A survey about boredom syndrome and its strategies of undergraduate

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Abstract

In order to know the situations about boredom syndrome and its factors of undergraduate in Sichuan University of science & engineering, we selected 300 students to explore by BPS. The results showed that: there is a higher ratio of boredom symptom among the population of the college students; the total mean score of the male students is significantly higher that of the female students'; the total mean score of the urban students is significantly higher that of the rural students'; there are significant differences among the 4 grades in genera1. We give some advice appropriately according to the results.

Keywords

Undergraduate Boredom Syndrome Strategy.

1. Concept definition

In 2017, an Internet buzzword "Buddha series" appeared which means a way of life-style that is no matter what, and nothing is worthing. This leads to the "buddhist life" and "buddhist youth", which are highly respected by college students. The survey found that many college students now often complain that they feel confused and bored about life and study. They always feel that they have nothing to do and too busy to do anything. Even if they want to do something, they cannot put down their computer cell phone. They are reluctant to leave the dormitory, walk into the classroom and library and actively participate in various social practice activities. Some scholars consider college students' boredom to be a feature of the modern society, Seventeen believes that modern people are more likely to fall into the "boredom" category than other generations. Lai shengyang believes that the characteristics of "boredom syndrome" mainly include: (1) often feel bored, inanimate, do not know what to do; (2) eager for friends, but have superficial relationship; (3) excessive egocentrism, often complaining and negative speech; (4) lack of responsibility and motivation for work (such as homework and housework); (5) more material needs, indulging in the satisfaction of sensory stimulation; (6) lack of confidence, often rejected adult advice; (7) opportunism, lack of deep thinking, values, and spiritual life; (8) the behavior pattern is primitive or degenerated, and the topic is often centered on sex and violence; (9) lack of insight into themselves, often feel powerless, growth stagnation in childhood; (10) lack of meaningful leisure and interest[1].

At present, there are few researches on the "boredom syndrome" of college students in China. Therefore, on the basis of careful collection and collation of data, this paper adopts the boredom proneness scale to investigate college students in Sichuan University of science and engineering, aiming at investigating the current situation and influencing factors of "boredom syndrome" among the students, and puts forward some targeted Suggestions.

2. Research methods

2.1 Research methods and objects

In this study, 300 college students of sichuan university of science and engineering were selected as samples by stratified random sampling. A total of 300 questionnaires were issued. In the process of sorting out, 25 questionnaires were eliminated as invalid ones due to incomplete filling and random answering. At last, 275 questionnaires with complete data were collected, with an effective rate of 91.6%. Among them, 127 were male students, accounting for 46.18%. 148 girls accounting for 53.8%; 85 urban college students, accounting for 30.1%; There were 190 college students from rural areas, accounting for 69.1%. 54 ethnic minority students, accounting for 19.6%. There were 221 han nationality college students, accounting for 80.3%. 78 freshmen, accounting for 283%; 78 sophomore students, accounting for 28.3%; Junior 64, accounting for 23.2%; Senior 55, accounting for 20%.

2.2 Research tools

Adopt the Boredom proneness Scale (Boredom Proneness Scale, or BPS), according to the Scale results of Norman d. zehnder burr and his students Richard f. farmer's system study for boredom, this scale has a good internal validity and construct validity. Cranach coefficient of this scale is 0. 743 is made up of 28 questions. It can be divided into five dimensions, namely, cognitive dimension, emotional dimension, will dimension, learning dimension and leisure dimension. The scale adopts the seven-level scoring method, and each item has seven options, namely 1, 2, 3, 4, 5, 6 and 7. After the score statistics, the scores of 28 questions were added up. The higher the total score, the easier it is to be bored, the more obvious and serious the symptoms of boredom; The overall score is low, indicating that it is not easy to be bored, boredom symptoms are not obvious, not serious. The highest score of this scale is 196, the lowest score is 27, and the neutral score is 112.

2.3 Research procedures

The paper and pencil test was used in the survey, and the subjects were collectively tested. Statistical software spss16.0 was used for data management and analysis.

3. Result analysis

3.1 The overall level of "boredom syndrome" of undergraduates

Data analysis results show that :(1) the overall average score of boredom tendency of college students is 108.57. (2) college students with an overall average score of 112 or more account for 36.8%, with a maximum score of 142; (3) 4.6% of college students chose "6" or "7" on the question "I often feel confused when I have to do something meaningless"; (4) 17.5% of college students chose "6" or "7" on the question of "I often feel that I am too busy to do anything, but I don't know what to do. (5) 16.7% of college students also chose "6" or "7" in the question of "I always do nothing most of the time". This shows that the overall average score of college students in the boredom tendency is not high, but the problem of "boredom syndrome" in undergraduates have a high proportion, in aspects.

3.2 Gender differences in "boredom syndrome" among college students

Table1 Gender differences in "boredom syndrome" among college students

	Male（N=127） Female（N=148）	T p
	M±SD M±SD	

Total scores	111.1500±12.5585	106.7286±13.45862	2.579	.010**
Cognitive dimension	27.1100±4.75861	25.3143±5.19281	2.734	.007**
Emotional dimension	19.4300±4.57542	18.6286±4.11060	1.420	.157
Will dimension	20.2900±3.92684	19.6929±4.25094	1.107	.269
Learning dimension	20.0100±3.10261	19.2429±4.50691	1.456	.147
Leisure dimension	24.3100±3.75431	23.8500±3.99266	.902	.368

Note: * represents the level of 0.05, and ** represents the level of 0.01

Through independent sample t-test, table 1 results show that: (1) male and female students have significant differences in total scores ($p < 0.05$), and the boys overall average score ($M = 111.1500$), significantly higher than girls ($M = 106.7286$), that is to say boys than girls in "boring syndrome" problems more serious. For example, boys than girls are more likely to show the boring, (2) in cognitive dimension, there are significant differences between boys and girls ($p < 0.05$), the average score of boys in cognition ($M = 27.1100$) is significantly higher than girls ($M = 25.3134$); (3) there was no significant difference between male and female students ($p>0.05$), in emotion dimension,will dimension, learning dimension and leisure dimension. (4) In terms of total score, as well as cognition, emotion, will, learning and leisure, the average score of boys is higher than that of girls, which indicates that boys are more likely to be bored than girls.

3.3 Differences in residence of college students with "boredom syndrome"

Table 2 results of residence difference comparison of college students with "boredom syndrome"

	Urban（N=85）	Rural(N=190)	T	p
	M±SD	M±SD		
Total scores	111.3188±11.58154	107.4620±13.73713	2.055	.041*
Cognitive dimension	27.2609±4.80090	25.5789±5.12874	2.341	.020*
Emotional dimension	19.4638±3.92046	18.7602±4.46501	1.143	.254
Will dimension	20.5797±3.76284	19.6842±4.24052	1.528	.128
Learning dimension	19.7826±2.88948	19.4737±4.41697	.536	.592
Leisure dimension	24.2319±3.81616	23.9649±3.93311	.480	.632

Note: * represents the level of 0.05, and ** represents the level of 0.01

Table 2 shows that :(1) the overall difference between college students from urban areas and those from rural areas is significant ($p<0.05$), that is to say, college students from urban areas are more serious in the problem of "boredom syndrome" than those from rural areas. (2) in the five dimensions, there was no significant difference in other dimensions ($p>0.05$) except in cognitive dimensions between college students from cities and those from rural areas ($p<0.05$). (3) in terms of total score, as well as cognition, emotion, will, learning and leisure, the average score of college students from urban areas is higher than that of college students from rural areas, which indicates that college students from urban areas are more likely to be bored than those from rural areas.

3.4 The difference between the han nationality and ethnic minorities in the "boredom syndrome" of college students

Table 3 Comparison results of the differences between han nationality and ethnic minorities in the "boredom syndrome" of college students

	Han nationality（N=221）	Ethnic minority（N=54）	T	p
	M±SD	M±SD		

Total scores	108.4061±13.72721	109.3256 ±10.87750	-.412	.681
Cognitive dimension	25.8020±5.25439	27.2558 ±4.05963	-1.706	.089
Emotional dimension	18.9340±4.40787	19.0930 ±3.93285	-.218	.827
Will dimension	20.0660±4.20771	19.3721±3.69055	1.000	.318
Learning dimension	19.4670±4.24086	20.0000±2.90320	-.784	.434
Leisure dimension	24.1371±3.89354	23.6047 ±3.91054	.812	.418

Note: * represents the level of 0.05, and ** represents the level of 0.01

After the independent sample T test of the scale, table 3 was obtained. The results showed that there was no significant difference in the total score or in the five dimensions of measuring the boredom tendency of college students (p>0.05).

3.5 Grade difference in "boredom syndrome" among college students

Table 4 comparison results of differences between the four grades of college students with "boredom syndrome

	Freshman (N=61)	Sophomore (N=61)	Junior (N=60)	Senior (N=58)	F	p	Multiple comparisons
	M±SD	M±SD	M±SD	M±SD			
Total scores	107.246±12.87071	105.344±15.24673	109.616±10.25785	112.275± 13.39913	3.129	.026*	2<1<3<4
Cognitive dimension	24.9508±4.85601	24.9836±5.16556	27.0000±4.18229	27.3966±5.66287	4.048	.008**	1<2<3<4
Emotional dimension	18.5738±4.68849	18.4426±4.18937	19.6000±3.98812	19.2586±4.37922	.986	.400	2<1<4<3
Will dimension	20.9508±4.16103	18.5738±4.53674	19.3500±3.90491	20.9310±3.32910	5.252	.002**	2<3<4<1
Learning dimension	19.2131±2.70256	19.5902±6.18702	19.7167±2.86470	19.7414±3.40052	.219	.883	1<2<3<4
Leisure dimension	23.5574±3.75289	23.7541±4.69275	23.9500±3.60520	24.9483±3.30562	1.494	.217	1<2<3<4

Note: * represents the level of 0.05, and ** represents the level of 0.01

After one-way ANOVA analysis of the scale, table 4 was obtained, and the results showed that :(1) there were significant differences between college students of four different grades on the whole (p<0.05), among which "boredom syndrome" was more serious in senior year (M=112.2759) than freshman (M=105.3443). (2) in the five dimensions, there was no significant difference in the other dimensions (p>0.05) except in the cognitive and will dimensions among college students in the four grades (p<0.05). (3) in terms of cognitive dimension, freshmen and sophomore have low score relatively, indicating that freshmen and sophomore have less "boredom syndrome" than juniors and seniors. (4) in terms of will dimension, the scores of sophomores and seniors are relatively high, indicating that they have less "boredom syndrome" than freshmen and juniors.

4. Discussion

4.1 The current situation of "boredom syndrome" of college students cannot be ignored

The survey found that the overall average score of college students in Sichuan university of science and engineering on boredom tendency was not high (M= 108.57) and did not reach the neutral score of the scale (M=112). However, 36.8% of college students scored 112 or more on average, and 24.6% of college students often felt troubled when they had to do something meaningless, 17.5% of college students often feel that they are too idle, but do not know what to do, 16.7% of college students show that they always do nothing. This shows that the college students of Sichuan University of science and

engineering are in good condition in general on the problem of "boredom syndrome", but there is still a certain proportion of college students with "boredom syndrome" problem.

At the same time, from the tendency of boredom statistical results, we can see boredom convey a negative emotional experience, if not for a long time, will cause harm to the students' academic, physical and mental, such as fail badly, anxiety, depression and suicide. There is a correlation between boredom syndrome and juvenile delinquency. Therefore, the existence of "boredom syndrome" cannot be ignored.

4.2 Influencing factors of "boredom syndrome" among college students

1. Gender factor

The study found that there was a significant difference in overall scores between male and female students on the gender differences among college students, indicating that male students were more serious than female students in boredom syndrome. This may be related to the gender differences between male and female college students in cognitive modes, thinking characteristics and other aspects, as well as the different gender roles of men and women in society, or to the differences between male and female college students in psychological cognition and social fact discrimination. Such as social reinforcement for male qualities of independence, compared female they also carries a greater social pressure and responsibility, also because of that, in a certain period of time, if the information from all sides to make them feel the real social reality and their imagination is different, so some problems will ensue, they don't know what to do, or can do, the inner conflict will make them feel boring, boring, depressed, be agitated, therefore can appear the symptom of the boys' boring rate higher than the girls.

2. Regional factors

According to the survey, there is a significant difference between college students from urban areas and those from rural areas, that is to say, college students from urban areas are more likely to suffer from "boredom syndrome" than those from rural areas. That is to say, college students from cities and towns are more likely to be bored than those from rural areas. This may be related to the growth environment, quality of leisure life, economic conditions and other factors of college students from cities and villages. For example, from the rural college students often require under more pressure than students from cities, including economy, study, life, work pressure, they will spend more leisure time on part-time, job other professional learning and self improvement, and the students from urban always having games, shopping, dating etc. in their leisure time, because of this, the college students' leisure time management ability is more efficient than those who are from urban areas.

3. Other factors

The study found that there was no significant difference between college students of han nationality and those of ethnic minorities, indicating that ethnic differences were not an important factor influencing college students' boredom syndrome.

The survey also showed that there were significant differences between the four different grades of college students in general, and that the "boredom syndrome" in the senior year was significantly higher than that in the freshman and sophomore years. In terms of the specific level, there is no significant difference in other levels except the cognitive and will level of college students of four grades. In general, boredom in senior grades is higher than that in junior grades, because there are different tasks for college students to complete in different grades. Generally speaking, freshmen and sophomores, they are in a stage of adaptation, they need to make efforts to adapt to the new environment (including living environment, academic environment, interpersonal environment, etc.), establish a new psychological structure, and achieve a new psychological balance. At the same time junior grades have heavier study burden, especially many students put most of their spare time on learning English, computer grade examination, double degree in license and other certificates, less time for leisure, and grade to the junior, senior's academic pressure decreases obviously, many college

students are at a loss, and don't know how to arrange the leisure time, and for the future is full of confusion. At the same time, junior college students 'maturity, interpersonal, responsible attitude to life and personal experience and so on are different from senior college students. These differences are likely to lead to changes in boredom among different grades, so the boredom index of freshmen and sophomores is not as high as that of juniors and seniors.

5. Suggestions

5.1 Improve the career planning curriculum and guide students to reasonably plan their leisure time

A survey of grade differences in student boredom syndrome found that freshmen and sophomores had lower boredom scores than juniors and seniors. This requires the school to be more reasonable and perfect in terms of curriculum setting. For example, vocational courses should be set up in the first half of the freshman year, so as to guide students to adapt to the life, study and interpersonal relationship in the university as soon as possible, make a reasonable plan for the four years in the university, and form a clear academic career and career planning. In terms of professional course setting, courses should be set according to the characteristics of the major, so as to avoid the occurrence that freshman and sophomore are full of courses, while junior and senior have no courses, which will bring serious psychological gap and inadaptability to students, scientific curriculum setting will give students time to think and recharge in the orderly study.

5.2 Enrich psychological counseling channels, timely dredge the negative emotions of boredom syndrome

Integrate psychological knowledge into subject teaching to improve students' enthusiasm in class. Carry out a variety of mental health activities, in the dissemination of psychological knowledge at the same time, guide students to deal with the negative emotions encountered in the growth process, form a strong will power, cultivate excellent personality quality.

5.3 Broaden the self-display platform of students and enrich their leisure life

Some college students feel bored because they feel professional courses are boring, public courses are not interested in, class activities do not want to participate in, the activities they are interested in can't be found in the university. This puts forward higher requirements for the student activity work of the school, from the school level, the need to constantly innovate, for the improvement of students' ability and extracurricular life of the rich and constantly broaden the platform, such as holding different topics of lectures, reports, seminars, cultural activities, competitions and so on to show students' strengths. At the level of the secondary college, students are encouraged to organize associations and carry out activities according to their interests, and professional guidance and counselling are provided by professional tutors, so as to provide more internship and practice opportunities for students.

5.4 Change the teaching methods of teachers to increase the attractiveness of classes

At present, in the era of new media, this is both an opportunity and a challenge. Students are easily attracted by all kinds of information on the Internet. They play games in class, brush internet videos, and are almost inseparable from their mobile phones. On the other hand, teachers can also use multimedia teaching to present the teaching content image to students, but this is also easy to develop a "PPT teacher", just reading the PPT contents, which will lead to the students are not interested in this course, the emergence of explicit and implicit truancy phenomenon. Therefore, teachers should make full use of new media, enrich classroom forms, innovate teaching methods, and use vivid and interesting classroom atmosphere to let students go out of the dormitory, put down their mobile phones, raise their heads, get rid of boredom, and listen to each class carefully.

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