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The Structural Equation Modeling of Students' Boredom based on Implicit Theories of Intelligence, Meaning of Life and Support from Perceived Autonomy

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Research Paper

Abstract

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Purpose: The aim of present research was investigate the structural equation modeling of students' boredom based on implicit theories of intelligence, meaning of life and support from perceived autonomy.

Methodology: The present study was descriptive from type of correlation. The research population was secondary high school students of Tehran city in the 2018-19 academic years, which number of 400 people of them were selected as a sample by multi-stage cluster sampling method. The research tools were including the subscale of boredom to class in achievement emotion questionnaire (Pekrun et al, 2002), subscale of entity belief intelligence in implicit theories of intelligence scale (Abd-El-Fattah & Yates, 2006), meaning of life questionnaire (Steger et al, 2006) and support from perceived autonomy scale (Williams & Deci, 1996). Data were analyzed with methods of Pearson correlation coefficients and structural equation modeling in SPSS and LISREL software.

Findings: The findings showed that the model of students' boredom based on entity belief intelligence, meaning of life and support from perceived autonomy had a good fit. The other findings showed that the entity belief intelligence had a direct and positive effect on students' boredom and meaning of life and support from perceived autonomy had a direct and negative effect on students' boredom ($P < 0.05$).

Conclusion: The results showed the direct effect of entity belief intelligence, meaning of life and support from perceived autonomy on students' boredom. Therefore, to reduce students' boredom can be designed and implemented programs to decrease the entity belief intelligence and increase meaning of life and support from perceived autonomy.

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Detailed abstract

Purpose: Educational systems, including the education system with the role of training human resources for the society, are of special importance in the growth and development of the country, and one of the factors that hinder its success is the boredom of its learners. Boredom is a negative mood state as a result of exposure to a non-challenging and unattractive environment and has a wide spectrum from mild to severe boredom. This construct is a psychological phenomenon that is defined as a state of aversion or incompatibility with any kind of repetitive experience such as daily work, dealing with dull and boring people, and great restlessness in situations from which it is not possible to escape. Boredom is a state of relatively low arousal accompanied by a feeling of dissatisfaction with an inappropriate stimulating situation, which is characterized by a feeling of boredom, meaninglessness, inattention, restlessness, emptiness, boredom and a lack of desire to connect with the current environment. People who are continuously and persistently bored are usually they lack any specific goals in life and usually fail to find meaning for their lives. Among the other side effects and negative consequences of boredom, we can mention a drop in professional and academic performance, an increase in the risk of drug use, and an increase in the likelihood of mental disorders such as anxiety, depression, hopelessness, loneliness, and aimlessness in life. One of the factors related to boredom is implicit theories of intelligence, which include students' beliefs about the nature of intelligence. Intelligence beliefs as the basis of a person's judgment about himself, others and the world are semantic systems that give direction to a person's behavior and make it possible to predict behavior. Implicit theories of intelligence are a social-cognitive framework in the field of academic motivation and intelligence beliefs that show how people react, explain and interpret development situations. In general, there are two categories of intelligence theories, including intrinsic theories and incremental theories. Intrinsic theories consider intelligence as a They consider intelligence to be a fixed internal characteristic, uncontrollable, uncorrectable and un increasable, and incremental theories consider intelligence to be a flexible and controllable characteristic that increases due to the use of successful strategies and solutions, effort, perseverance and effort. Implicit in intelligence was the meaning of life and support for perceived autonomy.

Methodology: The present study was a descriptive correlational study. The research population was the students of the second year of high school in Tehran in the academic year 2018-19, and 400 of them were selected as a sample using the multi-stage cluster sampling method. In this sampling method, the city of Tehran is first divided into five parts, north, south, east, west and central, and three parts are randomly selected, and from each part there are two schools (one for boys and one for girls) and from each school there are three classes in different grades. Randomly selected and all the students of the classes were selected as a sample if they had the conditions to enter the study. In the current study, the conditions for entering the study include the desire to participate in the research, the absence of corona in oneself or family members in the past three months, the absence of psychiatric drugs such as anti-anxiety and anti-depressants, and the absence of stressful events such as divorce and death of relatives in the past three months. And the exclusion conditions included refusing to complete the tools and not responding to more than five percent of the items. The research tools include the sub-scale of class boredom in the excitement of progress questionnaire (Pekrun et al, 2002), the sub-scale of the belief in the inherent intelligence of the scale of implicit theories of intelligence (Abd-El-Fattah & Yates, 2006), the meaning of life questionnaire (Steger et al, 2006).) and perceived autonomy support scale (Williams & Deci, 1996). Data were analyzed by Pearson correlation coefficients and structural equation modeling in SPSS and LISREL software.

Findings: The findings showed that the model of students' boredom based on the inherent belief of intelligence, the meaning of life, and support for perceived autonomy had a good fit. Other findings showed that the inherent belief in intelligence had a positive and direct effect on students' boredom, and the meaning of life and perceived autonomy support had a negative and direct effect on students' boredom ($P < 0.01$). The results showed the direct effect of the belief of inherent intelligence, the meaning of life, and perceived autonomy support on students' boredom. Therefore, in order to reduce students' boredom, programs can be designed and implemented to reduce the inherent belief in intelligence and increase the meaning of life and support the perceived autonomy.

Conclusion: The findings of the present study showed that the inherent belief in intelligence had a positive and direct effect on students' boredom, which was consistent with the findings of previous studies. In the explanation of these findings, it can be said that the inherent belief of intelligence believes that intelligence is a fixed quality and cannot be increased, and learners with the inherent belief of intelligence focus on achieving good performance and show minimal effort to overcome problems and challenges. Also, people with the inherent belief of intelligence believe that their intelligence ability is inflexible and cannot be increased, and they usually delay their homework, projects and studies until the night of the exam, so to speak, they do it tomorrow and postpone the activities by themselves to the future. And they avoid doing them on

time. As a result, the inherent belief in intelligence is characterized by inconsistent behaviors such as lack of concentration when doing challenging assignments, lack of effort and persistence in doing assignments, and lack of emotional management in communication, so it can be expected that in educational environments, the inherent belief in intelligence has an effect on students' boredom, be positive and direct, and by increasing the inherent belief of intelligence in students, the level of boredom in them will increase. Other findings of the current research showed that the meaning of life had a negative and direct effect on students' boredom. In explaining these findings, it can be said that boredom is the result of defensive behavior and it grows when goals are prohibited by awareness. As a result, a person who is constantly bored and daydreaming is devoid of any purpose, having failed to acquire the fundamental plan that gives meaning to life. Therefore, people can overcome boredom only when they accept a meaningful life plan or theme. Another important point is that losing or failing to develop meaningful goals in life causes the experience of boredom, therefore, according to existential theories, not having a sense of meaning and purpose in life is annoying, and the experience of boredom and negative emotions is the cause or effect of not having meaning and purpose in life. . As a result, it can be expected that the meaning of life has a significant effect on the boredom of students, which, considering the positiveness of the meaning of life and the negativity of boredom, it is logical that the effect of the meaning of life on the boredom of students is negative and direct. Other findings of the present study showed that perceived autonomy support had a negative and direct effect on students' boredom. In explaining these findings, it can be said that perceived autonomy can mean the freedom of a person in choosing goals or maintaining responsibility in having a sense of control.

Keywords: Boredom, Implicit Theories of Intelligence, Meaning of life, Support from Perceived Autonomy.