

An analytical reading of the field studies related to academic boredom in the Algerian school

Received date:02/01/2025 Accepted date:24/06/2025 Published date:28/10/2025

Abbes Yahla¹, Slimane Dahmani²

¹ University of Tlemcen, Algeria, Email: abbes.yahla@univ-tlemcen.dz

² University of Tlemcen, Algeria, Email: slimane.dahmani@univ-tlemcen.dz

Abstract:

This research paper aims to shed light on a group of Algerian field studies that dealt with the phenomenon of (academic) boredom, by answering the: What are the variables that these studies addressed in the research? What are the approaches and tools used to collect data from the field? What are the most important findings?

Keywords: :Academic Boredom; Previous Studies; School Achievement.

Corresponding Author: Abbes Yahla, Email: abbes.yahla@univ-tlemcen.dz

1. INTRODUCTION

The process of analyzing previous studies on a particular topic is one of the most important steps in the field of scientific research, because it allows the researcher to review and evaluate the research product, and also allows him to identify the most important variables studied in addition to the methods and tools used, rather than helping him to detect the differences that these studies carry, and resemblances with the results that they concluded in particular, and all this enables the researcher to accurately identify the problem of his research, avoid repetition, and put his study in the right framework.

From this point of view, we will highlight eight recent field studies that specifically addressed academic boredom in the Algerian school, as follows: -The study of Amal Tahiri and Khabab Akila (March 2023) tagged with: "school boredom and its indicators: a field study in primary schools"-the study of masouda Bouzidi (March 2022), entitled: "academic boredom among secondary school students"-the study of Halima Kadri (October 2021), entitled: "academic boredom among students: a descriptive study on secondary school students" - the study of Mona Atik (October 2021), which came under the title: "secondary school students Algerian and school boredom, "what are the reasons?" And what is the treatment- Latifa Zerouali study (June 2018): tagged with "feelings of boredom in educational circles and their relationship to school dropout behaviors: a field study on a sample of Secondary School students"- The study of Rabiah jafour and Maryam bukhta (December 2018): entitled: "academic boredom among secondary school students: an exploratory study compared to the city of warfleh"- the study of Ruqayya bin Yamina and Al-Zahra Ger (December 2018): which carried the title:



"pedagogical methods in the classroom between pleasure and boredom: a field study in the college of Galal Zein al-Abidin".

There is no doubt that academic boredom has become one of the most prominent problems plaguing educational systems in our time, which invites researchers in various academic disciplines to contribute to its study and identify its causes, symptoms, and results...etc.

2. Definition of academic boredom

Before we shed light on some of the field studies that dealt with academic boredom in the Algerian school, it is worth mentioning some definitions that we deem appropriate, and we would like to point out in this regard the many attempts in this regard and their diversity in the diversity of scientific disciplines, and the different views of scientists in the field of Humanities and Social Sciences.

According to Hisham al-Kholy, academic boredom is an unpleasant psychological predisposition in which students feel monotonous, lose excitement, feel tired, and lose interest in studying, as a result of not being able to face the teaching methods and methods followed by teachers and the resulting monotony of lectures received by students, in addition to the difficulty of scientific content in the courses, and the desire to distract from recalling lessons (الخولي، 2019، صفحة 257).

For her part, Amal Al-Faqi defined academic boredom as: a set of negative emotions resulting from false beliefs about what the student expects and the things that satisfy his needs and achieve his goals from the curriculum, and the use of teaching strategies and activities that do not correspond to him, making him feel monotonous and time passes slowly and preferring to avoid and escape from educational situations (الفقي، 2016، صفحة 63) .

Fatima Sayed Hassan Khachaba defined academic boredom as an academic emotion in which the learner feels listless, bored, lacking motivation, feeling pressured, and not concentrating because academic resources, teaching methods, examination systems, and activities do not fit and do not meet future hopes and ambitions (خشبة، 2020، صفحة 188).

thus, we can say in light of the previous definitions, that academic boredom is a psychological condition in which the learner feels bored, and lack of motivation to achieve, due to the absence of the elements of pleasure and excitement in the school environment in particular, and this phenomenon is one of the obstacles to academic achievement.

3. Examples of field studies

It should be noted that we excluded some of the few studies that dealt with academic boredom at the Algerian university, and we chose a group of field studies that dealt with the same phenomenon in the Algerian school exclusively, whether primary, middle or secondary schools, for methodological reasons.

The first study: the study of Amal Tahiri and Khabab Akila (2023) (طاهري و خباب، 2023)، tagged with: "school boredom and its indicators: A field study in primary schools", which sought to study boredom among students in the school environment based on the descriptive curriculum, and used the interview and observation to collect data from the field according to the network of observation of indicators of school boredom, and this study finally concluded that one of the most important indicators of boredom are avoidance behaviors, discharge, absent mindedness, excessive motor activity, sleep, abdominal pain, going to the toilet a lot, not participating in

school activities , and this study also found that school boredom has the most serious complications of failure ‘And school dropouts.

the second study: a study by masouda Bouzidi (2022، بوزيدي), entitled: "Academic boredom among secondary school students", it aimed to identify the level of academic boredom among secondary school students, and sought to find out the differences between students in the level of academic boredom in light of gender and academic specialization, using a descriptive method .The study was conducted at the popular resistance high school in Al-aghwat (Algeria) on a sample of 108 students, and the statistical package program in Social Sciences (SPSS) was adopted, using statistical methods of testing (T) for one sample, and testing (T) for two independent samples to analyze the study data. The latter revealed the following results: Academic boredom among second-year secondary school students in the city of(aghwat) is low - there are no statistically significant differences according to gender in the level of academic boredom - there are no statistically significant differences between students of scientific divisions and students of literary divisions in the level of academic boredom.

The third study: the study of Halima Kadri (2021، قادري) : entitled: "academic boredom among students: a descriptive study on secondary school students", aimed to identify academic boredom in secondary school students, and in order to reach the objectives of the study, the researcher used the descriptive method, the open questionnaire on a sample of 60 students selected randomly, and used the following statistical methods: (frequencies, percentages), and after processing the data statistically it revealed the following results: There are a; lot of factors that cause academic boredom, including the student's dissatisfaction with the school atmosphere, and the school's failure to satisfy his needs, in addition to the fact that most lessons do

not interest students, and the failure of school courses to fulfill their wishes.

The fourth study: the study of Mona Attik (ATTIK, 2021): with the title: "Algerian high school students and school boredom," what are the reasons?" And what is the treatment"Through this exploratory study, the researcher tried to shed light on the phenomenon of boredom in secondary schools in Algeria, to discover the different types and causes of this phenomenon as experienced by secondary students themselves, as well as possible solutions that would reduce this phenomenon, and the sample consisted of eight pupils (aged 15 to 16 years), four of them girls all expressed a desire to talk about this topic. This study was based on the descriptive approach, and the focus group was chosen as a tool for data collection and content analysis, and it reached the following results: - The interviewed high school students suffer from boredom, the reasons for the latter relate to the relationship between the teacher and the student, stress, frustration and, finally, the instability of the high school students themselves.- As for the solutions, they consist in the good teacher-student relationship, the programming of educational and/or sports excursions and competitions, new teaching methods and, above all, new knowledge.

Fifth study: Latifa zarouali's study (Zarouali, 2018): tagged with" feelings of boredom in educational circles and their relationship to school dropout behaviors: a field study on a sample of Secondary School students", which addressed the phenomenon of boredom among secondary school students in the school context and its possible effects on school dropout behaviors, through a questionnaire applied to a sample of 226 students. This study has found that they have strong feelings of boredom, and among the reasons for boredom among the respondents are the following: the weight of lessons and the deterioration of the school climate, as well as the negative and

conflict relationship with teachers and colleagues. As for the students' reactions to the negative feelings of boredom, the researcher mentioned the following: school absence; resignation and refusal to make any effort; deviant behaviors; sleeping inside the sections; playing and gossiping during the lesson.

The sixth study: the study of Rabia jafour and Maryam boukhata (2018 (جعفور و بوخطة، 2018) entitled: "academic boredom among secondary school students: an exploratory study compared to the city of warfleh", and it sought to find out the academic boredom among secondary school students and reveal the differences depending on the academic specialization variable (scientific-literary). In order to achieve the objectives of the study, the academic boredom scale was adopted to facilitate immortality (2013), consisting of 31 paragraphs distributed over three areas, and after confirming its psycho-metric characteristics, it was applied to a sample of 100 students in the city of (warfalalah) during the academic year: 2017-2018, they were selected randomly, and the study reached the following results: the level of academic boredom in the study sample is high-there are statistically significant differences in academic boredom depending on the academic specialization.

The seventh study: the study of (Ruqaya bin Yamina and Zahra) (بن يمينة و جبر، 2018): which carried the title: "pedagogical methods within the classroom between pleasure and boredom: it tried to highlight some elements of the educational process to understand what is happening inside educational institutions under the new reforms, and to clarify some bets with a kind of in-depth analysis based mainly on interviews and observations derived mainly from the educational field. this study concluded that the basis of pleasure or boredom in the educational educational process is related to the extent of introducing new pedagogical skills and techniques that allow independent self-education and focus on the development of communication skills,

dialogue in order to face various global changes and contemporary challenges.

The eighth study: the study of (Mona Atik Mohand El Hadj Karima) (Attik & MOHAND-LHADJ, 2017) entitled: "boredom in primary school - a case study of Algerian school children", aimed at discussing the phenomenon of boredom in the Algerian primary school. In order to reveal the various causes of boredom as seen by children, as well as possible solutions that may reduce the scale of this phenomenon, a sample consisting of 8 girls and 8 boys, aged 11 years, was selected, using the descriptive approach, the content analysis approach, and the focus group were used as a data collection tool. The study came to the following conclusions: physical exhaustion causes young learners to get bored of carrying a heavy school bag every day and traditional teaching methods and the absence of leisure activities are a crucial source of boredom for children-the pressure that parents usually exert on their children generates fear of not fulfilling their desire (that is, getting good marks) along with the fear of ridicule by teachers and other classmates, is a source of boredom for children. Finally, this study presented a set of suggestions and recommendations in order to overcome this phenomenon from the children's point of view as follows: giving importance to Entertainment and extra-curricular activities, calling for encouraging the teacher during the assessment of learners; maintaining.

4. CONCLUSION

After analytical reading of various field studies that dealt with academic boredom in the Algerian school, it turned out that they tried to identify the level of academic boredom among students, and to know the differences between them, in the light of gender variables, as well as academic specialization, and discover the different types of

academic boredom, its causes, and imagine possible solutions that would reduce the size of boredom . On the other hand, these studies have relied on some of the methods prevalent in the humanities and social sciences, such as the descriptive method, the content analysis method, and followed some methods such as scientific observation, interview, and used some tools in collecting data from the field, such as the questionnaire, the academic boredom scale, the focus group, and the statistical package program in Social Sciences (SPSS). As for the most important findings, they can be summarized as follows :

These studies have revealed that there is a high level of boredom among learners, except for one study, the study of masouda Bouzidi (March 2022), which concluded that academic boredom among second-year secondary school students in the city of (Al-aghwat,Algeria) is low, and there are no statistically significant differences according tp gender in the level of academic boredom, and there are also no statistically significant differences between students of scientific divisions and students of literary divisions in the level of academic boredom.

According to these studies, academic boredom is associated with several reasons, the most important of which are: the negative relationship between the learner and the teacher on the one hand, the conflict relationship between the learner and classmates on the other hand, physical exhaustion, in addition to the old and traditional teaching methods and the absence of recreational activities.

Academic boredom has several indicators that appear on the learner, most notably school absence, avoidance, discharge, absent-mindedness, excessive motor activity, sleep, abdominal pain, frequency to the toilet a lot, non-participation in class activities, in addition to aggressive and deviant behaviors. - Academic boredom is a pathological phenomenon for the educational system due to its

negative effects on school life, the most important are school failure and dropout of learners

The most important solutions proposed by the mentioned studies are:

- Improve the teacher-learner relationship that will increase the motivation to learn.
- The inclusion of modern pedagogical technologies in the educational - learning process depends mainly on self-education
- Developing communication and dialogue skills in order to keep abreast of various developments. giving importance to Entertainment and extra-curricular activities, such as educational and sports competitions.

Perhaps one of the most notable shortcomings that can be recorded on these studies is their focus on the secondary stage (with five studies), although academic boredom also spreads in primary and secondary, and studying it in these two stages is of the same importance; these studies also tried to measure the level of academic boredom, and to know its causes and indicators, regardless of the cultural and social context emanating from it, which requires in-depth anthropological research on this topic.

5. Bibliography List :

- 1) Latifa Zarouali .juin, 2018 .sentiments d'ennui dans le milieu éducatif et décrochage scolaire :étude de terrain sur un échantillon d'élèves du secondaire .El-hakika.
- 2) Mouna ATTIK. Octobre, 2021 .Les lycéens algériens et l'ennui scolaire"quel causes ?et quel remèdes."? Arab Journal for the humanities and social sciences.

3) Mouna Attik و Karima MOHAND-LHADJ .August, 2017 . Boredom in the primary school-case study of algerian school children . International interdisciplinary journal of education.

(4) آمال إبراهيم الفقي. (أفريل 2016). فعالية الإرشاد التربوي في إدارة الضجر لدى طلاب الجامعة المتفوقين دراسيا. (جامعة الزقازيق، المحرر) مجلة التربية الخاصة (15).

(5) أمال طاهري، وعقيلة، خباب. (مارس 2023). الملل المدرسي ومؤثراته: دراسة ميدانية. التواصل.

(6) حليلة قادري. (أكتوبر 2021). الملل الأكاديمي لدى التلاميذ: دراسة وصفية على المرحلة الثانوية. جيل العلوم الإنسانية والاجتماعية، الصفحات 85-95.

(7) رقية بن يمين، و الزهرة جبر. (ديسمبر 2018). الطرق البيداغوجية داخل الفصل بين المتعة والملل: دراسة ميدانية بمتوسطة غلال زين العابدين. مجلة الناصرية للدراسات الاجتماعية والتاريخية، الصفحات 41-64.

(8) فاطمة السيد حسن خشبة. (2020). فاعلية التدريب على بعض عادات العقل في السلوك الإيجابي والضرر الأكاديمي لدى طالبات جامعة الأزهر. المجلة المصرية للدراسات النفسية، الصفحات 179-254.

(9) مريم جعفر، و ربيعة بوخطة. (ديسمبر 2018). الملل الأكاديمي لدى تلاميذ المرحلة الثانوية. دراسات وأبحاث، الصفحات 515-526.

(10) مسعودة بوزيدي. (مارس 2022). الملل الأكاديمي لدى تلاميذ المرحلة الثانوية. دراسات إنسانية واجتماعية، الصفحات 315-334.

(11) هشام محمد الخولي. (2019). دور الملل والإجاء كوسيطين بين تأثير العبء المعرفي على استراتيجيات المواجهة الفعالة لدى مرتفعات ومنخفضات القدرة على التحصيل الدراسي. (جامعة كفر الشيخ، المحرر) مجلة كلية التربية، 19 (4).