

Academic Boredom Among University Students

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Abstract

The current research aimed to identify the level of academic boredom among university students, determine the current research community of Wasit University students for morning studies for the academic year 2022-2023. The research sample size was (400) male and female students for the academic year 2022-2023, the researcher constructed a measure of academic boredom among university students, as the number of its paragraphs reached (33) paragraphs in its initial form, distributed over (4) areas, they are (teaching methods, content of study materials, evaluation methods, low motivational arousal), the psychometric characteristics of honesty and reliability were extracted. The research sample was relied upon (400), and the data were analyzed statistically using the Statistical Bag for Social Sciences (spss). The results showed that university students have academic boredom, by the results, the researcher developed a set of recommendations, conclusions and proposals.

Keywords: Academic boredom, University students.

Chapter One

First: Research problem:

Academic boredom is a real problem facing many students, its effects extend not only to the student, but to the family and society as a whole (Abdul Latif, 2020, 458). This problem may attack the individual's psyche and thinking, loses the ability to achieve self-realization and creativity, and makes him feel turbulent and helpless, so he lacks the desire to learn, tries to escape from various educational situations. (Al-Shafi'i, 2016, 369). Boredom arises when the school curricula, educational policy, type of education, and specialization that an individual receives cannot meet the individual's needs and aspirations. Or when an individual goes through a failed emotional experience that does not meet his needs and does not make him able to achieve himself and achieve his ambitions and aspirations. Or the existence of negative

beliefs, ideas, self-expressions, and cognitive distortions of the boring situation. (Abdel-Al, 2012: 56).

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Boredom plays an important role in the self-perception of individuals. How much do these individuals pay attention to their own self-awareness?. This realization is important in determining their level of boredom, whether it is high or low. So when they are put in an experimental situation like putting them in places where there is a lot of noise, has boredom feels bored and annoyed with the place and leaves it (Damrad-frie, Laird, 1989:315). The current research problem lies in answering the following questions: What is the level of academic boredom among university students?.

Second: Importance of research

Academic boredom is one of the concepts affecting students' feelings and academic performance. Academic boredom has become an important topic, which has spread greatly recently, as this phenomenon affected the students, the educational system, it makes the student live in a state of anxiety and tension within the university, where this concept leads to poor academic achievement, the spread of the phenomenon of dropping out and violence in its forms as a policy of resistance, and other psychological, physical, and educational disturbing manifestations that appear among students, boredom is not only reflected in the educational life, but also extends to the future professional aspect. It makes it difficult to plan for the future, and it prevents them from choosing what they want to achieve in order to satisfy their different needs. (Asia, 2019: 7).

Although boredom is associated with many negative behavioral phenomena, sometimes it may include adaptive characteristics, the fact that those who suffer from it may search for change and diversity in order to get rid of boredom, leads them to pass through diverse experiences and discover new environments, also, the level of boredom may vary across cultures, it was found to be high in traditional societies and low in individual societies, the fact that the latter has a more exciting and entertaining lifestyle (Sundberg et al., 1988: 9-10).

Boredom problems related to students reflect part of their concerns about the future and their aspirations, boredom is associated with many problems and negatives that will increase in severity in the future, which

makes studying it an important matter. The neglect of many Arab educational researchers in general to deal with boredom as an academic problem among university students increases the importance of addressing and studying it continuously, because it helps to understand boredom and the variables associated with it among students of one of the important university majors in our society in order to take appropriate measures in this regard. (Buhais, 2016:83).

Third: Research objectives

The current study aimed to identify the level of academic boredom among university students.

Fourth: Research limits

The current research is determined by Wasit University students for the academic year 2022-2023.

Fifth: Define terminology

Pekrun (2010) Negative emotion includes a decrease in students' interest and enjoyment in the lecture when the study material is not appropriate to their level of understanding and knowledge, which leads to a decrease in motivational arousal and achievement, a feeling of dissatisfaction and a desire to escape from the situation (Pekrun, 2010:87).

Chapter Two

The first axis: the theoretical framework

Academic boredom

Boredom is an emotional state that the individual feels when there is no specific work to do or when he does not care about what is around him. Boredom includes a feeling of dissatisfaction with a lack of interest in a situation. It is accompanied by a speed of anger and resentment that is not present in boredom as a state of surrender and indifference (Makki, 2019:304). Boredom is also described as one of the diseases of modern society, and one of the most common feelings in many situations. It is not given much attention by researchers compared to other emotions such as anxiety, anger, joy, interest, one possible reason why researchers are not interested in it is that it is a silent or indistinct emotion, as opposed to anxiety (Pekrun, 2010:531). as indicated Tahia Abdel-Al (2012:437) that boredom is described by those negative emotional feelings, which gives one a state of chagrin, laziness, silence and unconsciousness that makes oneself devoid of meaning. Fahlman (2013) mentions that boredom consists of dimensions of separation from activity, dissatisfaction and difficulty as a result of experiencing boredom, perception of time, lack of attention, lack of vitality, and

negative emotions such as irritability, frustration, anger, sadness, and a sense of emptiness (Fahlman, 2013:35).

Theories explaining academic boredom:

Value-Control Theory

Pekrun (2010) sees that academic boredom is an emotional state consisting of unpleasant feelings characterized by low motivation and physiological arousal, and students' perception of time passes slowly, escaping from a situation that causes boredom involves behavioral or mental detachment, for example daydreaming, monotony and slow speech (Pekrun et al., 2010: 132). Where Pekrun et al. (2010) believes that the value-control theory can contribute a good theoretical framework that helps predict academic boredom for students, where Beckron explained that students' emotions have individual or subjective determinants. It also has environmental determinants as well, and boredom arises among students when they realize that there is high control over the situation or there is a complete lack of control over the situation (Pekrun et al., 2007).

The second axis: previous studies

Previous studies

1. Galout Study (2021): Academic boredom among public and private university students, this study was conducted in Iraq at the University of Babylon, and aimed to identify academic boredom among public and private university students. Identifying statistically significant differences in academic boredom according to the gender variable (male, female), specialization (scientific, human), study type (governmental, private), the sample consisted of (510) male and female students. The researcher constructed a measure of academic boredom. The data were analyzed statistically using statistical methods for social sciences (spss). The results indicated that university students have academic boredom. There are statistically significant differences in academic boredom according to the variable of gender, specialization and type of study, or if the students realize that the educational situation for them in the classroom is of limited value, or meaningless, or does not fit or does not suit their needs and interests (Pekrun et al., 2010:532).

2. Al-Bashaira Study (2011): Academic boredom among secondary school teachers and its relationship to social alienation and job performance, this study was conducted in Jordan, Amman Arab University. The study aimed to identify the degree of academic boredom among secondary school teachers in the United Arab Emirates and its relationship to social alienation and job performance. The sample consisted of (352) teachers. Three scales were applied, one of them to measure academic boredom, the second to measure social alienation, and the third to measure job performance. As for the statistical

methods, the researcher used the t-test method and the Pearson and Cronbach correlation coefficient. The results revealed that there is a positive relationship between academic boredom and social alienation among secondary school teachers in Abu Dhabi and Sharjah regions in the United Arab Emirates. The results of the study showed that there were statistically significant differences between teachers in the phenomenon of academic boredom, social alienation, and job performance, according to the variables of gender, educational qualification, educational area, and number of years of experience.

Chapter Three

Research methodology and procedures:

This chapter includes the procedures adopted by the researcher to achieve the objectives of the research. The procedures are to identify the research community, sample selection, tools and their application, and statistical methods in data processing.

First: Research method.

The one who seeks to determine the current situation of the studied phenomenon, and then describe it, therefore, he relies on studying the phenomenon on what it is in reality and is concerned with describing it as an accurate description. (Melhem, 2000:324)

Second: Population research community

The researcher decided to identify the research community represented by Wasit University students for the morning study for the academic year 2022-2023 of both sexes (male-female), both disciplines (scientific - humanities), with a total number of (14,394) male and female students distributed among (10) scientific colleges and (5) humanities colleges, where the number of males reached (6634) students, with an approximate rate of (46%), while the number of females reached (7760) students, with an approximate rate of (54%). The number of students in the scientific specialization reached (6819) male and female students, with an approximate rate of (47), while the number of students in the humanities major reached (7575), with an approximate rate of (53%).

Third: Research sample

The sample is meant to be part of the population on which the study is conducted, it is chosen by the researcher to be studied (Dawood and Abdel-Rahman, 1990:67). The statistical analysis sample consisted of (400) male and female students who were selected from (4) colleges. They were selected using the stratified random sample method, with (200) males, (200) females, (200) scientific, (200) humanity.

Fourth: Research tool

The researcher constructed the academic boredom scale in the light of Pekrun's value-control theory (Pekrun, 2010), where academic boredom was defined as a negative emotion and a decrease in the interest and enjoyment of students within the lecture when the study material is not appropriate to their level of understanding and knowledge, which leads to a decrease in motivational arousal and achievement, a feeling of dissatisfaction and a desire to escape from the educational situation (Pekrun, 2010:87).

By the definition, the researcher identified four areas of the academic boredom scale, which are:

1. Teaching methods: It appears in the student's feeling of negativity, monotony, lack of excitement, and difficulty in focusing attention as a result of the lack of attractive means in teaching.
2. The content of the course: It appears in the student's feeling the absence of a sense of value, meaning, and interdependence of the educational content he receives.
3. Evaluation method: It appears in the student's feeling of distress, aversion, and anxiety about the evaluation methods and their content, especially the examination system and the nature of the questions in it.
4. Decreased arousal: the student's feeling of monotony and unpleasant feelings that lead to loss of motivation and escaping from the educational situation.

After the fields included in the scale were defined, the researcher formulated the paragraphs for each field, depending on the theoretical framework and theoretical definition from which the current research was launched, taking into account that each paragraph is clear and appropriate for the research sample.

Paragraph Validity:

To ensure the validity of the items of the academic boredom scale, the scale was presented in its initial form consisting of (33) items to a group of specialists in the field of educational and psychological sciences, numbering (20) arbitrators. After retrieving the arbitrators' questionnaire, it became clear that there was an agreement among the experts at a rate of (80%) on (30) items that were accepted, except for paragraph (6) in the second field because its p-value value of (0.074) is greater than the level of significance (0.05) and paragraphs (3,7) in the third field, because the p-value value of (0.180) is greater than the level of significance (0.05), as they were not agreed upon and thus were excluded from the scale, in addition to some valuable modifications and observations that the researcher took, thus achieving the apparent validity of the scale.

Clarity of scale instructions:

The instructions are like the guide that guides the respondent during his answer to the paragraphs for each scale, and it is taken into account that the scale instructions are easy and understandable. It also stressed the need for the respondent to choose the appropriate alternative. The one who expresses his opinion by putting a tick (✓) in front of the appropriate alternative, and that there is no right or wrong answer, and that the answer will not be seen by anyone except the researcher, and it will be used for the purposes of scientific research.

Statistical analysis of the items of the academic boredom scale:

This measure is one of the basic requirements for building the scale in psychological sciences and aims to reveal the discriminatory power of the items and their validity coefficients, because the logical analysis of the paragraphs may not reveal their validity accurately, while the statistical analysis of the degrees empirically reveals the accuracy of the paragraphs in measuring what was set to be measured (Ebel 1972: 405).

To achieve this, a statistical analysis sample was used to extract the psychometric and descriptive characteristics and the discriminatory power of the items of the cognitive failure scale, and it was extracted in the following ways:

The discriminatory power of the items of the cognitive failure scale:

In order to find the discriminatory power of the items of the scale, the researcher followed the method of the two extreme groups from the size of the statistical analysis sample of (400) male and female students, then the two extreme groups were determined with a total score of (27%) of the sample members in each group, so that their number became (108) individuals in each group. The upper group, and (108) individuals in the lower group, the t-test was used for two independent samples to extract the discriminatory power of the paragraphs, and the researcher adopted the statistical value (p-value) as a cut-off for statistical significance, and the results showed that all the paragraphs are distinguished with a level of significance (0.05).

Psychometric properties

Psychometric characteristics of the scale include its ability to measure what is intended to be measured. Psychometric specialists agree that validity and reliability are the most important two characteristics of the psychometric characteristics of the scale:

First: Honesty.

The validity of the scale is one of the psychometric characteristics required by the construction of psychological scales (Majzoub, 105:2003). There are several types of validity, including:

1. Face validity: In order to achieve this type of validity, the researcher presented the tool to a group of experts and specialists in the field of educational and psychological sciences, numbering (20) experts, with the aim of knowing their opinions on the validity of the paragraphs of the tool and their suitability for the research sample.

2. construct validity: the validity of the construction was confirmed by extracting it using the two extreme samples method, the relationship of the paragraph with the total score of the scale, the relationship of the paragraph with the total score of the domain, the relationship of the domain score with the total score of the scale, and the relationship of the domain score with other domains, as mentioned in the statistical analysis process.

Second: constancy

Stability is verified by the following:

Wackeronbach method

This method was used because it is used in any type of objective and essay questions, as the stability was extracted in this way by applying the Vakronbach rate to the individuals of the sample building the scale using the statistical bag (SPSS), and the stability coefficient measured in this way was (0.919).

Description of the scale in its final form

The current scale consists of (30) paragraphs (1) and the alternatives to the scale have been five (always, mostly, sometimes, rarely, never) and upon correction, grades are given (1, 2, 3, 4, 5). The statistical analysis of the scale and psychometric characteristics has been extracted to be ready for application.

Statistical Analysis

To process the research data, the researcher used the statistical package program (SPSS) to analyze the data.

Chapter Fourth

Presentation and interpretation of results:

This chapter includes a presentation of the results reached by the research according to its objectives, interpretation and discussion of those results, and in the light of the theoretical framework adopted in this research and previous studies, and then comes up with recommendations and proposals in the light of those results as follows:

The first objective: to identify academic boredom among Wasit University students

To achieve this goal, the researcher applied the academic boredom scale to the research sample of Wasit University students, who numbered (400), after processing the data statistically, the arithmetic means and standard deviations of the scores of the sample were extracted. The results indicated that there was a statistically significant difference in adaptive adequacy, as the arithmetic mean of the sample was (98.94)), with a standard deviation of (20.468), while the mean standard error was (1.023). The t-value was (8.733), which is statistically significant and in favor of the sample mean (88.93) (1)*, this is because the probability (p) value (0.000) is smaller than (0.05), (Table 1).

Table (1) The results of the t-test for one sample to identify the significance of the difference in academic boredom.

Variable	Arithmetic mean	Standard deviation	Standard mean error	Hypothetical mean	T-test	P-value	Sig.
Academic boredom	98.94	20.468	1.023	90	8.733	0.000	significant

Table (1) shows that university students have academic boredom, to explain this, the researcher attributes this result in the light of the control-value theory of Beckron (2010). It is assumed that students feel bored when they receive academic tasks and activities that are presented to them in the educational situation as having no self-value, meaning that students feel bored when there is no self-value. required in educational activities.

Conclusions:

By the results of the current research, the researcher can conclude the following:

1. There was academic boredom among Wasit University students
2. There were no statistically significant differences in academic boredom among students according to the gender variable (male-female), and there are also no statistically significant differences in academic boredom among students in the variable of specialization (scientific-human).

Recommendations:

1. Studying the situation of students and their problems in university learning, the most important of which is academic boredom and cognitive failure, and trying to develop possible solutions to them, such as open meetings between students and their professors to reduce academic boredom and identify sources of cognitive failure.

2. Organizing scientific trips, workshops, or scholarships for students.

Suggestions:

1. Carrying out similar studies for other segments of society (intermediate, preparatory).
2. Conducting a correlational study between academic boredom and other variables (such as achievement motivation, the meaning of life).

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