Boredom in the school environment causes and ways of prevention.

الملل في الوسط المدرسي-الأسباب وسبل الوقاية-

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Abstract:

This research aims to recognize about the bore in the class as a phenomenon the student pains a lot in the classroom. It is about student who feels with kind of give up, laziness and inability to continue to learn. Students may express the feeling through several aggressive behaviours, making noice or bully. The scholars comes in terms of different results that enhance the phenomenon that may go back to teachers, learners ,and the condition of learning as well; such as tools, methods and timing.

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To stop this phenomenon, we have suggested varity of prevantive ways and methods.

Keywords: School boredom; School environment.

ملخص:

يهدف هذا البحث إلى التعرف على الملل الدراسي كظاهرة يعاني منها الطلبة داخل الصفوف الدراسية حيث يشعر الطالب بنوع من الضجر والخمول وعدم القدرة على الاستمرار في التعلم، ويحاول التعبير عن ذالك بطرق متعددة مثل السلوك العدواني وإحداث الفوضى والتنمر على زملاءه وقد تناوله الباحثون بالدراسة وتوصلوا إلى عدة نتائج منها الأسباب التي تؤدي إلى ظهوره والمتعلقة بالدرجة الأولى بالوسط المدرسي كالمعلم والمتعلم والبناء المدرسي والوسائل التعليمية والمنهاج الدراسي والزمن المدرسي، وللحد من خطورة هذه الظاهرة على التلاميذ اقترحنا جملة من الطرق والأساليب الوقائية والعلاجية.

الكلمات المفتاحية: الملل الدراسي؛ الوسط المدرسي.

introduction:

The school is considered the second vital environment after the family, and the safe haven in which the child spends most of his time. In it, he learns and discovers his skills and abilities and forms social relationships with others. It is the field in which the child's personality is formed and the features of his future become clear, which makes the conditions for a friendly school to be Achieving a sound educational, psychological, and social environment, and achieving educational competencies for all students alike, taking into account individual differences. Several elements and components interact in forming the school system, including the physical, such as buildings, structures, and educational methods, the human, such as teachers and administrators, and the moral, such as the curricula and educational programs. This environment is at the level of the

nation's aspirations, the ambitions of the children, and the aspirations of the parents. It must have all the ingredients for success, because if there is a defect in these components, this will negatively affect the student, who may suffer from some classroom problems, such as school or academic boredom, which has become an obsession that disturbs those in charge of the sector and causes... In many of the negative effects that the educational system is suffering from.

Through this research, we will try to identify the concept of school boredom and its dimensions, some of the characteristics that characterize students who suffer from it, and some studies that dealt with it and its causes related to the components of the school environment and ways to prevent its spread.

1. Definition of boredom:

During his time at school, the student spends most of the time allocated for school, between studying, playing during rest times, and practicing some hobbies and activities. However, it happens that the student becomes a little apathetic and experiences moments of aversion to studying and learning, and this is what is called academic boredom.

Feeling bored is considered a general human experience, as some reports state that the percentage of people who feel bored in any society ranges between (18-50 %), and that (51 %) of adolescents feel bored **(Akil and El-Dhabae, 2020, p. 433)**.

There are many and varied definitions of boredom. Ferry O'Hanlon (1981) states that boredom is a unique psychological state resulting from prolonged exposure to monotonous situations.

Dessouki (1988) states that boredom is a psychological state resulting from any activity that lacks motivation or from an imposed continuation in an unpleasant situation. It is characterized by weak attention and an aversion to continuing in the situation.

Dechenne (1988) points out that boredom means negative affective feelings that require feeling insufficiently stimulated by the environment.

1.1. Definition of school boredom:

Ech-chafai (2016) believes that academic boredom is an unpleasant emotional state in which the student feels a loss of interest in the academic field, difficulty concentrating in it, and a desire to abandon it. This state arises when he practices academic activities that lack excitement or as a result of continuing in an educational situation that he is not inclined to **(Aissa, 2019, p. 19)**.

As defined by AllaK and Mouloud (2016), it is an internal state in the learner that leads him to mental absence, distraction, lack of concentration in the educational situation, a feeling of lethargy, boredom, distress, a desire to sleep, decreased activity, and sensitivity to time. It is apparent, such as not wanting to participate and follow the lessons, and yawning during this, or hidden by pretending to be present. Mental **(Boukhata and Djafar, 2018, p. 506)**.

Fisher (1993) defines it as "an urgent and uncomfortable state of emotional affect in which the individual feels a lack of interest and difficulty concentrating on the current activity" **(El-Badri, 2016, p. 13)**.

So, school boredom is an annoying emotional state that the learner suffers from while in the classroom and appears in the form of certain symptoms that negatively affect the learner's condition.

1.2. Dimensions of boredom:

Madhloum (2014) points out four dimensions of boredom, which he summarizes as follows:

a. The emotional dimension: This means the emotional state that a bored individual experiences, which includes a feeling of irritation, frustration, anger, anxiety, sadness, … etc.

B. The compulsion dimension: It means a state of restriction and compulsion in the bored individual to do something that he does not want to do. Or not doing something he wanted to do.

c. The lack of external and internal stimulation dimension: It means the individual's boring perception of the activity or work as lacking excitement, attraction, and variety. Which leads to decreased energy and self-motivation to perform. This is accompanied by a feeling of dissatisfaction.

d. The perception of time and inattention dimension: A bored individual means that he perceives time very slowly, in addition to postponing or procrastinating in performing the activities and work assigned to him, and difficulty concentrating on them **(Madhloum, 2014, p. 07)**.

1.3. Characteristics of students who suffer from school boredom:

They are distinguished by some characteristics, as indicated by Ed-Douila (2019), which are as follows**:**

- Negative emotions, depression, anxiety, hostility and anger**.**
- Feeling lonely, hopeless and irritable**.**

- Low educational performance and lack of desire to learn**.**
- Negative social orientation, alienation and shyness**.**
- Apathy, inattention, and a tendency to commit suicide.
- External attribution of mental state and mood**.**
- Feelings of monotony, inferiority, and dissatisfaction with oneself **(Ed-Douila, 2019, p. 198).**

These students also exhibit some other hostile behaviors, such as vandalizing property, making noise, and doing some actions to break boredom, such as eating, smoking, singing, and drawing.

This is what Yahia (2000) indicated that most students feel bored in the classroom, so they issue a set of maladaptive responses and behaviors, which are represented by inappropriate speech, laughter, clapping, foot-striking, using bad words, and not communicating with the teacher, which makes the class Unsuitable environment for learning.

1.4. Some previous studies that dealt with school boredom:

There are many studies that have dealt with the phenomenon of academic boredom and its relationship to some variables, such as the study by Boukhata and Djafar (2018), which aimed to know the level of academic boredom among secondary school students and to reveal differences according to the variable of academic specialization (scientific-literary), and the academic boredom scale was relied upon to "Tayssir El-Khawalda" (2013) was applied to a sample of (100) students in the city of Ouargla - for the 2017/2018 school season. They were chosen randomly. Using statistical methods represented by (t-test for one sample, t-test for two independent samples) the following results were reached:- The level of academic boredom among the study

sample is high. - There are statistically significant differences in academic boredom depending on the academic specialization variable**.**

Liu & Lu's study (Liu & Lu, 2017) investigated self-efficacy and related boredom in high school in China. The results indicated that students' academic self-efficacy was negatively affected by academic boredom, and the relationship between academic self-efficacy and related boredom was more reliable for students, and that Teachers' adoption of active teaching methods moderated the negative relationship between academic self-efficacy and boredom in the classroom**.**

Kanveski and Keighley's study (2003) focused on the factors that contribute to boredom among gifted high school students, and the results concluded that there are five factors on the basis of which boring educational experiences are distinguished: control over learning, freedom of choice, and the challenge represented by learning. The degree of difficulty of learning, and the care given by the teacher.

We note from these studies, although they are few, that they have identified the causes of academic boredom between academic factors and students' personal factors.

Therefore, school boredom, in its meaning, dimensions, and features of its impact on students, and the studies that addressed its causes, remain in need of an in-depth analytical study of all the variables contributing to it**.**

2. The school environment:

2.1. Definition: The school environment includes everything related to the school as an educational institution, school climate, mental health, academic achievement, relationships between

teachers and students, school administration, and relationships between students Nahm and the methods and methods used within the department in terms of control, reward, punishment and teaching methods.

It is the school building in terms of area, division, location, and the surrounding environment, as well as the design of the classrooms, means of ventilation, lighting, heating, and everything related to the external courtyard **(Messaadia, 2020, pp. 85-86)**.

2.2. The school environment Components:

The school environment consists of the active elements in the educational process, both human and material, whose integration means a sound educational system. These elements are:

a. The teacher: He is an essential element, according to Al-Shami (2002) "He is the individual who carries out the task of teaching and represents the basis of the educational process, as he carries out deliberate educational activities with the aim of giving learners desirable behaviors while modifying unacceptable behaviors to them" **(Ec-Chami, 2002, p. 107)**.

b. Learner: An individual who receives knowledge, experiences, and skills, whether from a teacher or through self-learning, formally in schools or from other sources.

c. School building: It is the physical structure of the school. It is a group of rooms specially designed for teaching, contains a group of pedagogical equipment, and is characterized by a special urban character.

d. Curriculum: It is a set of educational courses given to students in public schools.

e. School administration: Part of the educational administration and a miniature model of its organization. It supervises the student's education and ensures his psychological and physical safety.

3. Causes of academic boredom:

The causes of school boredom varied and varied, and they are linked to all, some, or one of the components of the school environment. We will try to address that in the following:

3.1. Reasons for academic boredom related to the teacher: The teacher is considered one of the most important actors in the school environment and one of the pillars of the educational process. Paying attention to him and his formation results in a successful student and a healthy school environment. The opposite happens if the teacher is untrained, unqualified, and has an authoritarian personality, as this causes the learner to become bored and averse to learning. the study.

Contemporary studies have shown that teacher effectiveness is the most prominent factor in a student's success in school. Students who learn under a distinguished teacher for three consecutive years excel significantly compared to their peers who do not have this advantage **(Ed-Dakhil, 2016, p. 32)**.

On the other hand, the lack of effectiveness of the teacher causes boredom among the learners, which is known as the lack of diversity of stimuli, and the diversity of stimuli in the lesson means all the actions that the teacher performs with the aim of capturing the attention of the students during the course of the lesson, through the intended change and diversification in the methods of presenting the lesson.

Also, the teacher who practices school bullying is practicing a type of traditional violence, which means the teacher imposing his opinion on the learner, and this includes standing up to the child's spontaneous desires, or preventing him from carrying out a certain behavior to achieve his desired desires, even if they are legitimate. This includes preventing him from inquiring about A specific issue, discussing some knowledge, or expressing his opinion on a topic. The teacher may use methods characterized by harshness and severity, or threats, beatings, or punishment **(Lachehab, 1984, p. 20)**.

The teacher's authoritarian style leads to overt and hidden rejection by learners, such as a state of psychological complaint that causes boredom and loss of desire to learn, and resorting to some implicit confrontation strategies such as classroom rioting and learning aversion.

The teacher's teaching method is also another factor that causes academic boredom. In this regard, Al-Mutairi says that the teacher's inability to attract the learner's interest because of his method that the learners are accustomed to brings boredom in their souls and leads to the class becoming stagnant.

The teacher may cause stress to the learners by assigning them work that exceeds their capacity, such as relying heavily on dictation, and this inevitably leads to boredom.

3.2. Causes of academic boredom related to the learner:

The issue of individual differences within the department is not limited to the educational and achievement aspect only, but there are psychological and social-affective aspects. We may find in the classroom a group of students who are more boring than others. This is due to reasons that may be related to the

psychological-affective aspect of the student, meaning that it is considered a characteristic of the individual's personality. It was stated in (Baker, Hawkins, Heffernan, 2013) that some individuals' personality traits are characterized by a high degree of vulnerability to feeling bored other than other individuals **(Kacem and Redhouan, 2021, p. 419)**.

Perhaps it is related to the social-family aspect of the student, as stated in a study (Bai, 2015) on the relationship between boredom and the degree of presence of family conflict in the students' family environment **(Kacem and Redhouan, 2021, p. 422)**.

The learner's motivation factor is considered one of the most important factors causing academic boredom, as Akdmir (2019) stated, "Low motivation is one of the causes of academic boredom" **(Arafa, 2021, p. 22)**.

Therefore, we cannot separate what is related to the personal aspect of the learner from what is present in the learning environment, because both complement the second.

3.3. Causes of school boredom related to school construction:

The school building is no longer viewed as merely classrooms and a place for the teacher and student to meet for the learning process to occur. The school building, regardless of its facilities, is a major element in the educational process and an input to the educational system **(Ez-Zayoud, 2014, p. 04)**.

Taking care of the engineering and architectural aspect of school buildings has become a modern necessity and is emphasized by international educational systems and laws because psychological presence is related to the place, especially in children, and many studies indicate, such as the study of Es-

souliman (1992), which aimed to know the extent to which the educational building achieves educational functions and objectives.

The report issued by the American Association of School Administrators emphasized the importance of improving the quality of school buildings, which can only be achieved by providing a safe and comfortable atmosphere in them, and giving the student the full opportunity to interact with them. This can be measured by the extent of his happiness in them and the strength of his relationship with his colleagues and teachers **(Solimani, 2011, p. 169)**.

The boredom that afflicts students in the classroom may occur as a result of a certain type of school structure in which classes overlap and is characterized by monotony and does not provide comfort. In this regard, Al-Afifi (1984) says, "There is no doubt that beautifying the place is one of the factors in raising taste among young people. We learn by imitation." More than we learn through advice and guidance" **(Ez-Zayoud, 2014, p. 14)**.

Overcrowding is one of the causes of boredom and feelings of discomfort among students. Davis (1975) points out that narrow and crowded places that contain uncomfortable shapes cause boredom and aversion, and Baya (2010) indicates that 70% of dropout students confirmed that they feel bored in The classroom **(Gaujour, & Zerrouk, 2018, p. 02)**.

3.4. Reasons for academic boredom related to the pedagogical aspect:

3.4.1. Teaching Aids: Al-Hila (2001) defines them as "devices, tools, and materials used by the teacher to improve the teaching and learning process, shorten its duration, clarify meanings,

explain ideas, train students on skills, instill good habits in them, develop attitudes, and display values without the teacher relying on words, symbols, and numbers." This is to enable his students to reach the correct scientific facts and sound education quickly, powerfully, and at a lower cost **(El-Hila, 2001, p. 25)**.

However, it may be a source of boredom for students through reliance on traditional educational methods, failure to use these methods in a proper manner, or the content of this method being repetitive or unhelpful, such as some textbooks that contain a large amount of information, poor design, the use of black and white, and the absence of colors. .

3.4.2. Curriculum: Hathroubi (2012) defines them as an expression of a list of knowledge and topics to be taught according to a logic specific to a specific field or subject of study and during a period of education **(Hathroubi, 2012, p. 26)**.

They are prepared by specialists in the educational and psychological field, according to developmental, psychological, and social frameworks and rules for each academic level. However, the intensity of these study programs makes the student feel bored, the repetition of the same topics in various units, and the complexity of some topics are all factors that cause aversion and lead to indifference. Likewise, language courses Foreign language is one of the most common causes of boredom among students due to lack of understanding, or some psychological barriers that some students have toward this language.

3.4.3. School Time: Academic boredom is closely linked to time. Frequently looking at the clock during the class largely indicates that the person feels bored, and this may be due to a problem

related to school timing. Argas (2017) says, "One of the causes of academic boredom is poor time management" **(Arafa, 2021, p. 22)**.

School time Ec-Chami (2003) says, "Teaching time represents the amount of time that the teacher truly invests in the field of education, and employs it in serving students to improve their academic level. This means excluding all wasted periods of time that are not actually used in the educational process, from official time." allocated to education" **(El-Maliki, 2015, p. 199)**.

Husti Aniko points out, "Schools are restricted by time. This means dividing the school day into periods, or what are called classes, and rest times that are numbered in minutes, which makes both teachers and principals feel weak in their control over the very specific time for work and the time allocated for rest and teaching." **(Masnadi, 2017, p. 163)**.

The distribution of school time requires a lot of seriousness and scientific foundation, as all psychological, social and developmental aspects of the learner are taken into account to set an appropriate school pace. Studies, as stated in (Clarisse, 2011), conducted on pace have shown that the learner's intellectual competence undergoes periodic changes on the same day, same day. The month and the same year are why intellectual activity knows sterile times and active times because the child cannot do what he wants at the time he wants **(Imessaouden, 2018, p. 09)**.

Many studies confirm that the schooled child has periods in which his intellectual activity decreases, he becomes bored, and his effectiveness decreases. This appears through some of the behaviors he causes, such as yawning, relaxing at the table, lack of attention, and looking up. This is often linked to a lack of

sleep and this appears in the early hours of the day and in the afternoon. Therefore, programming subjects that depend on concentration and understanding in the evening periods is not desirable by specialists, and it is desirable to program subjects that depend on physical activity, such as physical education, music, and drawing. In this regard, the study of Boufares and Madab (2013) confirms that manifestations of pleasure among students in school are represented by: Feeling enjoyable in the evening, because activities that do not require intellectual effort, such as waking up, are usually programmed.

3.4.4. School administration: Boredom related to school administration is formed among students as a result of strict rules within the school and some authoritarian methods, and this appears clearly among adolescents as a form of resistance to school authority, as Leloup (2003) pointed out.

The absence of entertainment and sports also plays a role in exacerbating the phenomenon of school boredom, as does the presence of some behaviors such as school bullying. There are other factors such as lack of awareness of things to do in free time, lack of self-motivation, especially around self-determination, and also a mismatch between self-ability and the challenge at hand **(Caldwell and Nancy, 1999, p. 104)**.

4. How to prevent the phenomenon of school boredom:

To reduce the phenomenon of academic boredom in the school environment, a set of conditions, rules and foundations must be achieved that may contribute directly or indirectly to reducing this phenomenon, which is considered the source of most school problems.

- As for the teacher, who we indicated has a major role in causing school boredom as a result of several factors, and in order for us to have a teacher who eliminates school boredom and does not cause it, there must be psychological and pedagogical training for the teacher because it is one of the conditions for the teacher's success in his performance of the educational process in order for him to realize the individual differences between... Students, stimulate their motivation, encourage positive behavior among their students, and make the classroom an enjoyable and friendly environment for the students, as Berger (1996) pointed out.

The teacher must also diversify the teaching strategies in order to give the class activity and vitality and remove lethargy and boredom from the students. Abdel Adhim and Abdel Fettah (2017) say, "The successful future teacher must differentiate between the teaching strategies in order to choose the appropriate strategy for his students, and the future teacher must be sure of Several things should be considered before choosing this strategy, namely: that the time allocated to implement his lesson may change from what it is now, the style and type of teaching he desires (individual - university), the need to take into account the individual differences among his students, while making optimal use of the capabilities available in his educational institution. . Therefore, he must be aware that there is no such thing as an optimal strategy in teaching, but his choice of strategy depends on what was mentioned above. Therefore, the successful future teacher must diversify the teaching strategies that he uses with his students" **(Abdel Adhim and Abdel Fettah, 2017, p. 157)**.

- Constructing educational facilities and buildings that are compatible with the students because the school with suitable rooms, spacious playgrounds, adequate laboratories, an air-conditioned atmosphere, wonderful artistic touches, and easy transportation endears the school climate to the students there, draws them to it, facilitates the school's performance of its mission, and increases the students' and students' pride in it and their loyalty to it **(El-Asadi and Al-Romaidh, 2014, p. 11)**.

- **Relying on modern educational means:** Because traditional educational or illustrative means have become more boring among students and no longer perform their role adequately, it has become more appropriate to rely on modern educational means that have made the student more exciting and interested in learning, and more understanding and understanding of the academic content. In this regard, Al-Ghamdi points out that educational methods make learning more rapid and adaptive, allow all senses to participate in it, give everyone the opportunity to learn, increase participation in it, provide unconventional patterns for learners (e-learning - cooperative learning), accommodate the increasing numbers of learners in educational halls, and also provide multiple sources of information within Classrooms and outside them, and it also takes into account individual differences among learners **(El-Ghamidi, 2021, p. 03)**.

- **Involving the student in the educational process:** The target of the educational process is the student, and his involvement in what determines his fate is a must at the level of his desires, orientations, inclinations, mental and psychological abilities, and social and economic status. Involvement here occurs indirectly,

whether in building educational programs or determining the school calendar. In this regard, Charmeux Euflin believes that the solution lies in the necessity of taking into account the needs of the learners or the partner during the construction and distribution of time and then using it in a way that serves the learning process **(Messandi, 2017, p. 167)**.

- Organizing extracurricular activities: Through purposeful extracurricular activities, students are helped to make good use of time to reduce recreational boredom, which they attribute to exploiting it in the negative aspect, as indicated by a study (Wei-Ching Wang, 2018) that explored the relationship between free time management Recreational boredom and Internet addiction among university students in Taiwan. As Stephen Wolk said, "fun learning happens outside of school" (Wolk, 2008).

- Psychological follow-up of students: The effects of a student's feeling of boredom become clear through the students' classroom behavior, through academic achievement, or through the periodic follow-up of the school counselor, who must intervene based on the authority of his preventive or curative guidance tasks, by developing an intervention program to find out all the causes that led to To the student's feeling of academic boredom.

Conclusion:

Academic boredom as an actual phenomenon present in the school environment is evident through the results that result from it and those in charge of the educational system complain about it, often attributing the causes to external factors such as the family and society. However, by reviewing some studies and taking an analytical view of the current school reality, it is found that the phenomenon is complex and overlaps with other

phenomena, and its true causes are largely due to the components of the school environment.

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