

Latent Profiles of Study Addiction: The Interplay of Family Dynamics, Emotions, and Study Engagement

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Abstract:

Background / Rationale and Objectives: Study addiction is a complex behavioral issue influenced by systemic factors, including family dynamics and emotional distress. This study aims to identify distinct latent profiles of students based on their psychological state, attitudes toward studying, and relational problems with parents. Furthermore, we investigate how study engagement moderates the severity of study addiction across these specific family-psychological profiles.

Methodology: A cross-sectional sample of 3075 university students was analyzed. Latent Profile Analysis (LPA) was utilized to group participants based on depressive symptoms, academic attitudes, and stress related to parent-child relationships. We employed analysis of variance (ANOVA) and ordinary least squares (OLS) regression to evaluate between-group differences and the interaction effect of study engagement on study addiction.

Results / Main Findings: LPA yielded three robust student profiles: Moderate ($n = 885$), Vulnerable ($n = 1150$), and Healthy ($n = 1040$). Baseline study addiction was significantly highest in the Vulnerable profile. Crucially, study engagement significantly moderated study addiction ($p < 0.001$, $R^2 = 0.312$). For Vulnerable students – characterized by higher familial distress and emotional burden – increased study engagement strongly exacerbated addictive behaviors ($p < 0.001$).

Conclusion / Interpretations and Implications: Students experiencing parental relationship problems and poor emotional health fall into a vulnerable profile where high academic engagement transforms into compulsive study addiction. Interventions should incorporate family-systems perspectives, addressing underlying relational stressors to mitigate addiction risks, rather than solely focusing on academic behaviors.

Keywords: Study Addiction, Family Dynamics, Latent Profile Analysis, Emotional Distress, Study Engagement