

### Socio-Psychological Characteristics of College Students Who are Prone to Addictions

Elena Aleksandrovna Cheverikina<sup>1</sup>, Rezeda Munavirovna Rakhimgarayeva<sup>2</sup>, Victoriya Vladimirovna Sadovaya<sup>3</sup>, Venera Gilmkhanovna Zakirova<sup>3</sup>, Olga Dmitrievna Starodubets<sup>4</sup>, Viktoriya Sergeevna Klemes<sup>4</sup>

<sup>1</sup> The Institute of Pedagogic and Psychology of Professional Education of Russian Academy of Education, Tatarstan, Kazan, Isaeva Street, 12, 420039, Russia

<sup>2</sup> Kazan National Research Technical University named after A.N. Tupolev, Tatarstan, Almetyevsk, Builders branch, 9 b., 420111, Russia

<sup>3</sup> Kazan (Volga region) Federal University, Tatarstan, Kazan, Kremlyovskaya Street, 18, 420008, Russia

<sup>4</sup> Amur State University, Amur Region, Blagoveschensk, Ignatyevskoe Shosse, 21, 675027, Russia

\*E-mail: [cheverikina@mail.ru](mailto:cheverikina@mail.ru)

**Abstract:** Addictive behavior in the modern world is a disincentive factor for personal-professional development of students. The purpose of this article is to identify the socio-psychological characteristics of college students who are prone to substance abuse. The problem suggested by the authors, is studied on the basis of an integrated approach which is based on an understanding of socialization as a process of social and professional growth, which determines the structure of psychological orientation and actively impacts its holistic subjective inner world, which allows to identify the socio-psychological characteristics of students, influencing the formation of the propensity to addictive behavior. The study made have revealed such personal characteristics of students with varying degrees depending on the propensity for alcoholism and drug addiction , such as anxiety , dependence on public opinion, and a high dependence on the attachment figure, difficult self-control, poor tolerance of difficulty, unpredictability in the actions, unstable emotional state. It was found out that students with a high propensity for substance dependence deformed structure of value orientations, reduced motivation to activity. The results of this paper can be used to develop programs of the educational process at universities, which will allow to adjust the work of teachers, psychologists, aimed at preventing the propensity of students for different addictions in order to increase the effectiveness and success of their socialization during training at the university.

[Elena Aleksandrovna Cheverikina, Rezeda Munavirovna Rakhimgarayeva, Victoriya Vladimirovna Sadovaya, Venera Gilmkhanovna Zakirova, Olga Dmitrievna Starodubets, Viktoriya Sergeevna Klemes. **Socio-Psychological Characteristics of College Students Who are Prone to Addictions.** *Life Sci J* 2014; 11(7s):375-380]. (ISSN: 1097-8135). <http://www.lifesciencesite.com>. 80

**Keywords:** students, the propensity for addictions, susceptibility to substance addiction, personal determinants of social behavior, values, motivation to work.

#### 1. Introduction

Alcoholism and drug addiction of modern society have reached catastrophic proportions. According to various estimates, today there are more than 200 million users of illicit drugs (Zeinali, 2013). Substance abuse continues to be of significant personal, social and economic costs to the U.S. economy (Baraz, Rostami, Karimi, Lalehgani and Vardanjani, 2012). Similar problems were observed in Russia. General trends raise alcoholism and drug addiction among the youth and students affected. Student involvement in alcohol and drug use causes significant harm not only to their health but also to their studies, careers, socializing in general.

Period of study at the university is an important stage of socialization (Mukhametzyanova, 2008; Masalimova, 2014). Student is a particular social group, possessing such characteristics as performance of certain functions in society, the objective existence, the unique deterministic behavior of members of groups defined by integrity and

independence in relation to other social groups, specific socio- psychological traits and values . But activities carrying out at the universities aimed at the prevention of alcoholism and drug addiction, involving students into a healthy lifestyle is often ineffective and do not lead to positive results (Cheverikina, Gryaznov and Tuhvatullina, 2009).

Tendency to use alcohol and drugs not only adversely affects the health (Karimi, 2010; Mendelevich, 2001), but also prevents the effective socialization, successful personal-professional development of students, the formation of popular society experts and successful, responsible citizens. A formed addiction is difficult to treat and is often useless (Zeinali and Vahdat, 2013). Thus, the study propensity to addictions in the student environment is undoubtedly important.

Study of the socio-psychological characteristics of students who are prone to alcoholism and drug addiction, will help to reveal the personal and socio- psychological characteristics of

students who are prone to addictions, the peculiarities of their personal-professional development for further work on the psychological correction of features to reduce the propensity to addictions.

## 2. Materials and Methods

The objects of study are university students who are prone to substance abuse. The subjects of research are the socio-psychological characteristics of students who are prone to substance abuse.

The purpose of the study is to identify the socio-psychological characteristics of college students who are prone to substance abuse.

In accordance with the goal the following research objectives were formulated: 1) to identify the specifics of personal determinants of social behavior of university students related to their propensity for substance abuse; 2) to study the characteristics of value- motivational sphere of university students who are prone to substance abuse; 3) determine the characteristics of learning motivation of university students who are prone to substance abuse;

The study was carrying on using the following methods: questionnaire "propensity for addictions" (Cheverikina and Gryaznov, 2012), aimed at determining the level of propensity for addictions, SMIL (Sobchik, 2003), a technique for the study of values of the individual (Karandashev, 2004), the method of diagnosis of polymotivational tendencies in self-concept of personality, technique for the diagnosis of students' learning motivation (Badmayeva, 2004).

The study was performed on the basis of higher educational institutions of Kazan Birsk, Izhevsk. A total of 668 students participated at the Kazan State Medical University, Kazan State Power Engineering University, Kazan State Technical University (Kazan State Technological University), the Academy of Social Education (KSYUI) (Kazan) , Udmurt State University (Izhevsk), Amur State University (Blagoveshchensk) and Birsk state Social Pedagogical Academy at the age from 18 to 24.

## 3. Results

Scientific novelty of the study is that the method was developed for the first time , it aimed at

exploring the propensity for substance abuse among students and allows to determine the level of addiction to alcohol and drug addiction (Cheverikina and Gryaznov, 2012). The study has revealed such features of personal determinants of social behavior of students with a high degree of addiction to dependence on alcohol and drug addiction , as anxiety , dependence on public opinion, and high dependence on an attachment that is one of the psychological reasons for the formation of addictive behavior . It was found out that there is the link between addiction to alcohol and drug abuse and the deformation of the structure of value orientations, with a decrease in motivation, in particular, the motivation to learn.

We understand the penchant for substance dependence as the special focus of the individual's use of alcohol or drugs, which encouraged him or her to substance abuse, which is the basis of the individual steady need to change his or her mental state using psychoactive substances.

A study using a questionnaire propensity for addictions, showed that the high propensity for alcohol was diagnosed in 14.7% , average - in 63.4 % , and have a low propensity for alcoholism, in 21.9 % of students. As for addiction, the high propensity detected in 18.2% of the subjects, the average - at 53.9 % , and 27.9% have a low propensity for drug addiction.

On the basis of analysis of the data in the study using the Student's t-test , it was found that the stronger the personality traits such as a tendency to dramatization of the circumstances , the desire to show himself not as a person in reality (to embellish themselves), reduced confidence in itself, dissatisfaction and increased depressive symptoms, emotional instability, unstable mood, denying any problems and to avoid unpleasant situations, self-centeredness, the higher the propensity for both alcohol and drug addiction. And the more features like originality interests of unpredictable behavior, detachment from reality, leaving the world of dreams and fantasies, difficulty adapting to everyday life, focus on subjectivity and intuition are revealed , the higher the propensity for addiction (the significance of differences of average values scales SMIL are presented in Table 1).

Table1. Reliable differences of average data according to methodical scales SMIL of students with different inclinations to alcohol and drug addiction

Scales	Propensity for drug addiction ( T-meaning)	Propensity for alcohol addiction ( T-meaning)
	Low/ High	Low/ High
Lie	1,18	1,53
Reliability	4,97*	4,08*
Correction	2,15*	2,65*
Supercontrol	1,74	0,14
Pessimism	2,26*	1,72
Emotional lability	3,14*	0,86
Impulsiveness	0,16	0,38
Womanliness	1,63	1,35
Rigidity	1,08	0,25
Anxiety	0,70	0,83
Individualism	2,18*	0,73
Optimism	2,34*	3,39*
Introversion	1,71	0,04

\* - The differences of average ones are reliable at level  $p=0,05$

It was ascertained that personal determinants of social behavior among students with high propensity for substance abuse (alcohol and drugs) are very similar. Students with high propensity for addiction, as well as students with high propensity for alcoholism prevails sthenic , irascible type response have excitable features. Their feelings dominate mind, they operate under momentary impulse, but their opinion is considered the only true without flexibility. It was also revealed that there are students, who are prone to addiction, such psychological characteristics as ease of decision-making, the volatility in the affections, emotional outbursts, infantilism, denial of problems. They feel lonely, misunderstood and fall from their surroundings. They have fundamental and disturbing problems relating to self-identity, self-worth and their place in the world. They are prone to anxiety and depression, they are conformal and relatively timid. Students with high propensity for addiction possess reduced intellectual, rational protection and protection of displacing, so they are unable to control anxiety and tension.

In the analysis of value orientations correlation analysis performed using two-sided Pearson's correlation coefficient showed that the higher the propensity for alcohol addiction among students, the less meaningful to them at the level of normative ideals are such values as safety, achievement (significance level 0 , 01), autonomy, universalism, kindness and conformity (significance level 0.05) and at the level of individual priorities - kindness and achievement (significance level 0,05) (Cheverikina, 2011) .

The higher propensity for drug addiction at the normative ideals of reduced importance of the same values as in the high propensity for alcoholism, the level of individual priorities the importance of kindness, independence, promote and achieve is reduced (0.01 significance level).

The data obtained allow to conclude that students with low tendency to alcoholism as well as addiction demonstrate greater integrity system of value orientations, they have ideas how to act, and the behavior they exhibit in their daily lives, do not differ from each other. Students with a high propensity for alcohol or drug addiction, on the contrary, don't show their vital principles and achieving personal success they are closely associated with the pleasure of life. The obtained results confirmed the correlation analysis. This supports the hypothesis that the high propensity for substance dependence is associated with the phenomena of deformation in the structure of value orientations of students.

Based on the analysis of tendencies of poly-motivated students with different levels of addiction to drugs and alcohol we came to a conclusion that students with a high propensity for substance dependence in the activities of most of the species have reduced motivation, especially optimistic, cognitive, labor and altruistic, with increasing motivation to risky behavior.

Table 2 presents the results of correlation analysis of educational motivation and addiction to alcohol and drug addiction. As the table shows, the higher the propensity for alcoholism and drug addiction, the less important are aspects of learning

motivation than avoidance motive. That is, the higher the propensity for substance abuse, the lower the students' motivation to studying at the university,

that has undoubtedly a negative impact on their personal-professional development.

Table 2. Interconnection of students' learning motivation with their inclination to psychoactive substances addiction (coefficient of Pearson correlation)

	Propensity for alcohol addiction	Propensity for drug addiction
Communicative motive	-0,360**	-0,276**
Escaping motive	0,133	0,103
Motive of prestige	-0,200*	-0,096
Professional motive	-0,366**	-0,349**
Motive of creative self-realization	-0,237*	-0,184*
Educational-cognitive motive	-0,405**	-0,325**
Social motive	-0,350**	-0,291**
**. Correlation is significant at level 0.01 (2-сторон.).		
*. Correlation is significant at level 0.05 (2-сторон.).		

The results of this study have confirmed the put forward hypothesis and have revealed that the tendency to alcoholism and drug addiction among college students is connected with the peculiarities of personality determinants of social behavior, deformation in the structure of value orientations and decrease of motivation to work in general, and learning motivation in particular.

#### 4. Discussions

Socialization during studying at the university in the last decade has been studied in sociology (Kuchmieva, 2007; Stepanov, 2005; Studenikina, 2007, etc), in terms of pedagogy (Bashirova, 2008; Karpova, 2009, etc), with perspective of psychology (Zenina, 2009; Kolosova 2006, etc).

Various aspects of the socio-psychological characteristics of university students are widely studied in modern psychological science. The features of the development of the university student image were studied (Zhrebneko, 2008), the relationship of social interaction competence and psychological characteristics of university students (Kodinceva, 2009), the socio-psychological characteristics of future specialists of tourist services with different types of educational and professional inclination (Chernobrovina, 2006).

The research of addictive behavior of the individual was carrying out. The features of the system designers with personal addictive behavior (Dolganov, 2005), psychological mechanisms and the structure of personality with addictive behavior (Chetverikov, 2002) were studied.

Socio-psychological peculiarities of those who have alcohol and drug addiction were studied in the concept of tertiary socialization (Grjaznov, 2007).

Alcohol addiction was studied among women with various forms of social functioning (Kirpichenko, 2008), alcohol addiction and co morbid panic disorders (Kovalenko, 2006), the socio-psychological characteristics of resocialization of drug addicts (Kutjanova, 2007). Biological preconditions substance addiction and the structure of their consumption by students of St. Petersburg were identified (Li, 2005). We considered clinical and epidemiological and preventive aspects of drug use by students of secondary vocational education (Derjusheva, 2005). Psychological prevention technologies of drug addicted students' environment (Popova, 2006) were developed.

Analysis of the research showed that the available scientific data on the socio-psychological characteristics of college students who are prone to substance abuse, insufficient for further development of effective programs to reduce the propensity for substance abuse among university students healthy, erudite, cultural, creative-minded professionals.

#### 5. Conclusion

The study revealed such features of personal determinants of social behavior of students with a high degree of alcohol and drug addiction, such as anxiety, dependence on public opinion, and high dependence on an attachment that is one of the psychological reasons for the formation of addictive behavior. The addiction to alcohol and drug abuse with the deformation of the structure of value orientations, with a decrease in motivation, in particular, the motivation to learn was identified.

The following questions are considered to be perspective and require further research: questions connected with figuring out of psychological and socio-psychological and social factors contributing to

form propensity for alcohol and drug addiction as among schoolchildren as among university students; the question of studying their socio-psychological peculiarities to create effective program to minimize such social phenomenon as wide spreading of propensity for psychoactive substance in the society. And this consequently actualizes studying of personal peculiarities, socio-psychological adaptation and system of values among addicted persons and studying the process of healthy life style formation.

#### Corresponding Author:

Associate professor Elena Aleksandrovna Cheverikina  
Laboratory of socialization and personality professional education  
The Institute of Pedagogic and Psychology of Professional Education of Russian Academy of Education, Kazan, 420039, Russia  
E-mail: [cheverikina@mail.ru](mailto:cheverikina@mail.ru)

#### References

1. Zeinali, A., 2013/ Epidemiology of Addiction Susceptibility in the Students of West Azerbaijan Islamic Azad Universities. *Life Sci J*;10(5s):172-177.
2. Baraz, S., Rostami, M., Karimi Pour F., Lalehgani, H., Esmaili Vardanjani S.A., 2012. Surveying and Comparing the effect of Two Training Methods: Drug Addiction Prevention (Peer education with Teachers) on the Level of Knowledge and Attitudes of the High School Boy Students of Shahr-e-Kord, Iran. *Life Sci J*; 9(2):1304-1307.
3. Muhametzjanova, G.V., 2008. Professional education: system view on a problem. Kazan: Idel-Press, p.p.: 608.
4. Masalimova, A.R., 2014. Multi-dimensional classification of types and forms of corporate education. *American Journal of Applied Sciences*. p.p.:1054-1058.
5. Grjaznov, A.N., Cheverikina, E.A., Tuhvatullina, D.R., 2009. Psychology and pedagogical components of prevention of emergence of dependence on psychoactive agents at students. *Kazan Pedagogical Journal*, 3: 10-14.
6. Saeed Karimi, 2013. Early Maladaptive Schemas versus Emotional Intelligence in Substance Addicts and Nonaddicts Living in Tehran. *Life Sci J*;10(1):481-486.
7. Mendelevich, V.D., 2001. Psychology of deviant behavior, Moscow, pp: 432.
8. Zeinali, A., Vahda, R., 2013/ Addiction Susceptibility and Adolescents: Evidence for Psychosocial Development of Addiction. *Life Sci J*;10(5s):118-121.
9. Cheverikina, E.A., Grjaznov, A.N., 2012. Technique of diagnostics of tendency to addiction at students, In the Proceedings of the 2012 international scientific and practical conference "Professional features of social work with children and youth: questions of the theory and innovative practice in training of students for work in this sphere", Kazan, pp: 316-319.
10. Sobchik, L.N., 2003. The standardized multiple-factor method of research of the identity of SMIL. – St. Petersburg: Speech, p.p.: 142.
11. Karandashev, V. N., 2004. Schwartz's technique for studying of values of the personality: concept and methodical management. St. Petersburg: Speech, p.p.: 72.
12. Badmayeva, N.Ts., 2004. Influence of motivator on development of mental capacities. Ulan-Ude, p.p.: 151-154.
13. Cheverikina, E.A., 2011. Valuable orientations of the students inclined to dependence on psychoactive agents. *Kazan Pedagogical Journal*, 3: 91-97.
14. Kuchmieva, S.I., 2007. Motivators of professional socialization of students during training in higher education institution, M. S. thesis, Volgograd, p.p.: 219.
15. Stepanov, A.V., 2005. Management of socialization of students in a higher educational institution, M. S. thesis, Moscow, p.p.: 159.
16. Studenikina, E.S., 2007. Professional socialization of students in higher education institution: conditions and processes of realization of function, M. S. thesis, Krasnodar, p.p.: 139.
17. Bashirova, S.V., 2008. Socialization of students in higher education establishment, M. S. thesis, Moscow, p.p.: 194.
18. Karpova, O.L., 2009. Pedagogical concept of assistance to development of self-educational activity of students of higher education institution, M. S. thesis, Cheljabinsk, p.p.: 343.
19. Zenina, S.R., 2009. Psychological factors of formation of educational professional activity of students of higher education institution, M. S. thesis, St. Petersburg, p.p.: 203.
20. Kolosova, I.G., 2006. Influence of valuable orientations on professional socialization of students, M. S. thesis, Kursk, p.p.: 225.

21. Zhrebnenko, O.A., 2008. Social and psychological features of development of image of the student of higher education institution, M. S. thesis, Kursk, p.p.: 177.
22. Kodinceva, N.M., 2009. Interrelation of competence of social interaction and psychological features of students of higher education institutions, M. S. thesis, Moscow, p.p.: 202.
23. Chernobrovina, A.N., 2006. Social and psychological features of future experts of tourist service with various type of educational and professional setting, M. S. thesis, Samara, p.p.: 270.
24. Dolganov, D.N., 2005. Features of system of personal designers at addiktivny behavior, M. S. thesis, Kemerovo, p.p.: 223.
25. Chetverikov, D.V., 2002. Psychological mechanisms and structure of addiktiv behavior of the personality, M. S. thesis, Novosibirsk, p.p.: 385.
26. Grjaznov, AN, 2007. Tertiary socialization of addicted individuals, Kazan, p.p.: 91.
27. Kirpichenko, A.A., 2008. Alcoholic dependence at women with various forms of social functioning, M. S. thesis, Moscow, p.p.: 294.
28. Kovalenko, A.Ju., 2006. Alcoholic dependence and komorbidny panic frustration, M. S. thesis, Tomsk, p.p.: 213.
29. Kutjanova, I.P., 2007. Resocialization of drug addicts: social and psychological aspects, M. S. thesis, St. Petersburg, p.p.: 249.
30. Li, Ju.A., 2005. Biological prerequisites of dependence on psychoactive agents and structure of their consumption by students of higher education institutions of St. Petersburg, M. S. thesis, St. Petersburg, p.p.: 155.
31. Derjusheva, M.A., 2005. Use of psychoactive agents and alcohol by students of educational institutions of secondary professional education (kliniko-epidemiological and preventive aspects), M. S. thesis, Tomsk, p.p.: 177.
32. Popova, S. Ju., 2006. Psychological technologies of prevention of a narcotization of the student's environment, M. S. thesis, Moscow, p.p.: 224.

6/3/2014