## I    d  c

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

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.

ese ndings 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].

## C c

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. ese ndings 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