



High Student Investment: Examining the Defence Mechanisms that Define Student Engagement and Student Totalitarianism

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Introduction

Loscalzo and Giannini, relating to their workaholics version, proposed a complete version of Study holism (or obsession in the direction of have a look at) as a one of a kind assemble than Study Addiction, despite the fact that each are associated with complicated over studying. In fact, a number of the predominant factors of complaint that Loscalzo and Giannini raised in opposition to Atroszko et al.'s conceptualization, there's the idea of an analogy with the assemble of complicated overworking that supported their variation of the Bergen Work Addiction Scale (BWAS) to have a look at behaviours via way of means of changing the words "paintings" and "working" with "have a look at" and "studying". Loscalzo and Giannini agree with as an alternative that, in spite of a few similarities, there is probably essential variations among paintings and have a look at behaviours, requiring one of a kind theorizations (and instruments) for complicated overworking and over studying, as showed via way of means of current research [1-4].

Loscalzo and Giannini proposed a distinct conceptualization of Study holism, or an obsession with studying, which they differentiate from Study Addiction, although both involve excessive studying behaviours. They criticized Atroszko et al.'s conceptualization, particularly the analogy with work addiction, and advocated for separate frameworks and measures for work addiction and study-related behaviours. Loscalzo and Giannini introduced the concept of Heavy Study Investment (HSI) as an alternative framework, aiming not to pathologize studying excessively [5]. HSI focuses on the heavy investment of time and energy in studying and can manifest in three forms: Disengaged Study holism, Engaged Study holism, and Study Engagement. These forms are associated with varying levels of Study holism and Study Engagement, with one form linked to Study Engagement and not classified as problematic studying behaviour. Study Engagement, as defined by Schaufeli et al., is characterized by vigor, commitment, and absorption, similar to work engagement, as students' activities can be viewed as work. In addition to these dimensions, intrinsic motivation is included by Loscalzo and Giannini as an additional factor for assessing Study Engagement when studying Study holism [6].

Defence mechanisms throughout different clinical diagnoses

The concept of defence mechanisms is a fundamental aspect of psychoanalysis, initially introduced by Freud, who identified repression as a key ego defence mechanism associated with psychopathology. Since then, numerous other defence mechanisms, such as denial or rationalization, have been described. Despite variations in their specific modes of operation, all defence mechanisms aim to protect the individual from excessive anxiety, thereby safeguarding the self and self-esteem. These mechanisms are commonly employed in everyday situations when individuals encounter threatening or anxiety-provoking circumstances, serving to regulate stress and negative emotions [7].

However, defence mechanisms can become pathological when used

excessively or when immature defences are employed. To address the growing diversity of defence mechanisms, some authors, like Perry and Vaillant, have proposed grouping them into higher-level categories, based on their maturity or immaturity levels. In summary, defence mechanisms are inherent to normal functioning, with the utilization of mature defences associated with positive outcomes, including enhanced self-esteem and self-confidence. Conversely, excessive reliance on defences or the use of immature mechanisms is linked to adverse outcomes, such as psychopathology.

Although research consistently demonstrates that psychopathology correlates with increased use of immature defences and decreased use of mature defences, findings regarding the association between specific defences and particular clinical diagnoses are inconsistent. This is because individuals with clinical diagnoses employ a variety of defence mechanisms.

In terms of our study procedure, ethical approval was obtained from the Ethical Committee of the University of Florence. Participants were recruited from university settings, including libraries and classrooms, and provided informed consent before completing the questionnaire, which included demographic variables, the SI-10, and the DSQ. All data were collected prior to the COVID-19 outbreak.

Discussion

The present study aimed to explore the defence profile associated with Study Holism and Study Engagement, encompassing a comprehensive examination of 25 defence mechanisms. To the best of the authors' knowledge, this is the first study focusing on the defences characterizing these types of study behaviours, and as such, specific hypotheses were not set a priori. However, it was anticipated that Study Holism, being a novel potential clinical condition, might be characterized by a more maladaptive defence style compared to Study Engagement. Nevertheless, given previous research suggesting that Study Engagement, while generally associated with positive outcomes, may also serve as a coping strategy for social anxiety, paranoia, and anxiety, the possibility of the presence of some maladaptive defences in Study Engagement was not excluded [8].

Correlation analyses revealed that Study Holism correlates positively with most defence mechanisms, particularly showing strong

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positive correlations with maladaptive defence styles such as regression and withdrawal. Additionally, Study Holism displayed low negative correlations with certain image-distorting defences, such as splitting, and low positive correlations with adaptive defences. Conversely, Study Engagement was negatively correlated with most maladaptive defences and some image-distorting defences, while exhibiting strong positive correlations with adaptive defences, particularly task-orientation. These findings suggest an association between Study Holism and a more maladaptive defence style, whereas Study Engagement is associated with a more adaptive defence style [9,10].

Conclusion

In conclusion, this study sheds light on the role of defence mechanisms in predicting Study Holism and Study Engagement. While Study Holism tends to be linked with a more maladaptive defence style, Study Engagement is associated with a more adaptive defence style. These findings provide support for the conceptualization of Study Holism as a new potential clinical condition and underscore the importance of considering defence mechanisms in understanding study behaviours. Additionally, the results highlight the relevance of psychodynamic therapies in addressing Study Holism and mitigating potential negative outcomes associated with Study Engagement.

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Conflict of Interest

None

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