

**RELATIONSHIP BETWEEN BOREDOM AND DEVIANT BEHAVIOR ON
ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN
SOKOTO METROPOLIS, NIGERIA.**

BY:

**DR. HALIMA SA'ADIYA ABUBAKAR
DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION
AND EXTENSION SERVICES. USMANU DANFODIYO UNIVERSITY, SOKOTO.**

AND

**DR. ASIYA ABUBAKAR BAGUDO
DEPARTMENT OF ADULT EDUCATION & EXTENSION SERVICES, FACULTY
OF EDUCATION AND EXTENSION SERVICES. USMANU DANFODIYO
UNIVERSITY, SOKOTO.**

AND

**OLAREWAJU IYABO ELIZABITH.
USMANU DANFODIYO UNIVERSITY, SOKOTO.**

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ABSTRACT

This study was motivated by the observations of the writers on the state of this harmony caused by constraints and state of disobedience to norms, situation, and constituted authorities coupled with interplay of these variables with academic performance of students in secondary schools. The researchers used correlational method to examine the relationship between boredom and deviant behaviour on academic performances of senior secondary school students in Sokoto Metropolis. Purposive sampling method was used to select five (5) out of twenty three (23) senior secondary schools while Proportionate and random sampling methods was used to choose 327 students out of the population of 2078 SS 1 secondary school students. Three instruments were used after ascertaining their ,validity and reliability indices. Three research hypotheses were formulated and tested using pearson moment correlation and regression analysis. The findings shows that, among the three variables deviant behaviour seems to relate more positively with academic performance, implying that it affects academic performance more than boredom. Some of the recommendations offered are call on collaborative efforts between school and parents to lessing the workload and series of examinations on senior secondary school students. Counsellors should assist with study skills and behaviour management strategies to help solve issues related to boredom, deviancy and poor performance among students.

INTRODUCTION

Boredom is a state of dissatisfaction resulting from a combination of an uninteresting environment and attention constraint (Mikulas and Vodanovich 1993; Todman 2003). Another definition refers to boredom as a state of under stimulation, under arousal, lack of momentum and lack of psychological involvement that is associated with dissatisfaction in the task situation (Brisset and Snow, 1993). Boredom may influence student's behavior and disposition in the classroom. Some studies suggest that bored high school students are more apt to be disruptive (McGiboney and Carter, 1988). A research by Fallism and Opotow (2003) found that a boring school experience leads some students to cut classes also Dow (2007) indicated that boredom exacerbates students risk of dropping out of high school . A study conducted by Rubin, (2007) using an urban school suggests that some student fail at their attempts to be good students and become academically disengaged because they reject that frequent boring and meaningless classroom activities at their school. Quite often senior secondary school students are also bored during their leisure time as well as at school.

Boredom has both situational and individual determinants (external and internal causes). Boredom experienced as a result of external circumstances, is considered situational-dependent while boredom resulting from the individual determinants can be viewed as a personality characteristic that varies in degree across individuals (Todman, 2007). It is therefore true that several factors in Nigerian society (Sokoto inclusive) can predispose senior secondary school students to boredom, these includes the family, community, school, declining standard of living, poverty and socio-cultural practices. In this context boredom is operationalized as an individual's susceptibility to experiencing tiredness, dislike, and disengagement from activities while boredom proneness is conceptualized as the actual subjective experience of boredom. There are established correlations between boredom and numerous negative outcomes (Blaszczynski, McConaghy and Frankova 1990; Caldwell and Smith, 2006; Farmer and Sundberg, 1986). These numerous negative outcomes includes substances abuse (Paulson, Coombs and Ricardson 1990), pathological gambling (Blaszczynski et al 1990), decreased academic achievement and increased likelihood of dropping out of school (Caldwell and Smith, 2006), positively with indexes of depression and anxiety (Gordon, Wilkinson, McGown and Jovanoska 1997), as well as hopelessness and loneliness (Farmer and Sundberg, 1986). Additionally, boredom proneness is linked to behaviors such as increased aggression and hostility (Rupp and Vodanovich, 1997), substance use (Paulson et al, 1990), alcohol dependence (Todman 2003), and susceptibility to heroin use (Serman, Zinser, Sideroff and Baker 1989, Todman 2003). Other negatives include

personality traits such as impulsivity (Watt and Vodanovich, 1990), and self-reflectivity (Seib and Vodanovich, 1998). It therefore means that boredom has associated social, emotional and psychological repercussions judging from the range of negative behaviors.

Senior secondary school age is a time of change. The students of secondary schools are in their adolescent stage of life. Karvonen (1997) defines adolescence as a generationally patterned stage of life that is characterized by a gradual transition from childhood dependency to the autonomy typical of adult roles. Adolescence comprises ages (12 to 22 years), this is a critical and vulnerable stage of human development, during which males and females experience different biological, social and cognitive changes. It is a period of human life characterize by crisis, confusion and youthful exuberance. Most senior secondary school student's fall within this age group as such they are likely to exhibit deviant behaviors as a part of normal developmental behavior. These predispositions (deviancy) might become worse on the senior secondary school students experiencing boredom. Deviance in this context refers to behavior that is sharply different from customary, traditional or generally accepted standard. It simply means any behavior that is different or unacceptable by convention. It is also regarded as repelling and offensive from the perspective of social operation. By inference, adolescents are more prone to rebellious attitudes due to the characteristic feature of their developmental stage, or when they have too much work to be done, or when they encounter boredom. Most senior secondary level students are adolescents in pursuit of education and are subjected to activities oriented toward working hard to pass well. However, the level of academic performances is affected by several factors which may limit their attainments in education.

Academic performance is defined as student's progress, understood as the level of learning comprehension and consolidation of the school curriculum (Syngollitou 1997). In the context of this study it is used to refer to the assessment made on student's capacities as displayed in test or exam results. Academic performance is influenced by many psychological, family, school and social factors. The most prominent school factors are general school climate, comprehensive curriculum plans, school-wide assessments, specific school-based programmes, social skills interventions, school-based social services, teacher's pedagogical skills and teacher's beliefs/attitudes, study habits, effective use of time and utilization of leisure time. Senior secondary school students that are not well engaged in school work may be involve in deviancy and are not likely to perform well academically.

Since senior secondary school students are given tasks that they haven't flair for, it therefore make them prone to boredom, deviant behavior and failure.

Statement of the problem

It is a common phenomenon that the society should be concern about the plight of its members, most families, schools, parents and teachers are worried and often complain about the secondary school going age group(12-20) years, because they engage in deviant behavior due to many factors among which is boredom. More so senior secondary school level of education are time used to train and prepare students for school certificate examinations which involve a lot of tasks, often students express deviant behavior in bid to avoid boredom associated with rigors of academics and examinations . In some cases boredom has been linked to alcohol and substance abuse in the bid to study hard, this further predispose the senior secondary school students to unhealthy deviant behavior and may lead to poor performances and failure in internal and external exams with its attendant consequences on the students and society at large. Those who could not pass to graduate from secondary school are likely not to further their education and also be unemployed; this may lead them to engage in deviancy acts such as drug addiction, alcoholism, hooliganism, political thuggery and other vices which need to be addressed. In line with all these the researchers seek to find out how boredom relates with deviancy among senior secondary school students, and how they interfere with their academic pursuits. This study is therefore set out to find out the relationship between boredom and deviant behavior on academic performance among secondary school students in Sokoto metropolis, Nigeria.

Research Questions

Research questions raised which guided the study are as follows:

1. Is there any relationship between boredom and academic performance among senior secondary school student in Sokoto metropolis?
2. Is there any relationship between boredom and deviant behaviors among senior secondary school student in Sokoto metropolis?
3. Is there any relationship between deviant behaviors and academic performance among senior secondary school student in Sokoto metropolis?
4. Which of the two independent variable is more related to academic performance?

Objectives of the study

The following objectives were formulated for the study. They were geared to:

1. Determine the relationship between boredom and academic performance.
2. Find out if there is relationship between boredom and deviant behavior.
3. Determine if there is a relationship between deviant behavior and academic performance.
4. Which of the two independent variables is more related to academic performance?

Research hypotheses

For the purpose of this research work, the following hypotheses were formulated and tested:

1. There is no significant relationship between boredom and academic performance of senior secondary school student in Sokoto metropolis.
2. There is no significant relationship between boredom and deviant behavior of senior secondary school students in Sokoto state.
3. There is no significant relationship between deviant behavior and academic performance of senior secondary school students in Sokoto metropolis.
4. Which of the two independent variables is more related to academic performance?

Significance of the Study

A study of this concern may help the society at large to understand the problem of boredom as it relates to deviancy among senior secondary school students. The findings from this study would be of great benefit to the counselor, teachers, parents and the society in general, to understanding and tackling senior secondary school student behavior as it affects academic performance. For the counselor, it would add to the bank of information especially in the area of how boredom and deviant behavior affects academic performance and therefore providing/devising solution as would be needed.

For the teachers information provided by this research may improve their effort to address student needs and educational goals (especially in averting boredom and making class interesting) as well as assist teachers in their guidance role. For the parents the information would improve their understanding and thus support in advocating for their child's academic, career and personal development. It will create community awareness on the effect of boredom and deviancy as it affects academic performance, therefore educating the community to the needs of the secondary school age group. For the students, knowledge of this work will

forearm them on how boredom and deviancy could affect their academic performance and there for adopt strategies to avoid these phenomena to enhance good academic performance.

It is the belief of the researchers that the findings of this study will contribute to the knowledge and serve as empirical findings and workable recommendations to overcome issues related to boredom, deviance and poor academic performance and enhance proper adjustment and better academic performance.

Research Methodology

Correlational method was used for this study because it allows the researcher to study and compare the complexity of everyday behavior that involve more than one variable and to also establish the type of relationship between variables being studied. The population of the study was all the senior secondary schools within Sokoto metropolis. There are 23 senior secondary schools, with total number of students of 37,727 of which 7,310 are girls and 304,317 are boys. Using the Krejcie and Morgan table of determining sample size(1970) the researchers used purposive sampling method to select 5 senior secondary schools out of the 23 and 327 students were selected out of the population of 2078 level one senior secondary (SSI) students. However the respondents in each sampled school were chosen proportionately in relation to their total in each school using random sampling.

Table 1: Selected senior secondary school 1 population and sample size

Name of school	Population	sample
Government Girls College Sokoto	280	44
Sultan Bello Secondary School (SBSS) Sokoto	335	53
Nagarta College Sokoto	400	63
Army day Secondary School (ADSS) Sokoto	463	73
Nana Girls Secondary School (NGSS) Sokoto	600	94
TOTAL	2078	327

Source: Sokoto State Ministry of Education 2013.

Instrumentation

The researchers used three instruments to measure the variables of this study.

- i. Farmer and Sundberg (1986) Boredom proneness Scale (BPS) adapted by Christiana and Alfred (2007) to suit African situation was used to measure boredom. It was validated by the experts and used test re-test method for its reliability which yielded an index of 0.82 using Pearson Product Moment Correlation Coefficient.

- ii. Adopted Vazsonyi and Pickering (2000) Normative Deviance Scale (NDS) was used to measure deviancy. The instrument was validated and with a reliability index of 0.98.
- iii. Self-constructed Academic Performance Test in English Language and Mathematics. The instruments were validated by Teachers teaching SS 1 English language and Mathematics who were also involved in WAEC and NECO marking as well as lecturers of the Department of Educational Foundations of Usmanu Danfodiyo University, Sokoto. A test re-test method of an interval of 4 weeks was used, they were then correlated using Cronbach's Alpha and reliability index was obtained at the value of 0.72

Both were constructed by the researchers based on the SS syllabus. English and mathematics were chosen because they are compulsory for secondary school student in the state. The instruments were tested for validity and reliability estimates, and the results certified their adequacy for use in this study. The instruments were administered by the researchers along with five trained research assistants. The statistical instrument used was Pearson moment correlation coefficient to test the hypotheses and analyse the data obtained.

Data Presentation, Analysis and Discussion.

Based on the data collected from the respondents and the statistical instrument used, the results obtained were presented in tables to test the hypotheses which form the basis of the interpretations and analyses of findings of the study.

H₀₁ there is no significant relationship between boredom and academic performance of senior secondary school students in Sokoto metropolis.

Table 1: Relationship between Students Scores on Boredom and Academic Performance

Variables	N	Mean	Std. Deviation	r-cal	p-value	Decision
Boredom	327	68.04	7.659	-.010	.856	H ₀ accepted
Academic performance	327	69.30	21.638			

From the result of the table 1 student's boredom and academic performance were negatively related and non-significant, pearson's $r(325) = -.010$, $p = .856$. This indicates no significant relationship between student's boredom and academic performance because the p-value is more than the .05 level of significance. Therefore, **H₀₁** which states that there is no significant relationship between boredom and academic performance of senior secondary school students in Sokoto metropolis was accepted. This means that the relationship is

negative, as those who score high in boredom are not necessary the one that score high in academic achievement, also those who score low in boredom may likely score high in academic achievement.

H₀₂ there is no significant relationship between boredom and deviant behavior of senior secondary school students in Sokoto metropolis.

Table 2: Relationship between Students' Scores on Boredom and Deviant Behavior.

Variables	N	Mean	Std Deviation	r-cal	p-value	Decision
Boredom	327	68.04	7.659	.078	.157	H ₀₂ accepted
Deviant Behavior	327	79.14	34.306			

From the result of table 2 students boredom and deviant behavior though positively related were not significant, Pearson's $r(325) = .078$, $p = .157$. This indicates no significant relationship between student's boredom and deviant behavior because the p-value is more than the .05 level of significance. Therefore, H₀₂ which states that there is no significant relationship between boredom and deviant behavior of senior secondary school students in Sokoto metropolis was accepted. This means that those who score high in boredom are not necessary the one that score high in deviant behaviour, similarly those who score low in boredom may likely score high in deviant behaviour. As such being bored do not relate well with being deviant, the relationship is negative.

H₀₃ there is no significant relationship between deviant behavior and academic performance of senior secondary school students in Sokoto metropolis.

Table 3: Relationship between Students Scores on Deviant Behavior and Academic Performance.

Variables	N	Mean	std. deviation	r-cal	p-value	decision
Deviant behavior	327	79.14	34.306	-.057	.301	H ₀₃ accepted
Academic performance	327	69.30	21.638			

The result on table 3 shows that students deviant behavior and academic performance were negatively relate , it yielded non-significant Pearson's $r = -.057$, $p = .301$. This indicates no significant relationship between student's deviant behavior and academic performance because the p-value is more than the .05 level of significant. The hypothesis of no significant relationship between deviant behavior and academic performance of senior secondary school students in Sokoto metropolis was accepted. This means that those who score high in deviant behaviour are not necessary the one that score high in academic achievement, also those who

score low in deviant behaviour may not likely score low in academic achievement. As such deviant behavior do not relate well with academic achievement. The two variables compared do no relate positively.

H₀₄ Which of the two independent variables is more related to academic performance.

Table 4: Boredom and Deviant Behavior Prediction to Academic Performance.

variables	R	R ²	Adjusted R ²	SE	F	B	T	P-values
Boredom	.010	.000	-.003	21.670	.033	-.006	-.101	.919
Deviant behavior	.058	.0003	-.003	21.669	.540	-.057	-1.023	.307

Dependent variable: Academic performance

A look at the squared part correlations revealed that boredom accounted for 0.0% of the variance in academic performance $R^2_{adj} = -0.03$, $f(1,325) = 0.33$, $p > .05$. while academic performance accounted for 0.3% of the variance $R^2_{adj} = -.003$, $f(2,324) = 540$, $p > .05$ thus, the significant results of the procedure indicated that only the predictor variable of deviant behaviour was able to account for a significant amount of variance in the dependent variable

Although boredom was an explanatory variable of academic performance analysis of regression coefficients indicated that deviant behaviour, $\beta = -.057$, $t = -1.023$, $p > .05$ emerged as the significant predictor when all variables were in the model. This indicated that deviant behaviour affect students' academic performance more than boredom. Therefore, the hypothesis is not accepted. Thus, it is concluded that deviant behaviour was more related to academic performance of students than boredom.

Summary of Major Findings

The following are summary of major findings of this study, which seek examine the relationship between boredom, deviant behaviour and academic performance;

1. The result reveal that boredom of a student does not relate with academic performance
2. Boredom of the student do not relate well with deviant behaviour
3. Deviant behaviour of a student does not relate positively with his/her academic performance.
4. Among the three variables deviant behaviour seemed to relate more positively with academic performance more than boredom.

Discussions of Findings

This study was designed to examine the relationship among boredom, deviant behaviour and academic performance of senior secondary school students in Sokoto metropolis.

The first finding (**H₀₁**) revealed that boredom relate with academic performance negatively. This means boredom and academic performance (calculated r - cal of .010 against a p - value of .856) of senior secondary students in Sokoto metropolis are not related. This is contrary to the findings by Caldwell and Smith (2006), which established correlation between boredom and decreased academic achievement of students in schools in Australia, but is in agreement with Farmer and Sundberg (1986), and Smith (1995), which revealed no relationship between boredom and intelligence.

The second finding (**H₀₂**) also revealed that boredom do not necessarily lead students to deviant behaviour boredom and deviant behaviour of senior secondary schools in Sokoto metropolis (calculated r - cal of .078 against a p - value of 1.57), which is contrary to Cristiana and Alfred 2007 findings that revealed boredom processes significantly correlated with deviant behaviour as well as influence deviant behaviour in selected adolescents in osun state Nigeria. It also contradicted the works of Caldwell and smith , 2006, in Australia that concluded that boredom is related to detrimental behaviour such as delinquency, extreme sensation seeking and alcohol and other drug abuse.

The third findings(**H₀₃**)shows that there is no significantly relationship between deviant behavior and academic performance of senior secondary school students in Sokoto metropolis which meant the deviant behavior do not lead to poor academic performance (calculated r - Cal of -.057 against a p - value of .301). This is contrary to Berndt and Keefe, 1995, that concluded that adolescents who have stable friendships are likely to have better grades (academic performance) and participate in extracurricular activities and less likely to participate in problematic (deviant) behaviours. It is also common to the contrary notion an adolescent who engages in deviant behaviours is not likely to perform at their best academically, as deviancy and good academic performance are thought to be mutually exclusive.

The fourth finding (**H₀₄**) revealed that the three variables boredom, deviant behaviour and academic performance in students of senior secondary school in Sokoto metropolis do not correlated very well with each other, And it was found that deviant behaviours ($\beta = -.057$, $t = -1.023$, $p > .05$) was more related to academic performance of students than boredom. This finding is in agreement with works of Evangeline and Mc willing, 2009, in which the BPS

measure fail to correlate with either of the academic performance measure used. This is also meant that among the three variables despite lack of adequate relationships identified deviant behaviour seemed to affect academic performance than boredom.

The implication of the findings is that, if adequate care and measures were not taken it may lead to numerous negative outcomes associated with boredom and deviancy. As such there is need for collaborative efforts between school and homes, or teachers and parents to lessen the pressure and tasks associated with senior secondary level students, such as loading them with assignments, tests, extra notes, extra lessons and series of examinations such as mock examination, NECO, WAEC, NABTEB and UTME examinations in addition to home and personal routines . These could be very boring and rigorous, more so when they are not accompanied with leisure, motivations, and incentives, otherwise, those who cannot cope may resort to deviancy and may not pass. The need for guidance and counseling become eminent in this regard, as such guidance and counselors should help with necessary strategies to help students sail through their senior school demands and educational pursuits successfully without experiencing boredom or expressing deviancy or academic failure and its associated consequences.

Recommendations

1. Boredom is detrimental to academic achievement as such school activities should not be boring, it should be scheduled to include relaxations and recess at interval before and after examinations.
2. The study though did not show relationship between boredom and deviant behaviour but caution should be taken to avoid an idle mind being a devil workshop.
3. Too much of deviancy can affect performance including academic, thus schools should be learner friendly, address behavioural problems so as to curtail the excess in deviancy .
4. Since deviant behaviour seem to be more related positively with academic performance more than boredom, then counselors have to wake up with the responsibility of adequately counselling on behavioural problem to address issues of deviancy and poor performances.

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