

THE RELATIONSHIP BETWEEN ACADEMIC BOREDOM AND THE MIND HABITS AMONG UNIVERSITY STUDENTS IN THE STATE OF KUWAIT

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ABSTRACT_ *The study aims to identify the relationship between academic boredom and the mind habits and its relation to some variables (gender- specialization) among the students of the College of Basic Education and Kuwait University. The study used the descriptive method. To achieve the study objective, the researchers adopted two measures: measure of the mind habits created by Samila Alsabag, Najat Benten and Nora Al-Jaid [1], and the measure of academic boredom created by Taysir al-Khawalda [2]. The two measures were applied to a sample of (253) students of the Faculty of Basic Education and Kuwait University who were chosen by random stratified method, where the percentage of males in the sample (31.2%), and the percentage of female (68.8%). The results indicated a positive correlation between the total degree of academic weight, its dimensions, the evaluation, the methodology and the methods of training with the total degree of the mind habits and the majority of its dimensions. The correlation coefficients ranged from 0.378 to 0.145. In addition, it was found that the practice of taking responsible risks, questioning and solving problems contribute statistically significant in predicting academic boredom, while there were no statistically significant differences between males and females in the total degree of the mind habits and most of its dimensions except for the habitual readiness for learning in favor of females. Also, no significant differences were found in the total degree of academic boredom and its dimensions related to the gender or specialization as well as no significant differences found in the mind habit and all its dimensions related to specialization variable.*

KEYWORDS: *Academic Boredom, Mind Habits. University Students.*