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ORIGINAL ARTICLE

Factors Contributing to Academic Boredom Among English-Major Students at Nong Lam University Ho Chi Minh City, Vietnam

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ABSTRACT
Academic boredom can detrimentally impact students' motivation, engagement, and academic performance. Recognizing the challenges faced by English-major students at Nong Lam University, Ho Chi Minh city, the authors of this paper conducted a study to investigate the underlying factors contributing to academic boredom within this specific academic context. A quantitative research method was employed in the current study to investigate the antecedents of academic boredom among the English-majored students. The population of this study consists of 427 English language majors at Nong Lam University, Ho Chi Minh City, Vietnam. A convenience sampling method was utilized. Correlation and regression analyses were used to explore the relationships between the antecedent factors and academic boredom among students. The findings reveal a combination of internal and external factors contributing to boredom. It was also found that the most common causes of boredom are the students' attitude toward their learning and the university's environment while no significant correlation was observed between the level of boredom and teaching contents, teaching methods and pedagogical style. Some implications concerning how to reduce EFL classroom boredom are also presented in this paper.

1. INTRODUCTION

Since English has become more widely used both locally and internationally (Matsuda & Friedrich, 2011), learning this language is crucial in the contemporary world for students in order to brighten their job prospects. As stated by Rautenbach et al. (2018) and Gui et al. (2021), learning English is beneficial for both professional and academic objectives. However, acquiring a second or foreign language, particularly English is a challenging task due to the influence of cognitive factors, affective factors, and social factors (Renandya, 2013). The past decades have seen a rise in academic interest in diverse emotions that second-language (L2) learners of foreign languages experience and how they are related to academic achievement. However only limited studies have been conducted on L2 boredom although boredom is one of the most frequently experienced emotions in L2 classroom.

According to Pekrun and Stephens (2010), academic boredom can be referred to as a negative and demotivating academic-related activity emotion that is quite common among students and can easily be observed in the foreign language classroom when focusing on student behaviors, including looking at the clock, playing with random objects, yawning and talking with friends. Other researchers described it as mental activities affecting the learning and teaching processes (Meyer & Turner, 2006). Additionally, boredom in the classroom leads to decreased student engagement (Sharp et al., 2020), lower levels of motivation (Preckel et al., 2010), and lower levels of active participation in learning activities. People who are bored experience disappointment, dissatisfaction, annoyance,

apathy, and/or inattention, and they are frequently unmotivated to carry out their plans, including task performance (Mugon et al., 2019). Although boredom is characterized as an academic emotion since it exists in a variety of learning environments (Pekrun et al., 2010), teachers usually ignore it because they believe it to be the result of laziness, anxiety, or personality issues (Macklem, 2015). However, academic boredom contributed negatively to students' academic performance (Goetz et al., 2014), their retention (Fisherl, 1993) and even can lead to academic drop-outs (Wegner et al., 2008). Therefore, it is of great importance that educators and researchers have a thorough understanding of the elements contributing to this phenomenon in the EFL context. The present study is, thus, focused on foreign language learning boredom, investigating their antecedents in learning English, particularly in the local context at Nong Lam University (NLU).

Additionally, the field of psychology has seen limited research on this issue. Aware of this gap and the understated role of boredom in educational context, the authors of this paper were prompted to carry out this study to investigate foreign language learning boredom and its underlying factors by answering the 2 research questions: (1) What are the factors contributing to academic boredom among English-major students at NLU?; (2) How do external factors, such as teaching methods, pedagogical style, and the content of the English courses, relate to the experience of academic boredom among English-major students at NLU?.

2. LITERATURE REVIEW

2.1. Definitions of academic boredom

Academic boredom is the term used to describe boredom in academic situations. For instance, this kind of boredom occurs during learning activities, such as doing homework or classroom exercises. Academic boredom, as defined by Pekrun and Stephens (2010), refers to a negative emotional state characterized by a lack of interest and engagement in educational tasks. It is characterized by a perceived absence of novelty, challenge, or meaningfulness in learning activities (Fisher & Baird, 2005). This emotional state is "marked by feelings of monotony, apathy, and disinterest, resulting from a perceived lack of challenge, relevance, or meaningfulness in learning activities" (Goetz et al., 2006). It is further depicted as "frustration, disinterest, and disengagement during educational pursuits" (Klassen et al., 2008). These definitions all emphasize that boredom is a negative emotion that can adversely influence students' academic achievements.

2.2. Types of boredom

Vogel-Walcutt et al. (2012) categorize boredom into 2 main types: trait boredom and state boredom. While trait boredom is considered as tendency of an individual to experience boredom regardless of situations and contexts, state boredom is associated with a temporary and situational experience of boredom that arises in response to specific circumstances or activities where the learning environment is not engaging or appealing enough.

Trait boredom, also known as boredom proneness, characterizes some individuals who are more prone to experiencing boredom than others, regardless of the external situations. Those with high trait boredom may become bored more easily in monotonous or repetitive tasks. Trait boredom is considered a relatively stable characteristic, "reflecting the tendency to experience boredom across a wide range of situations and activities." (Vodanovich, 2003).

Eastwood et al. (2012) define state boredom as a temporary and situational experience of boredom which is activated in response to specific circumstances or activities. It depends on the students' perception of the situation around them. State boredom occurs when the students find the tasks they are asked to do (by teachers) are not stimulating enough, too easy or too difficult. In such situations, the students feel disengaged and look for other activities that keep them more involved and interested. State boredom is a transient emotional state that can change based on the environment, task, or individual's current situation.

While state boredom is a more ephemeral and context-bound emotional state, trait boredom is a stable disposition. Knowing the difference between trait and state boredom is essential to understanding how students deal with and feel boredom in various contexts.

2.3. Models of students' academic boredom

There are many factors acting as a cause of boredom. According to the under-stimulation model (Larson & Richards, 1991), too much repetition and a lack of difficult tasks can result in boredom, which will likely increase in a state of under-arousal.

The Forced-Effort Model (Perkins & Hill, 1985) states that students' boredom occurs when they are forced to do complicated tasks or when they feel anxious. Specifically, students feel bored when they are expected to comply with a teacher's instruction, thus hindering their freedom or creativity.

The attentional theory of boredom proneness (Cheyne et al., 2006; Harris, 2000; LePera, 2011) emphasizes that when students are unable to focus and maintain attention, they lose attention easily, which in turn leads to boredom. For example, when a task is not engaging enough and can't hold their attention for an extended period of time, it becomes less important, thus lowering motivation and interest and as a result, boredom occurs.

According to the Control-Value Theory of Achievement Emotions (Pekrun, 2006; Pekrun & Stephens, 2010; Tulis & Fulmer, 2013), boredom can be triggered by an individual's impression of control and value assigned to a particular work. In other words, when someone thinks that they can't control their work or isn't keen on the task they are supposed to complete, they may become bored.

According to the Emotion theory (Eastwood et al., 2012), a student's ability to recognize, comprehend, and express his or her own emotions may have an impact on how bored they feel. He or she will be more able to handle boredom if they are more conscious of them and, thus, less outwardly focused.

These theoretical models indicate a variety of factors resulting in student boredom, ranging from task characteristics to individual distinction in attention, control, and emotional awareness.

2.4. Previous studies on boredom in L2 classroom

Academic boredom in the L2 classroom has been the topic of interest in various studies, the majority of which were carried out in some specific EFL contexts such as Croatia, Poland, Thailand and China.

In a qualitative study carried out by Dumančić (2018) in the EFL context of Croatia to explore primary and secondary Croatian English language teachers' perception of boredom, factors such as the subject matter and grammar-oriented activities were found to cause boredom. While many of the participants in the study didn't think that boredom had an impact on the quality of their teaching, some of them stated that their instruction was adversely affected by this negative emotional state.

In Poland, Kruk (2016) conducting his research on the changing nature of boredom in the English language classroom concluded that boredom levels of senior high school students in English language classes varied from one class to another and even throughout one single lesson. In another study done in the same year, Kruk (2016) investigated the variations in motivation, anxiety and boredom in learning English in Second Life and discovered that students experienced low levels of boredom when they learn English in Second Life. Zawodniak and Kruk (2018) shared the same view in the study named "Boredom in practical English language classes" when they came to the conclusion that students feel more motivated and less bored when they are exposed to English language in Second Life due to its stress-free learning environment. The results of another research by Zawodniak and Kruk (2019) examining how English philology students perceived boredom during EFL classes indicated that the senior students felt bored more frequently than the younger peers. This perhaps is due to their more prolonged attendance to such classes.

Concerning the causes of boredom, Frenzel et al. (2007) hypothesize that environmental characteristics conveying control and values to the students would be related to their experience of enjoyment, anxiety, anger, and boredom in mathematics. Their analysis indicates close correlations between environmental variables and emotional experiences. The study conducted by Zawodniak and Kruk (2019) investigates the causes and changes in boredom in four English language lessons attended by three groups of students with the highest, average and the lowest score on the English Classroom Boredom Scale. The findings revealed that the boredom levels were associated with factors concerning language activities and the lesson organization. Additionally, Pawlak et al. (2020) in their study done in 2020 find that boredom bears a close relationship with factors such as monotony, predictability and repetitiveness. Zawodniak and Kruk (2018), when examining the diaries of students in which their learning experiences were recorded, discovered that factors including language activities, teacher behavior and lesson preparation were identified as antecedents of the academic boredom.

In China, Li (2021) investigating boredom among university students and their English teachers, revealed that boredom arose when the EFL learners perceived the language learning tasks or activities at hand as too difficult or too easy, or as uninteresting, meaningless, irrelevant or useless for language development or academic success. Li

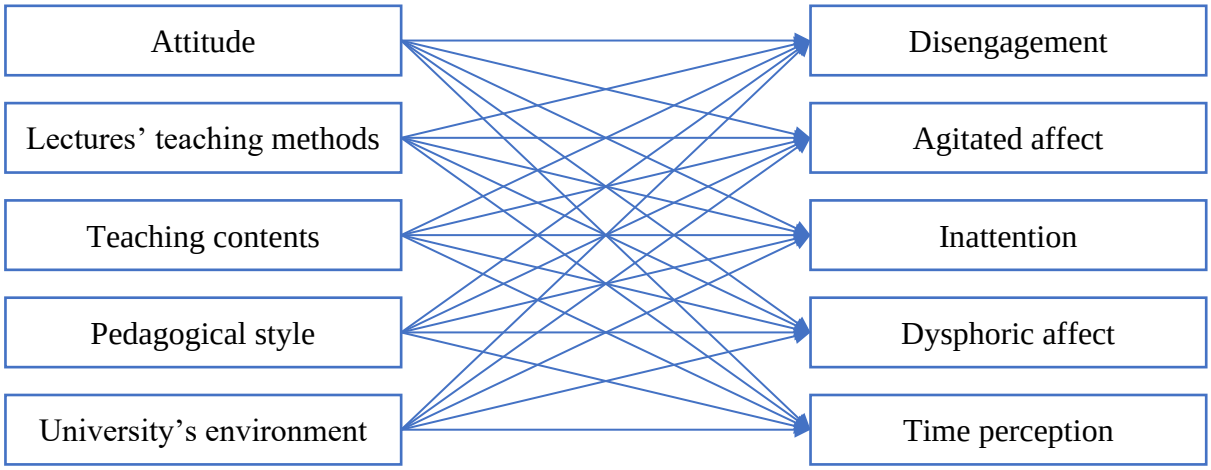
and his colleagues also examined the effects of teacher enthusiasm on students' enjoyment and boredom and the results showed that the teacher's enthusiasm had positive effects on students' enjoyment, thus partly eliminating students' boredom in class.

In Thailand, there was a study by Nakamura et al. (2021) focusing on the antecedents of boredom. The results revealed that boredom in the classroom was caused by factors such as challenging tasks, intensive input, lack of language skills and unwanted behaviors of classmates.

In the EFL context of Vietnam, limited research was conducted to investigate boredom experienced by Vietnamese students. Luong and Hoa (2023) in their study "Boredom in Online Language Classrooms: Vietnamese EFL Students' Perspectives" aimed to find out the causes of and suggested solutions to students' boredom in online EFL learning in Vietnam during Covid-19. The findings indicated that teachers, IT, and tasks are three factors contributing to students' boredom when learning online. Among these 3 elements, the teacher-related factors were the main causes of students' boredom. In the same vein, Tran and Bui's study on the causes of and the coping strategies for boredom in language classrooms identifies 4 main factors leading to the students' boredom in English and Chinese classes: lesson-related, teacher-related, student-related, and others (e.g., learning environment). Accordingly, in order to reduce boredom in language classes, teachers should assign their students diverse tasks. In addition, teachers' sense of humor, and students' motivation could help to mitigate boredom in language classrooms.

2.5. Conceptual framework

This study proposes the following conceptual framework:



3. MATERIALS AND METHODS

3.1. Research Design

A quantitative research method was employed in the current study to investigate the antecedents of academic boredom among English-majored students at NLU. The reason for using quantitative research methods was to determine the relationship between various factors and students' academic boredom. A cross-sectional design was employed to collect data at a specific point of time to examine the correlation between various factors and students' academic boredom.

3.2. Participants

The population of this study consists of 427 English-majored students at NLU, Ho Chi Minh City, Vietnam. A convenience sampling method was utilized. The students involved in the study represented all students from 4 batches of English Studies Program, NLU (49.88% batch 2022, 24.12% batch 2020, 17.10% batch 2021, 6.56% batch 2019 and 2.34% as other batches). The initial sample size was composed of 500 questionnaires, but only 427 were submitted.

3.3. Data Collection

In the present study, the questionnaire was developed based on the literature to collect primary data. Section 1 - Demographic information gathers data on students' gender and academic year; Section 2 - Academic Boredom Scale

- is adapted from the Multidimensional State Boredom Scale (MSBS) developed by Fahlman et al. (2013). The MSBS, which is a psychological tool designed to assess various facets of boredom (such as Agitated Affect-AAF, Disengagement-DIS, Dysphoric Affect-DAF, Inattention-INA, Time Perception-TPE), consists of three sections, aiming to assess the aspects of academic boredom among participants. This section serves as the core component of the instrument, providing a meticulous understanding of boredom within an academic context. Section 3 - Antecedent Factors - explores various potential factors involved in academic boredom, such as Attitude (ATT), University's environment (UEN), Teaching contents (TEC), Lecturers' teaching methods (TME), Pedagogical style (PES). Each item has a Likert-scale response format, ranging from 1 (strongly disagree) to 7 (strongly agree), which enables students to indicate the extent to which the statements applied to them. Higher scores on the MSBS therefore reflect greater boredom in the individual.

The reliability of the questionnaire was evaluated using internal consistency through Cronbach's Alpha coefficient. This statistical analysis ensured that the items within each section were measuring the same underlying construct, enhancing the reliability of the instrument. The results of the reliability assessment for the instrument used in the study all yielded Cronbach's Alpha values greater than 0.7, indicating that the questionnaire effectively measures the concepts examined in the research.

3.4. Procedure

The data was collected during the first semester of the 2023-2024 academic year by the researchers. All the responses were collected from the participants using an online survey platform. The link for the survey was sent via email to the freshmen, sophomore, junior, and senior students in the department, and a two-week deadline was set for them to fill in the questionnaires. Also, the research participants were informed about the study's objectives and they volunteered to respond to the questionnaire. The respondents' names were anonymized to keep their confidentiality.

3.5. Data Analysis

Data were analyzed using Statistical Package for the Social Sciences 22.0 (SPSS) software package. In analyzing the collected data, the researchers used descriptive statistics such as mean, standard deviation and percentages to describe the data on demographics of the participants and their levels of academic boredom. Furthermore, regression analysis was used to explore the relationships between the antecedent factors and academic boredom among students.

4. RESULTS AND DISCUSSION

4.1. Results

Demographics

Descriptive Statistics

Section 1 of the MSBS consists of 29 items that are categorized into five dimensions which indicate students' experience of boredom: Disengagement (Items 2, 7, 9, 1 0, 13, 17, 19, 22, 24, 28), Agitated Affect (Items 5, 12, 14, 21, 27), Inattention (Items 3, 16, 20, 23), Dysphoric affect (Items 4, 8, 15, 25, 29), and Time Perception (Items 1, 6, 11, 18, 26). These dimensions provide insights into different aspects of boredom experienced by respondents.

As seen in Table 1, English-majored students at NLU, on average, reported a moderate level of boredom with a mean ranging from 3.87 to 4.45. Among the 5 boredom subscales, *Disengagement* and *Inattention* have higher average scores than the other subscales. This means that the main factors contributing to their dullness is the lack of attention with the mean of 4.45 and the lack of involvement in the ongoing tasks or situations (m=4.22). The students in this study were reported to be "easily distracted" and "find it difficult to focus attention on the lesson". They usually feel detached or disconnected from their current activities or environment, thus contributing to the overall experience of boredom.

Looking at Table 1, we can see the three other aspects of boredom (*dysphoric affect*, *agitated affect* and *time perception*) share the same or nearly the same mean (m=3.88 and 3.87). In other words, the participants in this study felt a sense of unease or agitation when bored. Sometimes they suffer the feeling of sadness, discontent, and dissatisfaction. As a result, they were likely to manifest boredom through these emotional states and during periods of boredom they found that time passed more slowly.

The five boredom subscales indicate various ways in which the respondents may experience and express boredom, stating that boredom is a complex emotional state with different facets.

Table 1. Descriptive Statistics of boredom subscales

Boredom subscales	Mean	Standard Deviation
Agitated Affect (AAF)	3.87	1.36
Disengagement (DIS)	4.22	1.22
Dysphoric Affect (DAF)	3.88	1.40
Inattention (INA)	4.45	1.34
Time Perception (TPE)	3.87	1.36

Table 2 provides descriptive statistics for five independent variables contributing to students' boredom, including *Students' attitude, University's environment, Teaching contents, Lecturer's teaching methods* and *Pedagogical style*. The data shows that the mean scores of the 5 variables ranged from 4.74 to 5.29, indicating that the boredom level toward these 5 factors of the participants in English language classes is at the medium level. Of all the five aspects, the mean score for *Pedagogical style* was found to be 5.29 and the standard deviation was calculated as 1.16. This result indicates that the EFL students mostly experience boredom due to the approach or method that teachers use to deliver learning and teaching. In the same vein, the mean score of the *University environment, Teaching contents* and *Lecturer's teaching method* is 5.12, 5.10 and 5.05 respectively. These findings reveal that the students in this study feel bored with their learning environment at university, the curriculum and the way the teachers conduct the lesson despite their neutral attitude towards their learning (with the mean of 4.74).

Table 2. Descriptive Statistics of independent variables

Study variables	Mean	Standard Deviation
Attitude (ATT)	4.74	1.01
University's environment (UEN)	5.12	1.18
Teaching contents (TEC)	5.10	1.12
Lecturers' teaching methods (TME)	5.05	1.16
Pedagogical style (PES)	5.29	1.16

Correlation among variables

The correlation matrix in Table 3 shows how different aspects in the study are related by using Pearson correlation coefficients. Looking at the relationship between Attitude and the University's environment, we can see a positive correlation (r=0.351**) between these 2 aspects. This means that when students have a good attitude, they also tend to feel more positive about the university's environment. The same goes for Attitude and Teaching Contents where there's a positive link (r=0.337**) between them, indicating that a positive attitude is connected with a favorable view of the teaching materials. In other words, it suggests that the more positive attitude the students have, the more they appreciate their university environment and the teaching materials.

As seen in Table 3, Agitated Affect demonstrates strong positive correlations with Disengagement (r=0.864**), Dysphoric Affect (r=0.875**), and Inattention (r=0.736**). The data shows that when students experience heightened Agitated Affect, it's likely that they feel disconnected, experience negative emotions and even lose attention. Similarly, when Disengagement is high, it's closely connected to the increase in Agitated Affect (r=0.864**), Dysphoric Affect (r=0.850**), and Inattention (r=0.855**). This suggests that whenever students feel detached or disinterested, they experience heightened negative emotions and find it difficult to concentrate on the class activities.

The results in Table 3 also indicate that the four factors including *University's Environment, Teaching Contents, Lecturers' Teaching Methods*, and *Pedagogical Style* are closely related with each other. To be more specific, *Teaching Contents* share a strong positive association with *Lecturers' Teaching Methods* (r=0.873**) and *Pedagogical Style* (r=0.843**). It means that when the students were not satisfied with the curriculum, they also found the teaching methods of the lecturers boring and as a result they found the pedagogical style dull. Similarly,

University environment have a strong connection with *Teaching Contents* (r=0.69**), *Teaching methods* (r=0.682**) and *Pedagogical style* (r=0.761**). The findings suggest that the better the university environment is, the less students feel bored with the other aspects like *Teaching contents, teaching methods* and *Pedagogical style*. Meanwhile, Table 3 also shows that *Time Perception* exhibits relatively weak correlations with the other factors, except for a moderate negative link with Attitude (r=-0.348**), suggesting that if the surveyed students are aware of the value of time, they will have a positive attitude toward their learning.

In summary, this analysis provides valuable insights into the intricate relationships among various factors leading to the students' boredom. Strong positive correlations can be seen between *Attitude* and *University environment, Teaching contents, Teaching methods* as well as *Pedagogical style.* This connection implies that these elements interact with and influence each other in various ways. It means that the change in one factor can lead to the change in the other. If the students have a positive attitude toward their learning, they will find the environment at the university, the learning curriculum, the lecturers' teaching method and the pedagogical style less boring, and vice versa. Conversely, negative correlation (r=-0.308**) between *Attitude* and 5 dimensions of boredom (MSBS score) namely *Disengagement, Agitated Affect, Inattention, Dysphoric Affect* and *Time perception* implies less direct associations between them. In other words, students with lower scores on the MSBS tend to have more positive attitudes, or as the total score on the MSBS decreases, there is a tendency for a more positive outlook or mindset.

Table 3. Pearson Correlations among the study variables

		ATT	AAF	DIS	DAF	INA	TPE	UEN	TEC	TME	PES
Attitude	Pearson r	1	**-.328****	**-.250****	**-.348****	**-.103***	**-.348****	**.351****	**.337****	**.342****	**.387****
	Sig. (2-tailed)		.000	.000	.000	.033	.000	.000	.000	.000	.000
AAF	Pearson r		1	**.864****	**.875****	**.736****	**.684****	.070	.023	.032	.032
	Sig. (2-tailed)			.000	.000	.000	.000	.149	.640	.510	.503
DIS	Pearson r			1	**.850****	**.855****	**.710****	**.126****	.073	.082	**.101***
	Sig. (2-tailed)				.000	.000	.000	.009	.131	.090	.036
DAF	Pearson r				1	**.707****	**.659****	.093	.046	.062	.049
	Sig. (2-tailed)					.000	.000	.054	.343	.198	.310
INA	Pearson r					1	**.546****	**.203****	**.128****	**.122***	**.164****
	Sig. (2-tailed)						.000	.000	.008	.012	.001
TPE	Pearson r						1	.016	.039	.041	-.007
	Sig. (2-tailed)							.741	.416	.397	.885
UEN	Pearson r							1	**.690****	**.682****	**.761****
	Sig. (2-tailed)								.000	.000	.000
TEC	Pearson r								1	**.873****	**.843****
	Sig. (2-tailed)									.000	.000
TME	Pearson r									1	**.822****
	Sig. (2-tailed)										.000
PES	Pearson r										1
	Sig. (2-tailed)										

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Regression of Students' academic boredom

Table 4. Multiple regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
(Constant)	5.146	.359		14.329	.000		
Attitude	-.558	.066	-.412	-8.402	.000	.842	1.188
University's environment	.188	.081	.163	2.310	.021	.407	2.459
Teaching contents	-.073	.126	-.060	-.582	.561	.189	5.299
Lecturers' teaching methods	.061	.115	.052	.528	.598	.210	4.763
Pedagogical style	.090	.116	.076	.775	.439	.210	4.772
R=.386; R2=.149, Adjusted R2=.139, F=14.751 a. Dependent Variable: Agitated Affect							
(Constant)	4.779	.326		14.656	.000		
Attitude	-.426	.060	-.352	-7.065	.000	.842	1.188
University's environment	.174	.074	.169	2.355	.019	.407	2.459
Teaching contents	-.087	.114	-.080	-.765	.445	.189	5.299
Lecturers' teaching methods	.039	.105	.037	.375	.708	.210	4.763
Pedagogical style	.155	.105	.146	1.467	.143	.210	4.772
$R=.348$; $R^2=.121$, Adjusted $R^2=.111$, F=11.635 a. Dependent Variable: Disengagement							
(Constant)	5.152	.362		14.236	.000		
Attitude	-.620	.067	-.446	-9.268	.000	.842	1.188
University's environment	.220	.082	.186	2.684	.008	.407	2.459
Teaching contents	-.079	.127	-.063	-.620	.535	.189	5.299
Lecturers' teaching methods	.124	.116	.103	1.071	.285	.210	4.763
Pedagogical style	.059	.117	.049	.507	.613	.210	4.772
$R=.423$; $R^2=.179$, Adjusted $R^2=.169$, F=18.305 a. Dependent Variable: Dysphoric Affect							
(Constant)	4.077	.365		11.158	.000		
Attitude	-.277	.068	-.209	-4.104	.000	.842	1.188
University's environment	.252	.083	.223	3.047	.002	.407	2.459
Teaching contents	-.046	.128	-.039	-.360	.719	.189	5.299
Lecturers' teaching methods	-.049	.117	-.042	-.414	.679	.210	4.763
Pedagogical style	.165	.118	.143	1.397	.163	.210	4.772
$R=.283$; $R^2=.080$, Adjusted $R^2=.069$, F=7.334 a. Dependent Variable: Inattention							
(Constant)	5.307	.356		14.925	.000		
Attitude	-.560	.066	-.416	-8.527	.000	.842	1.188

University's environment	.093	.080	.081	1.157	.248	.407	2.459
Teaching contents	.108	.124	.089	.867	.386	.189	5.299
Lecturers' teaching methods	.130	.114	.112	1.142	.254	.210	4.763
Pedagogical style	-.088	.115	-.075	-.765	.444	.210	4.772

R=.394; R^2=.155, Adjusted R^2=.145, F=15.448

a. Dependent Variable: Time Perception

(Constant)	142.119	9.055		15.695	.000		
Attitude	-14.054	1.673	-.410	-8.399	.000	.842	1.188
University's environment	5.248	2.049	.180	2.562	.011	.407	2.459
Teaching contents	-1.276	3.171	-.042	-.403	.687	.189	5.299
Lecturers' teaching methods	1.773	2.902	.060	.611	.542	.210	4.763
Pedagogical style	2.511	2.925	.084	.858	.391	.210	4.772

R=.393; R^2=.155, Adjusted R^2=.145, F=15.401

a. Dependent Variable: Total score MSBS

Table 4 shows a series of multiple regressions conducted in order to examine whether independent variables (including *Students' attitude, University's environment, Teaching contents, Lecturer's teaching methods* and *Pedagogical style*) predict the level of boredom, and if so, whether their effect is independent or interactive.

For the first model, the result unveils that *Attitude* and *University's Environment* significantly correlated with *Agitated Affect* ($p<0.05$), suggesting a meaningful relationship between the two factors with *Agitated Affect*. This means that changes in *Attitude* and *the University's Environment* are likely associated with *Agitated Affect*. On the other hand, *Teaching Contents, Lecturers' Teaching Methods*, and *Pedagogical Style* have non-significant coefficients ($p>0.05$) with emotional states, indicating that these variables do not significantly predict changes in *Agitated Affect*. Compared to other variables, *Attitude* has the most substantial impact on Agitated Affect (Beta=-0.412). In a nutshell, two factors influencing Agitated Affect are the students' attitudes and the overall university environment whereas *Teaching Contents, Lecturers' Teaching Methods*, and *Pedagogical Style* may not be much influential on the increase or decrease in *Agitated Affect.*

According to Regression Model 2, there exists a close correlation between *Attitude, University's Environment* and *Disengagement* ($p< 0.050$), with *Attitude* having a comparatively larger effect (Beta=-0.352). This data, however, shows that *Pedagogical Style, Lecturers' Teaching Methods*, and *Teaching Contents* do not significantly impact *Disengagement.* The findings imply that it is the students' attitude and the university's environment that probably determine their lack of engagement in the lessons at school, thus contributing to their boredom level. The curriculum, the teaching methodology and the pedagogical style do not have an impact on their disengagement.

As seen in model 3 of the regression analysis, both *Attitude* and *University's Environment* serve as significant predictors of *Dysphoric Affect*. In other words, changes in *Attitude* and the *University's Environment* are associated with *Dysphoric Affect.* Among these predictors, *Attitude* demonstrates a relatively stronger impact on *Dysphoric Affect* compared to the *University's Environment*. On the other hand, *Teaching Contents, Lecturers' Teaching Methods*, and *Pedagogical Style* do not exhibit a significant influence on Dysphoric Affect. It means that Dysphoric Affect can be attributed to their attitude and the learning environment at the university rather than *Teaching Contents, Lecturers' Teaching Methods*, and *Pedagogical Style.*

The analysis in Model 4 indicates that the environment of the university and the students' attitude both significantly correlate with *Inattention* ($p<0.05$). Specifically, changes in Attitude and the University's Environment are associated with the students' lack of attention to the lesson, leading to their boredom in class. The Beta coefficient for *Attitude* is -0.209, suggesting that *Attitude* exerts a moderate impact on predicting *Inattention*. On the contrary, *Teaching Contents, Lecturers' Teaching Methods*, and *Pedagogical Style* do not demonstrate a significant influence on *Inattention* in this model. This implies that these factors may not be associated with changes in students' inattention levels.

The regression analysis in Model 5 reveals that only though a moderate impact in predicting *Time Perception*, *Attitude* is significantly predictive of *Time Perception*. It means that the changes in Attitude are associated with how the students in the study perceive time. In contrast, *University's Environment*, *Teaching Contents*, *Lecturers' Teaching Methods*, and *Pedagogical Style* do not exhibit a significant influence on *Time Perception* within this model. This implies that these factors do not significantly contribute to the students' perceptions of time.

According to Model 6, the regression analysis indicates that *Attitude* significantly predicts the Total Score MSBS, demonstrating a moderate impact. This implies that changes in individuals' attitudes are closely associated with meaningful variations in the Total Score MSBS. Albeit being relatively weaker compared to *Attitude*, *University's Environment* also plays a statistically significant impact on predicting the Total Score MSBS. Nevertheless, the lack of significant correlation for *Teaching Contents*, *Lecturers' Teaching Methods*, and *Pedagogical Style* ($p>0.05$) suggests that the changes in these factors do not have a measurable influence on the overall score MSBS.

In summary, it can be realized from the six models in the regression analysis that the factors underlying the students' boredom in learning include their attitude and the university's environment. These 2 main factors serve as the antecedents of the students' irritability, a lack of interest or concentration on ongoing activities, negative mood, and subjective experience of feeling prolonged, all of which are considered as different dimensions of boredom. Furthermore, all models do not exhibit problematic multicollinearity among the independent variables, the absence of which strengthens the reliability of the analysis.

4.2. Discussion

The present study aimed to investigate the antecedents triggering the EFL students' boredom at NLU by analyzing the relationships between various factors - Attitude, University's Environment, Teaching Contents, Lecturers' Teaching Methods, and Pedagogical Style, and their impacts on students' academic boredom as measured by the Total score MSBS.

The findings of this study reveal several significant relationships among the variables under investigation. Notably, Attitude demonstrates a moderate negative association with the Total score MSBS, indicating that a more negative attitude is associated with a higher Total score MSBS. This could imply that students with a positive attitude towards the learning environment might experience lower academic boredom according to the MSBS scale.

Another factor that has affected students' boredom with learning English is the University's Environment, which displays a statistically significant positive correlation with the Total score MSBS. A former study conducted by Puteh et al. (2015) has confirmed the pivotal role of the classroom's physical environment in fostering a conducive and supportive learning atmosphere, which in turns contributes to the students' favorable learning experience, and as a result relieving boredom in the classroom. Similarly, in a prior study by Widiastuti et al. (2020), it is stated that the cleanliness of classrooms, adequate facilities, proper circulation, and a quiet environment not only increase opportunities for student learning but also serves to alleviate boredom in the learning process. However, its effect on the level of boredom is not as much as that of Attitude. This finding emphasizes that the students' attitudes play a more important role in predicting their academic boredom than the overall university environment.

Teaching Contents, *Lecturers' Teaching Methods*, and *Pedagogical Style* do not demonstrate significant correlations with the Total score MSBS. These results contradict some prior research, suggesting that within the scope of this study, these factors may not play a substantial role in predicting students' overall academic boredom as measured by the MSBS.

5. CONCLUSION

In conclusion, this study provides valuable insights into the factors underlying students' academic boredom, identifying the students' attitudes and perceptions in the educational context as the antecedents of levels of boredom experienced by EFL students at NLU. These factors must be taken into consideration and tackled by the teachers in order to prevent students from feeling bored and keep them motivated to learn.

In terms of the students' attitude toward their learning, the students in the current study are reported to have a negative attitude toward learning. They find studying at the university boring and a waste of time. Therefore, it is of importance that teachers raise their awareness of the benefits of attending university to their job prospects by connecting the lessons in class to students' lives, interests, and future career aspirations to enhance their motivation and engagement. In addition, teachers can make their class more attractive by providing students with various choices

and enhance autonomy in their learning, allowing them to select topics or methods that align with their interests or incorporating project-based learning to allow for personalization.

With regards to the university's environment, students feel bored maybe due to the fact that they cannot find proper help in their study whenever they need. Therefore, the university in general and the FFL-TE faculty in particular should organize regular meetings with students to listen to their problems and propose timely solutions. Besides, each teacher also serves as a consultant to support them in their study and even in their life. By doing this, it is hoped that the students can be more encouraged and can alleviate their boredom in their learning.

Limitations

It is essential to acknowledge some limitations of this study. Firstly, the data collected might be influenced by various unmeasured variables that could affect the observed relationships. Additionally, the study was conducted in a specific academic setting and may not be entirely generalizable to other educational contexts. Further studies on factors influencing boredom in language learning in other contexts could be carried out. This aims to shed light on the comprehensive pictures regarding the elements that contribute to learners' demotivation and boredom in the language learning process, especially in the EFL context.

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