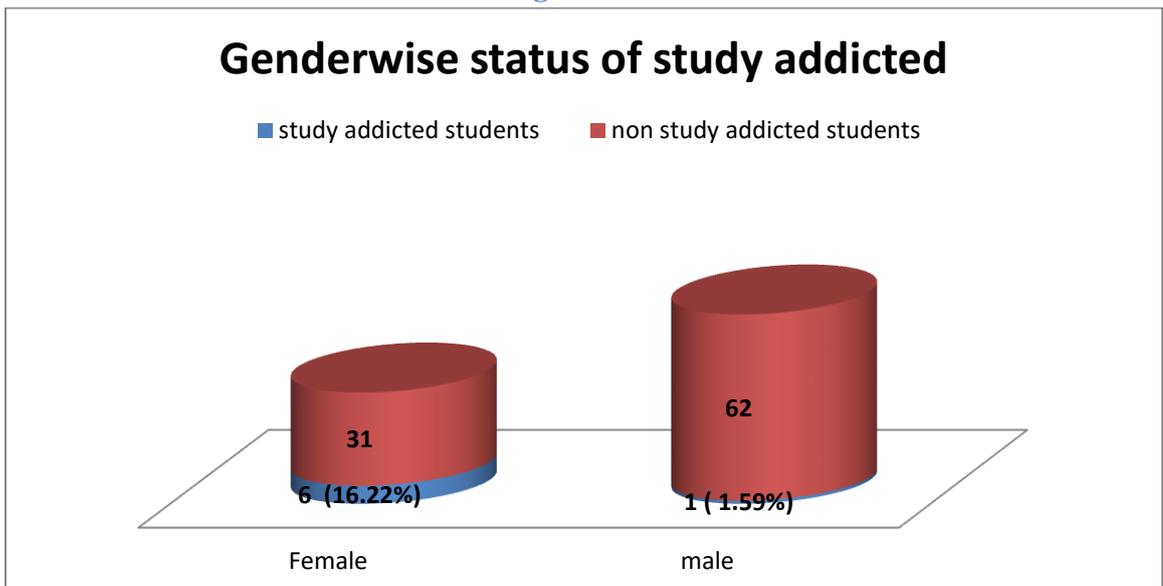
2) Gender wise status of study addiction among higher secondary students

The gender wise status is given in the Table 3. Here 6 females out of 37 are found to be study addicted. Hence percentage of study addicted females is 16.22% of 37. Further 1.59% of males are study addicted because 1 male was found to be study addicted out of 63 males. This data is also represented in the Figure 3.

Table 3

Gender	No.of students	Study addicted students	% of study addicted students
Female	37	6	16.22%
Male	63	1	1.59%

Figure 3



3) Hypothesis 1

Table 4

Subject	N	Mean	S.D.	Sigma score	Level of significance
Science	50	18.92	3.20	1.70	0.05
Commerce	50	17.76	3.62	(NS)	

Table 4 above shows the sigma score between science and commerce students of higher secondary level. It is found to be 1.70, which is less than 1.96. Since 1.96 is the critical value required to reach 5% level of significance. Therefore, it may be taken as non significant at 0.05 level of significance. Hence the hypothesis 1, “There exists no significant difference between the study addiction of science and commerce stream students of higher secondary level” is accepted.

4) Hypothesis 2

Table 5

Gender	N	Mean	S.D.	Sigma score	Level of significance
Female	37	20.14	3.22	4.32	0.05
Male	63	17.29	3.10	(S)	

Table 5 shows the sigma score between female and male students of higher secondary level is 4.32. Our computed value is much more than 1.96. This clearly indicates that the hypothesis 2 “There exists no significant difference between the study addiction of female and male students of higher secondary level” is rejected. Therefore, we may safely conclude that the female students are found to be more study addicted than that of male students studying at higher secondary level.

5) Hypothesis 3

Table 6

Gender	N	Mean	Σx_a^2	df	t-score	Level of Significance
Female	23	20.65	227.22	48	3.49	0.05
Male	27	17.44	286.67		(S)	

Table 6 gives the t score between the female and male students of science stream. The t score found to be 3.49 after calculation and degree of freedom is 48. Our computed value of t, i.e. 3.49, crosses the table value of t at 0.05 level of significance. Hence it is to be taken as significant at the 5% level. Therefore hypothesis 3 “There exists no significant difference between the study addiction of female and male science stream students of higher secondary level” is rejected. So we can say that the female students of science stream are more study addicted than male of the same stream.

6) Hypothesis 4

Table 7

Gender	N	Mean	Σx_a^2	df	t-score	Level of Significance
Female	14	19.29	102.86	48	2.16 (S)	0.05
Male	36	17.17	353			

Table 7 shows the t score between female and male students of commerce stream is 2.16. The degree of freedom is 48. This value computed for t is slightly more than the table value of t at 0.05 level of significance. Therefore the hypothesis 4 “There exists no significant difference between the study addiction of female and male commerce stream students of higher secondary level” is rejected. Hence we can conclude that the commerce studying females are tending to be more study addicted in comparison to male students of the same stream.

Conclusion

After analyzing the whole result we can conclude that study addiction is around 7% of the total sample (table 1). No difference was found between the study addiction and streams (Science and Commerce) of students in which they are enrolled. The similar result was also obtained in another study (Bisht & Godiyal, 2016) conducted on higher secondary students of a school situated at New Delhi. Further the females of both science and commerce stream are found to be significantly study addicted than the males of the same stream. The overall female students are also exhibits significantly more study addicted than their opposite gender. The reason behind this could be that boys spend more time hanging out with their friends even after school hours where as girls generally meet their friends during school hours only. At home they spend more time with their books and in studies in comparison to boys who are fonder of mobile gaming and various other video games. Thus girls are more vulnerable to develop the addiction towards their studies than boys.

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