



INFLUENCE OF TEACHING STYLES AND PARENTAL BONDING ON ACADEMIC BOREDOM AMONG UNDERGRADUATES IN OYO STATE, NIGERIA

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ABSTRACT: *The study examines academic boredom and its antecedents among undergraduates in Oyo state. The study adopted a survey research design. The participants in the study were 250 (male = 107, female = 143) undergraduates from three selected universities in Oyo state. Their age ranged between 16 years and 26 years with a mean age of 16.83. Three valid and reliable instruments were used in teaching styles, parental bonding and academic boredom. Inferential statistics of Pearson's Product Moment Correlation and multiple regression were used to analyse the data at 0.05 level of significance. The result revealed that there was a significant relationship between teaching styles and academic boredom teaching styles and academic boredom ($r = .210, p < 0.05$) and parental bonding ($r = .331, p < 0.05$). It was also revealed that teaching styles and parental bonding jointly contributed 20.8% to the prediction of academic boredom. Also, teaching styles ($\beta = -.282, t = -4.553; p < 0.05$ and parental bonding ($\beta = .255, t = 3.807; p < 0.05$) were potent predictors of academic boredom. Consequently, it was recommended that parents should ensure that there is a strong bonding between them and their children and wards as this would make the students to ask for those educational materials they need in school, and this would propel them to have more interest in school work and consequently boredom will be eradicated.*

KEYWORDS: Teaching styles, Parental bonding, Undergraduates, Academic boredom

INTRODUCTION

In recent times, the rate at which undergraduates show interest in education is not encouraging as this has led to low academic achievements and, as a result, such students get bored in any educational activities. Boredom is unpleasant, and has been repeatedly shown to be associated with poor performance and long-term disengagement in educational contexts. For some decades now, there has been a considerable degree of interest regarding undergraduates' boredom during learning. Researchers have agreed that boredom is an unpleasant or negative experience but propose different potential causes and effects of the emotion, and disagree about its impact and how to respond to it (Harris, 2010; Pekrun, Goetz, Daniels, Stupnisky and Perry, 2010 as cited in Tze, 2011). Boredom is commonly seen as an affective state composed of unpleasant feelings, lack of stimulation and low physiological arousal. Symptoms also include prolonged subjective duration of time, implying that "time stands still" (Mikulas and Vodanovich, 2011).



Academic boredom is an emotion that is caused by a lack of value in a given situation or in an academic activity. Academic boredom can ruin academic achievement, even for bright students. Materials closer to their actual lives will surely raise their interest and consequently their scores too. Academic boredom is induced because of a lack of subjective value in a learning situation, whereas other emotions such as anger, frustration, or joy are stimulated by an academic activity (Pekrun, Goetz, Daniels, Stupnisky and Perry, 2010). Pekrun, Goetz, Titz and Perry (2002) as cited in Thelwell, (2010), posit that academic boredom consists of five key factors: affective, cognitive, expressive, motivational, and physiological components. The affective element reflects the negative and unsettling feeling of boredom; the cognitive part pertains to an inert mental state; the expressive component refers to the expression of a slumped posture and a flattened tone of voice; the motivational element reflects the inclination to leave the situation; and the physiological component refers to a low level of arousal. Academic boredom consists of specific affective components (unpleasant, aversive feelings), cognitive components (altered perceptions of time), physiological components (reduced arousal), expressive components (facial, vocal, and postural expression), and motivational components (motivation to change the activity or to leave the situation) (Pekrun, Frenzel, Goetz and Perry, 2007)

After decades of neglect in the field of educational research, there has been a growing body of knowledge about academic boredom and its antecedents at school. One of its antecedents is teaching styles. Teaching styles refer to the mechanism of how teachers convey the knowledge and information to students. Teaching styles represent those enduring (personal) qualities and behaviours that appear in how we conduct our classes. Thus, it is both something that defines a teacher, that guides and directs teacher instructional processes, and that has effects on students and their ability to learn” (Grasha, 2002 as cited in Njoku, 2012). Teachers may employ numerous methods of teaching that engage the students and create an unforgettable learning experience. When the learning experience is memorable, the concepts taught are often concepts that remain with the student long after the student has graduated. Some students feel bored in class as a result of the teaching styles adopted in class by their teacher in teaching a particular subject that could however affect the academic performance and/or achievement of such students.

Another factor that could influence academic boredom among students is parental bonding. Parenting has always been an essential factor on what a child will be when he grows up as an adult and also influences the academic achievement and boredom of their wards and children (Biradar, 2013). Bonding refers to a close emotional tie that develops between parents and baby at birth. A mother's bond with her infant often starts when she feels fetal movements during pregnancy, so bonding is just a continuation of the relationship that began during pregnancy. The physical and chemical changes that were occurring in her body reminded her of the presence of this little person. Parental bonding refers to the emotional relationship that exists between the parents and the child. Parents/Caregivers play a significant role in the academic and adjustment of persons with academic boredom (Cohen and Wills, 2005 as cited in Daire, 2012). Not only do they provide much needed emotional support, they may also provide assistance with activities of daily living and financial support. However, the role of parents comes with the additional challenge of managing one's own personal care needs and affairs along with those of a loved one. This presents the caregiver with a significant amount of psychological strain and burden. Whether the student with academic boredom resides



independently or in an assisted living facility, the caregiver is at risk for psychological distress and depression (Levesque, Ducharme and Lachance, 2010).

For some decades now, the issue of academic boredom among undergraduates has become worrisome to parents, teachers and school administrators as this has an adverse effect on their academic achievement. Understanding the impact of boredom on achievement is at least as important as knowing how undergraduates react in a perceived boring situation. Students who are experiencing boredom in their academics would find it pretty difficult to concentrate in class and the result is poor academic performance. Also, undergraduates who experience academic boredom could exhibit behaviours such as juvenile delinquency, risky sexual behaviour and truancy as they find no interest in schooling and/or learning. The effect of this would spell doom on the society as the youths are regarded as the leaders of tomorrow.

THEORETICAL UNDERPINNING

Boredom can be described as an experience associated with a negative attitude toward an activity, along with a reduction of physical actions, an inability to specify what one desires, a passive attitude hoping for a change from an external source, and a sense of time distortion (Greenson, 2007). Although Greenson's description of boredom was based on case analysis, his work laid a foundation for later investigations that sought to systematically define boredom. For instance, Geiwitz (2006) concluded that boredom was related to "low arousal, increased feelings of unpleasantness, constraint, and repetitiveness". In recent years, Eastwood, Frischen, Fenske, and Smilek (2012) concluded that boredom is a negative emotion whereby one cannot meaningfully engage in a task, is unable to sustain required attention, and attributes an external environment as a cause of this aversive feeling which affect academic achievement of students. In spite of the effort to seek to identify what constitutes the experience of boredom, it is clear that a definition of boredom should also be critically considered.

Academic boredom is commonly regarded as an unpleasant emotion characterized by a lack of stimulation or value in academic activity (Fisher, 2008; Harris, 2010). Although, academic boredom in educational settings may be universal and is related to juvenile delinquency (Newberry and Duncan, 2007), dropout rates (Wegner, 2008), and life dissatisfaction (Farmer and Sundberg, 2006), the construct has received modest attention in research (Mann and Robinson, 2009; Nett, Götz, and Daniels, 2010; Pekrun, Goetz, Daniels, Stupnisky and Perry, 2010). Scholars have recently started investigating the impacts of academic boredom on performance, and its relationship with mediators, such as self-efficacy. Boredom in academic and general settings share the same unique characteristic: it is a deactivating emotion experienced due to not valuing a given task (Pekrun, 2006; Pekrun, 2010). However, what distinguishes academic boredom from general *ennui* is its specificity to academic-related activities and situations (Kass, Vodanovich, and Callender, 2010; Martin, Sadlo, and Stew, 2006; Thackray, 2008). According to control-value theory (Pekrun, 2006), when individuals lack control over academic activities that are either far beyond or below their capabilities, they experience academic boredom. Academic boredom is also induced if there is no subjective value placed on academic-related activities (Pekrun, 2006).

Gotz (2004) explored the connection between the occurrence of emotions and several characteristics of classroom instruction. He found high negative correlations between boredom



and the following aspects of instructional quality: clarity and structuring, elicitation of motivation, and commitment. Also, negative correlations were observed between boredom and disruption during instruction and pace of instruction. These results are in accordance with Lohrmann's (2008) conclusion that students typically cite aspects of instruction when asked for the antecedents of their boredom, as opposed to details relating to the subject matter. Aside from students, teachers may be the most reliable source of information concerning boredom in students during class instruction. They are in ideal positions to observe the occurrence of boredom and make conclusions about its antecedents based on the large amount of time spent in class. The detection of boredom is important because, by using their didactical and methodical knowledge, teachers are the only ones capable of adjusting their instructions to students' needs, and implement individuals as well as class-focused intervention and prevention strategies.

Mann and Robinson (2009) conducted a study to investigate how university students cope with boring lectures due to the teaching style adopted by their instructor. Twelve coping strategies (e.g., text-messaging, making shopping lists, switching off, doodling, and daydreaming) were identified. In particular, the authors found that daydreaming (75.4%) and doodling (66.4%) were the most frequently used coping strategies among university students during boring lectures. Moreover, the higher students rated their lecture time as boring, the more likely it was that they would skip the subsequent lecture. The result thus sheds light on how students cope with boredom at the college level. The authors' use of interviews and questionnaires explored boredom coping strategies among university students, but they did not identify whether or not those strategies are effective in helping students cope with boredom. Mann and Robinson (2009) concluded that there was a significant relationship between teaching styles and boredom of university students. In a similar study, Seifert and Beck (2011) examined the relationship between student achievement and several teaching approaches by observing and coding behaviors of the teachers and students. One major focus for this study was to determine the effect of the amount of engaged learning time on student achievement on a mathematics posttest. Teacher behaviours were assessed in light of how well they promoted time-on tasks. "The lecture/discussion method of instruction yielded the highest correlation ($r=0.46$) when compared with achievement gain". The researchers also found that teaching methods positively correlated with academic boredom of the students.

Nett (2010) investigated the relationship between the strength of endorsing a particular boredom coping approach and the level of mathematics achievement among Grade 5 to 10 students in Germany. The authors found a medium effect size on achievement in mathematics between appraisers and evaders. Given that appraisers preferred using cognitive-approach strategies, such an approach may be considered an adaptive means to cope with academic boredom. Nett (2010) study provided an initial work on understanding the effectiveness of different boredom coping strategies; however, it is still uncertain whether a similar pattern will be found outside German population and among college students. Additionally, the boredom coping scale was a newly developed measure in Germany. There is a need to validate the scale in other populations (e.g., North American and Asian). Only if a scale is proven to be valid and reliable, can it be a useful measurement tool. Thus, the present study evaluates the factor structure of the scale, factor loading and variance using confirmatory factor analysis (CFA) and examines the effect of boredom coping preference on the frequency of boredom in class, on the perception of boredom during studying, and on course performance.



Different studies have questioned whether the results of parental bonding and academic boredom can be generalized to other ethnic context; for example, among African-American and Asia American adolescents'. There are few evidences of positive influence of parental bonding on academic boredom of students (Dorn-Busch, 2007; Steinberg, Mounts, Lamborn and Dornbusch, 2011; Mc-Bride, Chang and Chang, 2008). Other studies have suggested that Asia-American adolescents from authoritative families are not better off in school than those from authoritative families (Chaos, 2001) and that for Chinese population, authoritative parenting predicts satisfaction with the overall parent-child relationship whereas authoritative parenting does not (Quoss and Zhao, 2005). Likewish, Dwiry, Achoui, Abousevic, and Farah (2006) found that in Arab societies, parental bonding is not associated with negative effects on the adolescents' academic boredom as is within western and liberal societies. In certain context, it has been found that indulgent parenting is associated with equal or better outcome for children than authoritative parenting. In this sense, Kim and Rhoner (2002) observed that Korean-American adolescent raised by authoritative parent do not have better academic achievement as a result of boredom than youth rose by indulgent parents.

Spooner, Evans and Santos (2005) found low to moderate relationships between students' ratings and their parents' estimation on shyness. Also, Quartier and Rossier (2008) reported small correlations of parents' judgments with their children's descriptions of personality factors, such as extraversion, responsibility, and emotional stability. Concerning stress, Bagdi and Pfister (2006) reported parents underestimate their children's level of stress. Another study found that parents were overly optimistic concerning their children's behaviour, revealing that parents tend to overlook some of their children's problems (Seiffge-Krenke and Kollmar, 2008). Bylund, (2005) similarly found parents judging their children's health behaviour in a much more positive way than children describe it themselves. Salbach-Andrae (2008) and van der Meer (2008) reported low to moderate correlation between parents' perceptions and students' statements on health related issues could lead to academic boredom.

Richman and Rescorla (2005) examined the relationship of parental attitudes and parental warmth to child academic skills and self-perceptions of competence. The study posited that although parental warmth was not significantly correlated with parental attitudes about early academics and neither academic attitudes about early academic and neither academic attitudes nor warmth predicted child achievement on an academic skills inventory, high correlations were found between parental warmth and academic boredom. Tinkler (2008) carried out a study on the connection between parental bonding and academic boredom among Latino undergraduates, and found that Latino parents held such respectful views of their children's teachers that they hesitated to interact with them, lest this be construed as contradicting and thus disrespecting them. The author concluded that the bond that is lacking between the child and the parents could lead to academic boredom. The author surmised that parental bonding predicts academic boredom among Latino students. In a study conducted by Olson (2014), Olson reported the preliminary finding of three years' study examining the ability of qualitative and quantitative measures of the parental bonding variable to contribute to the prediction of third through fifth-grade students' academic boredom and growth scores in reading and mathematics. Data were obtained for 198 parent/student pairs from four rural and small communities. The author concluded that there was a significant effect of parental bonding on the academic boredom of their children.



OBJECTIVES OF THE STUDY

The present study sought to appraise academic boredom and its antecedents among undergraduates. The specific objectives include to;

- assess the relationship that existed between teaching styles and parental bonding on academic boredom among undergraduates in Oyo state.
- examine the joint contribution between teaching styles and parental bonding on academic boredom among undergraduates in Oyo state.
- investigate the relative contribution between teaching styles and parental bonding on academic boredom among undergraduates in Oyo state.

Research Questions

What pattern of relationship exists between teaching style and parental bonding on academic boredom of undergraduates?

What is the joint contribution of teaching style and parental bonding on academic boredom of undergraduates?

What is the relative contribution of the independent variables teaching style, parental bonding to the prediction of academic boredom of undergraduates?

METHODOLOGY

Research Design

The study adopted a survey research design in order to examine the antecedents of academic boredom among undergraduates. It requires systematic and scientific collection of data or information from the population or sample of the population, through the use of personal interview or scale opinion questionnaire. This method is desirable because it is found useful in the collection of data on phenomena that cannot be directly observed.

Participants

A total of 250 undergraduates (males = 107 (42.8%) and females = 143 (57.2%) randomly selected from Oyo state, Nigeria participated in the study. A stratified random sampling technique was employed in selecting 250 undergraduates in Oyo state. Three universities which comprises University of Ibadan, Lead City university and Ajayi Crowther university were used for the study. Ninety undergraduates were randomly selected from university of Ibadan while 80 were selected from Lead city university and Ajayi Crowther university respectively. The students were randomly selected using dip hand method for each university, their age ranged between 16-26 years with a mean of 16.83 and a standard deviation of 1.26.

Measures

Demographic information was collected from the participants regarding their gender, age, department and level by means of a demographic data form. The participants completed the



three questionnaires: teaching style scale by Conti (2004), parental bonding scale by Parker, Tupling and Brown (1979) and modified by Heider (2005) and academic boredom scale by Pekrun, Goetz, Titz and Perry (2002) and adapted by Christiana and Alfred (2007).

The teaching style scale was developed by Conti (2004). It was used to measure the various qualities displayed by lecturers that are persistent from situation to situation regardless of the content. The scale has twenty (20) items, with a response format ranging from strongly agree =5 to strongly disagree =1.

The Parental Bonding Inventory was developed by Parker, Tupling and Brown (1979) and modified by Heider 2005. The scale is a 25-item self-report measure that evaluates the attachment to one's parent from the adult child's point of view. It has a response format that ranges from strongly disagree =1 to strongly agree =5.

The academic boredom scale was developed by Pekrun, Goetz, Titz and Perry (2002) and adapted by Christiana and Alfred (2007) to suit African situations and was used to measure academic boredom among undergraduates. The scale was used to measure students' levels of boredom during studying. It is a twelve-item scale with response format ranging from strongly agree (5) to strongly disagree (1).

Procedure

All the participants for the study were administered the three instruments in their respective institutions by the researcher with the help of a trained research assistant. The respondents were given ample time to complete the items in the questionnaire as their identities were withheld.

Data Analysis

The data were analysed using Pearson's Product Moment Correlation and multiple regression analysis to analyse the research questions.

RESULTS

Research question 1: What pattern of relationship exists between teaching style and parental bonding on academic boredom of undergraduates?

Table 1: Correlation matrix showing the relationship between study variables

Variables	Mean	Std. Dev	Academic boredom	Teaching styles	Parental bonding
Academic boredom	30.660	13.193	1		
Teaching styles	89.012	10.769	.210**	1	
Parental bonding	80.280	13.225	.331**	.221**	1

Table 1 summarises the zero-order Pearson correlation between academic boredom and other measures in the study. The results show that significant correlations were obtained between teaching styles and academic boredom ($r = .210, p < 0.05$) and parental bonding ($r = .331, p < 0.05$).



Research question 2: What is the joint contribution of teaching style and parental bonding on academic boredom of undergraduates?

Table 2: Summary of regression for the joint contributions of independent variables to the prediction of academic boredom

R	R-square	Adjusted R-Square	Std. Error of the Estimate		
.469 ^a	.220	.208	11.77419		
ANOVA					
Source of Variation	Sum of Square	Df	Mean square	F	Sig.
Regression	9553.412	2	4776.706	34.92	.000 ^b
Residual	33786.688	247	136.788		
Total	43340.100	249			

Result from Table 2 reveals the significant joint contribution of the independent variables (teaching style and parental bonding) to the prediction of academic boredom among undergraduates in Oyo state. The result yielded a coefficient of multiple regressions $R = 0.469$ and multiple R -square = 0.220. This suggests that the four factors combined accounted for 20.8% ($Adj.R^2 = .208$) variance to the prediction of academic boredom

Research question 3: What is the relative contribution of the independent variables teaching style, parental bonding to the prediction of academic boredom of undergraduates?

Table 3: Relative effect of the independent variables to the prediction of academic boredom.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	P
		B	Std. Error	Beta			
1	(Constant)	12.988	7.499		1.732	.085	
	Teaching style	-.346	.076	-.282	-4.553	.000	<.05
	Parental bonding	.254	.067	.255	3.807	.000	<.05

Result from Table 3 shows that the following independent variables have relative effect in the following magnitude; teaching style ($\beta = -.282$, $t = -4.553$; $p < 0.05$, parental bonding ($\beta = .255$, $t = 3.807$; $p < 0.05$).

DISCUSSION

Results of the present study showed that teaching style had a significant relationship with academic boredom. The finding is consistent with that of Nett (2010) who found a relationship between boredom and teaching style. The author reported that teachers are sometimes the cause of academic boredom among the students as some teachers do not know the appropriate teaching style to be adopted in teaching a particular topic they want to teach. On the relationship between parental bonding and academic boredom, the finding supports that of Kurtz (2013)



who reported that abandoned students exhibited pervasive, severe academic and socio-emotional problems. These students are more likely to drop out of school, experience teen pregnancies, academic boredom or be institutionalized. The neglected children fared better in terms of socio-emotional development, but had severe academic delays. Result on the joint contribution that existed between teaching styles and academic boredom supports that of Seifert and Beck (2011) who reported that the type of teaching styles adopted by lecturers goes a long way in determining the academic boredom of students. Lecturers who adopt poor teaching styles could inhibit the content of the topic being taught. On the joint contribution that existed between parental bonding and academic boredom the finding corroborates that of Tinkler (2008) who reported that bond that is lacking between the child and the parents could lead to academic boredom. The author surmised that parental bonding predicts academic boredom among Latino students.

Implication to Research and Practice

Academic boredom is widely presented as a predominantly negative and deactivating emotion linked to achievement that is typically understood to adversely affect student participation and performance. This research work has shown how prime effective teaching styles and adequate parental bonding are to salvage the complications of academic boredom among undergraduate students.

CONCLUSION

In conclusion, academic boredom is a deactivating emotion that is often neglected in classrooms due to its non-disruptive nature. Recently, scholars have started examining how boredom may affect students' learning and what types of boredom coping strategies relate to better learning outcomes. Boredom is detrimental to academic achievement as such school activities should not be boring, it should be scheduled to include relaxation and recess at intervals before and after examinations. Parents should ensure that there is a strong bonding between them and their children and/wards as this would make the students to ask for those educational materials they need in school as this would propel them to have more interest in school work and boredom is eradicated. Lecturers should know the type of teaching style they should adopt in teaching different topics as this would make teaching and learning interesting. The same teaching style should not be adopted in teaching the same topic as this would breed boredom in the students.

Future Research

The positive potential effects of educational innovations and technology to enhance teaching style among lecturers should be examined by other lecturers. Also, some other socio-psychological factors such as parental influence, peer pressure, socio-economic status, among others should also be examined and their influence on academic boredom.



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