



وزارة التعليم العالي والبحث العلمي

الجامعة المستنصرية

كلية الآداب/ قسم علم النفس

## إستراتيجيات التعامل مع الملل المدرسي لدى طلبة المرحلة الإعدادية

رسالة تقدمت بها إلى

مجلس كلية الآداب في الجامعة المستنصرية وهي  
جزء من متطلبات نيل شهادة الماجستير

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## **ABSTRACT**

The current search aimed at identifying:-

- 1- School boredom among the preparatory grade Students.
- 2- Significance of statistical differences in the school boredom according to the variable gender (male - female) students for the preparatory grade Students.
- 3-Coping strategies with boredom school students among the preparatory grade Students.
- 4- Significance of statistical differences in coping strategies with the boredom of school according to a variable gender (male-female) student for the preparatory grade Students.
- 5- Significance of statistical differences in coping strategies with the boredom of school according to boredom levels (high - low) among the preparatory grade Students.
- 6- Significance of statistical differences in coping strategies with the boredom school students among the preparatory grade Students.

The Research determines to students preparatory school (Fourth & fifth) in the city of Baghdad in the academic year (2014-2015).

In order to achieve the aims of the research, the researcher has developed Boredom academic scale and coping strategies with Boredom school, The Boredom academic scale Included in its final form of (36) items , Divided into four components:

Emotional Component, cognitive component, motivational component and component physiological each sub-scale has consisted of (9) items

after statistically analyzed to compute discriminatory power. The scale validity computing the relation between item score with aggregate by items degree relationship with the degree of the score of Sub-scale to which they belong. The reliability has been computed in three methods: Test-retest, Split-Half and Cronbach's alpha.

The researcher also developed a scale coping strategies with Boredom school, which in consisted its final form of (48) items, divided into four sub-scales are: Curriculum cognitive strategy scale, Curriculum behavioral strategy scale, Cognitive avoidance strategy scale and Behavioral avoidance strategy scale. Each sub-scale consisted of (12) items, after statistically analyzed to compute the discriminatory power, the scale validity also calculated by computed items degree relationship with the degree of the total Sub-scale to which they belong. The reliability has been compute in three methods: Test-retest, Split-Half and Cronbach's alpha.

The scale was applied to a sample consisting of (400) students (males - females) from preparatory schools, the study achieved several results are:-

- 1- The preparatory school students have a low degree in the school boredom though it's approaching the hypothetical medium; a degree is not a small figure in the educational system.
- 2- There are no statistically significant differences, according to the gender variable type, in the school boredom.
- 3- The students are using all the strategies in coping with the boredom, the highest mean was in favor of the approach of cognitive strategy, and then approach the behavioral strategy Followed by avoidance of cognitive and behavioral avoidance strategy.

4- There are significant differences according to the gender variable in favor of males in (Curriculum cognitive, behavioral approach, avoidance behavior), strategies there is no while statistically significant difference between males and females in cognitive avoidance strategy.

5- Students who have a high boredom were using behavioral avoidance strategy, followed by cognitive avoidance strategy, and the Students who have a low boredom were using the curriculum of cognitive strategy, and then followed the curriculum behavioral strategy.

6- There are differences coping strategies with boredom school In favor of the Curriculum cognitive strategy, then followed the curriculum behavioral strategy, then cognitive avoidance strategy and finally behavioral avoidance strategy.

Based on these results, the researcher presented a set of recommendations and suggestions for future research.