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A study to assess the knowledge regarding money addiction and its impact among students in selected college, Bhopal

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Abstract
The current study has been undertaken to assess knowledge score regarding money addiction and its impact among students in Bhopal. The research design used for study was descriptive in nature. The tool for study was self-structured questionnaire which consists of 3 parts- PART- I consisted questions related to Socio-demographic data, PART-II Checklist for practice and PART-II consisted of self -structured knowledge questionnaire to assess knowledge score regarding money addiction and its impact among students. The data was analyzed by using descriptive & inferential statistical methods. The self-structured knowledge questionnaires consisted of 20 questions. For maximum 1 mark was given, the score was further graded as poor (0-5), average (6-10), good (11-15) and excellent (16-20) In assessment stage, 11 (18.3%) students were having poor knowledge score while 49 (81.7%) were having average knowledge score, each 0 (0.0%) students were having good and excellent knowledge score.

Keywords: knowledge, practice, money addiction and its impact

Introduction
Money disorders can be described as certain self-destructive or self-limiting financial behaviors that are recurrent and predictable, and often result in conditions such as emotional distress, anxiety, and even impairment of certain areas of a person's life such as marriage. People suffering from money disorders often don't realize that they are in that state or that they need help. And for those who know their state, they typically find it hard to change their behaviors. Some try to shift their behaviours but are unable to make the changes long-lasting. The end result is that most of these people feel ashamed of their behaviours and hide them from others, hence making it difficult for them to get help as needed. Money disorders first need to be identified by financial therapists or financial professionals and mental health professionals in order to determine the best course of treatment. Other factors such as addiction, anxiety, depression or other underlying mental health issues will also need to be evaluated in order to properly diagnose money disorders. Seeking professional is important for anyone suffering from a money disorder.

Objective of the study
1. To assess the knowledge score regarding money addiction and its impact among students.
2. To find out the association between knowledge score regarding money addiction and its impact among students with their selected demographic variables

Hypotheses
1. **H0:** There will be no significant association between knowledge score regarding money addiction and its impact among students with their selected demographic variables
2. **H1:** There will be a significant association between knowledge score regarding money addiction and its impact among students with their selected demographic variables.

Assumption
Students may have deficit knowledge regarding money addiction and its impact.

Methodology
An evaluative approach was used and descriptive research design was used for the study. The samples consisted of 60 students selected by Non probability convenient sampling technique. The setting for the study was Selected college, Bhopal. Data was gathered with help of demographic variables, check list & administering a self-structured knowledge questionnaire. Data were analysis using descriptive & inferential statistics.

Analysis and interpretation
1. Section-A Frequency and percentage distribution of selected samples
The present section comprises of selected demographic variables with their tabular and graphic representation which involves the interpretation of data in term of frequency and percentage distribution. The present section also concerned with data pertaining to the baseline information such as age, sex, educational status, economical level of students

Table 1: Frequency and percentage distribution of students according to demographic variables

S. No.	Demographic Variable	No.	Percentage
1	Age		
	a. 20-30 years	0	0.0
	b. 31-40 years	2	3.3
	c. 41-50 years	36	60.0

	d. Above 51 years	22	36.7
2	Sex		
	a. Male	34	56.7
	b. Female	26	43.3
3	Educational status		
	a. Illiterate	26	43.3
	b. Primary	4	6.7
	c. Higher secondary passed	10	16.7
	d. Graduation	20	33.3
4	Economical level		
	a. Less than 5000/-	0	0.0
	b. 5001/- to 10000/-	30	50.0
	c. 10001/- to 15000/-	20	33.3
	d. Above 15001/-	10	16.7

There were 0 (0.0%) students in the age group 20-30 years, (3.3%) people were in the age group 31-40 years, 36 (60.0%) students were in the age group 41-50 years, while 22 (36.7%) students were in the age group above 51 years.

- There were 34 (56.7%) students were male and 26 (43.3%) students were female in the present study.
- In this study students of 26 (43.3%) adolescent found to be illiterate, 4 (6.7%) adolescents had primary level of education, 10 (16.7%) students had higher level of education, while 20 (33.3%) students found to be graduate.
- In this study economical level of 0 (0.0%) students found to be less than 5000/-, 30 (50.0%) students of had 5000/- to 10000/- level of economic, 20 (33.3%) students of had 10001/- to 15000/- level of economic, while 10 (16.7%) students of had more than 15001/- level of economic.

2. Section-B knowledge score grade among the students.

The knowledge score of students. The self-structured knowledge questionnaires consisted of 20 questions. For maximum 1 mark was given, the score was further graded as poor (0-5), average (6-10), good (11-15) and excellent (16-20) In assessment stage, 11 (18.3%) students were having poor knowledge score while 49 (81.7%) were having average knowledge score, each 0 (0.0%) students were having good and excellent knowledge score. Thus, the intervention will helpful in reducing the anxiety level of the students.

3. Section- B knowledge score among the students.

The knowledge score regarding money addiction and its impact among students. The knowledge score was 7.10 ± 2.40, while the practice score was 7.40 ± 2.29.

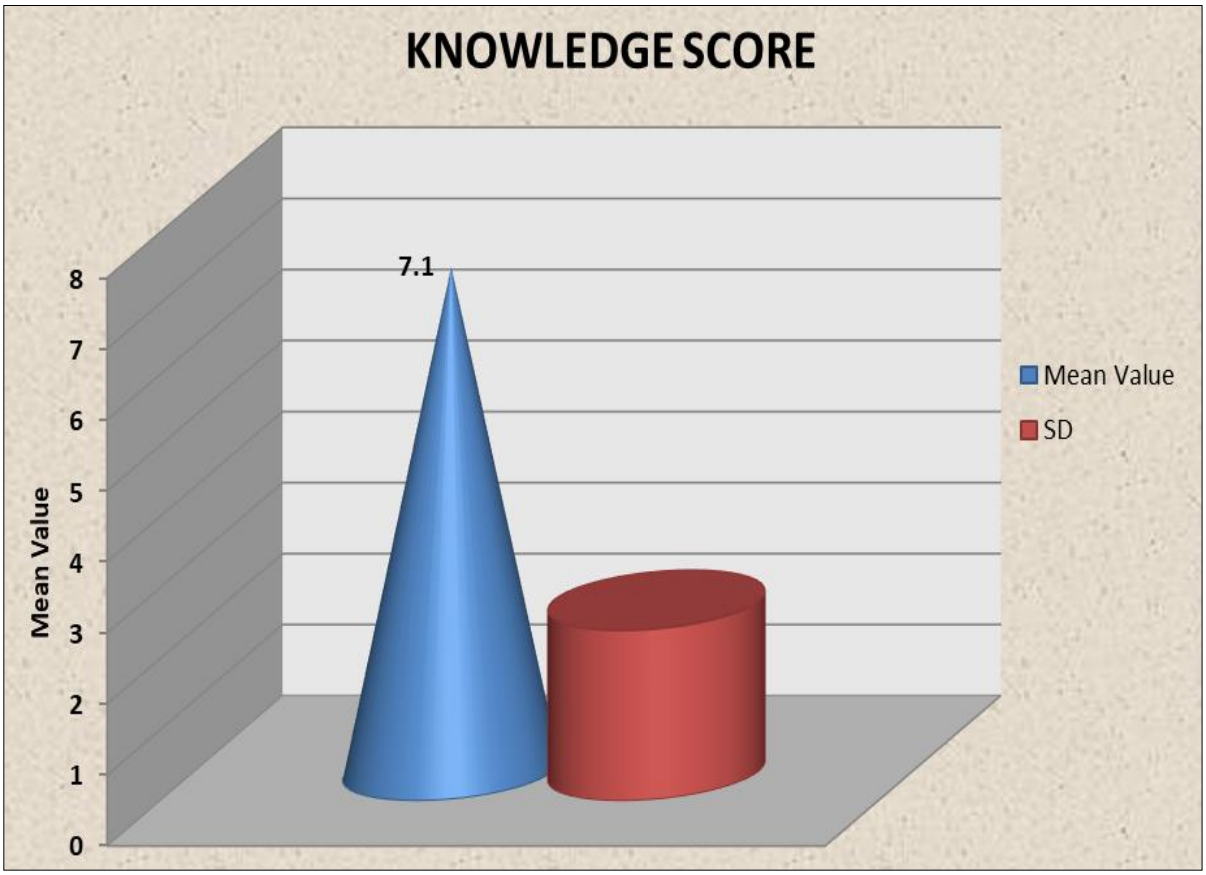

Fig 1: Bar diagram showing knowledge score among students

4. Section-D Association between knowledge score among the students with their selected demographic variables.

Table 2: Association of age with pre-test scores

Age	Test scores			Total
(In years)	POOR (0-5)	AVERAGE (6-10)	GOOD (11-15)	
21-30	0	0	0	0
31-40	0	2	0	2
41-50	6	30	0	36
≥51	5	17	0	22
Total	11	49	0	60
X=0.79 p>0.05(Insignificant)				

The association of age test scores is shown in present table 3.1. The probability value for Chi-Square test is 0.79 for 2 degrees of freedom which indicated a insignificant valve (p>0.05). Hence, it is identified that there is a insignificant association between age and test scores. Moreover, it is reflected that age isn't influenced with the present problem.

Table 3: Association of sex with pre-test scores

Sex	Test scores			Total
	POOR (0-5)	AVERAGE (6-10)	GOOD (11-15)	
Male	5	29	0	0
Female	6	20	0	2
Total	11	49	0	60
X=0.69 p>0.05(Insignificant)				

The association of sex and test scores is shown in present table 3.1. The probability value for Chi-Square test is 0.69 for 1 degrees of freedom which indicated a insignificant valve (p>0.05). Hence, it is identified that there is a insignificant association between sex and test scores. Moreover, it is reflected that sex isn't influenced with the present problem.

Table 4: Association of educational status with pre-test score

Educational status	Test scores			Total
	POOR (0-5)	AVERAGE (6-10)	GOOD (11-15)	
Illiterate	6	20	0	26
Primary	1	3	0	4
Higher	2	8	0	10
secondary				
Graduation	2	18	0	20
Total	11	49	0	60
X=1.45 p>0.05(Insignificant)				

The association of educational status and test scores is shown in present table 3.1. The probability value for Chi-Square test is 1.45 for 3 degrees of freedom which indicated a insignificant valve (p>0.05). Hence, it is identified that there is a insignificant association between educational status and test scores. Moreover, it is reflected that educational status isn't influenced with the present problem.

Table 5: Association of economical level with pre-test scores

Economical level	Test scores			Total
	POOR (0-5)	AVERAGE (6-10)	GOOD (11-15)	
>5000/-	0	0	0	0
5001-10000/-	5	25	0	30
10001-15000/-	3	17	0	20
Above	3	7		10
15001/-			0	
Total	11	49	0	60
X=1.11 p>0.05(Insignificant)				

The association of economical level and test scores is shown in present table 3.1. The probability value for Chi-Square test is 1.11 for 2 degrees of freedom which indicated a insignificant valve (p>0.05). Hence, it is identified that there is a insignificant association between economical level and test scores. Moreover, it is reflected that economical level isn't influenced with the present problem.

Results

In assessment stage, 11 (18.3%) students were having poor knowledge score while 49 (81.7%) were having average knowledge score, each 0 (0.0%) students were having good and excellent knowledge score. The knowledge score was 7.10 ± 2.40.

Conclusion

Thus, after the analysis and interpretation of data we can conclude that the hypothesis RH_0 that, there will be no significant association between knowledge score among students with their selected demographic variables at (P<0.001) is being accepted.

Furthermore, Thus, students having average knowledge score regarding money addiction and its impact so there is need to improve knowledge of students residing in selected community area.

Limitations

- This was limited to Selected college, Bhopal.
- This was limited to 60 students.

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