

Academic Weariness Of University Displaced Students And Their Counterparts Who Were Returning From Displacement

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Abstract: *The current study is aimed to identify the level of academic weariness and the indication of the differences in the variable on (according to the variable of the displaced and their counterparts who were returning from displacement). in order to achieve the current goal of this research, the researcher has prepared a tool where the academic weariness tool consisted of three fields and (30) paragraphs, after confirming all the psychometric properties of the scale, which were applied to the sample of students, that consisting of (200) male and female students at Anbar University for the academic year (2019-2020), as the results resulted to:*

- 1- The sample members have enjoyed a high level of academic (weariness) or boredom.*
- 2- There were no indication and statistical differences in the academic weariness between the displaced university students and their returning counterparts from displacement.*

Keywords: *weariness - academic - displaced - returning from displacement*

I. INTRODUCTION

The university is considered as an educational and social institution concerned with organizing and controlling the group's behavior in a civilized way, also it serves as a community that contributes to crystallizing students' ideas and attitudes and preparing them, as it is one of the most important institutions of socialization after the family that work to form their personalities, positive and acceptable, which are consistent with moral principles and religious values in society as well as its role in developing scientific ideas and facts in accordance with specific laws and regulations, also, we cannot neglect the role it plays in achieving psychological and social harmony; it is aware of all the social, cultural, and even economic changes which is taking place today that seek to keep pace with successful educational methods (Bokhota: Maryam, Jaafour, Rabe'ea, 2018: 504)

In these societies in the current stage we can find an increased interest in psychological counseling, because our time is the era of anxiety and psychological stress, the changes that the individual is dealing with have increased due to the ongoing wars and the conflicts of all fields. The urgent need has become to define the various means by which the individual faces those pressures and crises which threaten his personality, his psychological and social entity, as the guidance is one of those which are associated to him (Al-Asadi and Ibrahim, 2003: 137).

II. THE PROBLEM OF THE RESEARCH:

The Iraqi individual in general, university students particularly, are exposed to a lot of pressure in all of the wars and the governorate shadows, that the country and especially the displacement and the return from it have all been against the university student conditions. Therefore, this in turn has a direct impact on their performance. The presence of academic boredom will lead to the cracking of the educational process, which is the deterrent line to resist pressure, so it is a common problem that some individuals suffer in their daily lives.

This behavior includes the individual's intentional postponement of the work which assigned to him, although his awareness of the possible negative consequences of this postponement. Therefore, he avoids working with the tasks that he must accomplish and delay in carrying out them until the final comes. Such as postponing family work, health-related issues and occupational obligations, which leads to the feeling of psychological pressure, lack of competence and a sense of guilt. The researcher has felt the existence of the problem as being from the same sample where she suffered from displacement and returned from it.

III. THE IMPORTANCE OF THE RESEARCH:

The importance of this study is clear from the theoretical importance, as the current research is a first attempt at the level of Iraqi universities in dealing with (the academic weariness of that sample), as this concept is one of the most influential concepts in the educational work. while for the applied importance in providing a new tool for measuring the variable.

IV. THE RESEARCH GOALS:

The research is aiming to define:

- 1 -Academic weariness of the sample members.
- 2- The indication of the statistical differences in the academic boredom of the university students according to the variable (displaced - returning from displacement).

The Research Boundaries:

The current research is determined by studying the academic weariness of university students who are displaced and their counterparts who were returning from displacement at Anbar University for the academic year. (2020-2019)

Determining Terminologies:

Academic weariness: defining it as:

- 1-Dechenne (Dechenne, 1988,173) indicates that it means negative emotional feelings that require a feeling of insufficient arousal from the educational environment.
- 2-Mikulas & Vodanovich (1993,593) is a case of relatively low arousal and dissatisfaction due to the inefficiency of academic stimuli.
- 3- Antoine Khoury (1981,149-152) It is an emotional state that is perceived by the individual's awareness of the void that he is experiencing, which the individual needs to upgrade from the state of emotion to the state of action.

Theoretical Definition:

The researcher has defined it: it is a type of disorder resulting from the weak time management skills and to the misconceptions that accompany the university student.

Procedural Definition: It is the total level that was obtained by the respondent by answering the items of the scale that prepared for the research.

Theoretical Framework:

Academic Weariness

Scientists have tried to explain it, so every scientist went according to the time school to which he belongs.

Nett, Goetz and Daniels (2010) have indicated an individual's emotional state, which consists of emotional aspects, which are unpleasant and hateful feelings, as a cognitive aspects that appear in changing perception of time, physiological aspects have seen in decreased arousal and expressive aspects that appear in facial expressions or sound, motivational aspects which appear in the psych drive to change the activity or to leave the situation (Nett, Goetz, and Daniels, 2010, 626).

While (Danielson) indicated that it results from using the iterative method of teaching that serves the student very well, this leads to boredom and weariness, also it will conclude that he is not obligated to be serious to succeed (Danielson, 2010).

While (Al-Hamidi and Al-Youssef, 2019) asserted that it is a psychological condition resulting from boredom and lack of motivation in all activities in different fields (Al-Hamidi and Al-Youssef, 183, 2019).

Characteristics of people who have academic boredom are tending to depression, anxiety, hostility, anger, loneliness, despair, low academic performance, negative social orientation, alienation and shame (Sommers & Vodanovich, 2000, 151), apathy, inattention and a tendency to commit suicide, also attributing their moods to external conditions, feelings of emptiness, monotony, habitual and lack of motivation, then the loss of the meaning of academic life, which makes them unable to predict a meaningful future, dissatisfaction with their lives, the inability to solve the problems facing them, incompatibility, so they are dominated by the values of monotony, non-objective, nihilism, an unwillingness to find meaning for the life they live (Abdel-Al, 259-458, 2012).

The Components of Academic Weariness:

1. **The behavioral component:** It is the component in which boredom is due to poor time management skills in the classroom.
2. **The cognitive component:** the component in which boredom is due to the existence of irrational and unrealistic ideas.
3. **The emotional component:** It is the component in which boredom is due to an emotional discomfort, such as a lack of faith and a sense of inability to complete the task (Tuckman, 1991, 474).

The previous Studies:

1-A study (Eastwood et al., Eastwood, A.E. 2007). The study aimed at custom at the level of academic weariness and personal differences in describing feelings among university students, then the results resulted in a level of boredom among individuals in the sample 2007 (Eastwood, A.E).

2- A study (Al-Hamidi and Al-Youssef, 2019) The study aimed to identify the nature of the relationship between academic boredom or weariness and habits of mind, differences between females and males in the two changes and the results which was resulted in the absence of significant differences between them and also did not show differences according to the scientific specialization (Al-Hamdi and Al-Youssef, 2019)

The Difficulties Which Faced by the Researcher:

The difficulties encountered by the researcher:

The researcher faced many of them in the inability to have an Arab or foreign study using the same sample, rather, other samples cannot be discussed with the study sample.

Research Methodology and the Procedures:

The descriptive method was used in this study.

First: The Research Community:

The current study community consisted of (University students who are displaced and their counterparts who were returning from displacement), where the number of displaced people reached (599) student and students from those were living in the dormitory, 13666 with the returnees.

Secondly: The Research Sample:

The researcher relied on choosing the sample of the research randomly, stratified, proportional method more representative of the original community, especially in the societies in which there is diversity in the classes. The researcher has chosen a sample of (200) students in the various colleges.

Thirdly: The Gauge:

Academic Weariness Gauge:

- Planning the standards(gauge) by determining the concepts and the fields that its items which is given after the researcher has been briefed on the literature. The following areas have been identified: 1 - Behavioral field 2 - Knowledge field 3 - Emotional field. Where formulated in its initial form (33) item.

The Validity of the tool: After the researcher has prepared the academic boredom measure of (33) items, preparing its instructions and how to correct it, the researcher presented it for (10) arbitrators from specialists in educational and psychological sciences, when applied to a sample of clarity of instructions and items.

Statistical Analysis of the Academic Weariness Measurement:

In order to maintain the good items in the gauge, also to ensure their ability to distinguish between individuals in the measured trait (Imam and others, 1990: 114), the researcher applied the gauge to a sample of (200) students, Nunnally indicates that the ratio of the number of sample individuals to the number of items should not be lesser than (5-10) in relation to reducing the coexisting chances in the analysis.

The researcher has extracted the following:

Distinguishing Items Power:

T-test was used for two independent samples in order to know the indication of the differences in the degrees of each item between the two extremes group in the total degree. According to the differential strength was calculated for each paragraph in the scale, then they were statistically significant when they compared to the tabular value reached to (1.98) at the level of indication (0.05), the degree of freedom (106) while the items (9, 13, 32) were except as shown in table (1)

Table (1)

The Distinguishing items power for the academic weariness

No.	Upper group		Lower group		Accounted
item	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	*(t)value
1	3.746	0.955	2.668	0.782	6.343
2	4.003	0.809	2.805	0.871	7.311
3	3.934	0.852	2.223	0.743	10.980
4	3.484	0.783	2.876	0.851	3.814
5	3.651	0.655	2.743	0.684	6.955
6	3.433	0.926	2.549	0.818	5.190
7	3.522	0.978	2.58	0.825	5.341
8	3.649	0.721	2.782	0.669	6.300
9	3.010	0.756	2.949	0.943	0.372
10	3.378	0.893	2.338	0.878	6.024
11	3.653	0.826	1.897	0.916	10.328
12	4.145	0.936	3.122	0.748	6.194
13	3.552	0.742	3.407	0.933	0.895
14	3.761	0.687	2.98	0.906	4.983
15	3.91	0.839	3.095	0.746	5.266
16	4.012	0.741	2.771	0.664	9.048
17	3.719	0.711	2.605	0.579	8.813
18	4.015	0.573	2.94	0.648	9.015
19	3.835	0.734	2.718	0.727	7.843
20	3.699	1.079	2.907	0.969	3.961
21	4.072	0.873	2.847	0.743	7.752
22	3.65	0.716	2.382	0.912	7.933

23	4.03	1.032	3.262	0.996	3.884
24	4.011	0.809	3.075	1.016	5.228
25	4.008	0.983	2.323	0.901	9.167
26	3.48	0.77	2.747	1.008	4.192
27	3.98	0.873	2.032	0.873	11.446
28	3.798	1.127	2.545	1.08	5.823
29	4.128	1.028	3.127	1.043	4.958
30	3.98	0.965	1.943	0.88	11.315
31	4.033	1.115	2.55	1.118	6.813
32	3.537	0.806	3.338	0.927	1.192
33	3.478	0.885	2.405	0.964	5.948

Relationship of the paragraph to the overall degree:

The correlation of the degree of the item with the overall degree of the gauge is an indication of the homogeneity of the items in their measurement of the phenomenon. (Anastasi, 1976) indicates that the association of the item with an internal or external test is as an indication of its validity, when no external test is available, the overall score of the respondent represents the best internal test in calculating this relationship (Anastasi, 1976, 206).

To calculate the relationship of the degree of the item with the total score of the gauge, so that the answers of the individuals of the statistical analysis sample were adopted. Pearson coefficient was used to find the correlation between the score of each item and the overall score of the gauge. It was found that all the values of correlation coefficients are indicated statistically, when they compared to the critical value of the correlation coefficient by (0,139) at the level of significance (0.05) with a degree of freedom (198) items (9, 13, 32), were except as shown in Table (2).

Table (2)

Correlation coefficient between the score of each item and the overall scale of the gauge

No.	Item's correlation coefficient of total score	N o.	Item's correlation coefficient of total score	No.	Item's correlation coefficient of total score
1	0.345	12	0.523	23	0.412
2	0.411	13	0.086	24	0.502
3	0.451	14	0.461	25	0.395
4	0.386	15	0.379	26	0.534
5	0.314	16	0.452	27	0.466
6	0.435	17	0.374	28	0.596
7	0.344	18	0.380	29	0.345
8	0.451	19	0.347	30	0.426
9	0.098	20	0.529	31	0.481
10	0.515	21	0.355	32	0.092

11	0.390	22	0.425	33	0.410
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The relationship of the item to the total degree with the component to which it belongs:

To calculate the relationship of the degree of the item with the degree of the component to which it belongs, the answers of the individuals of the same sample of the analysis were dependent on each component of the academic weariness measure, as Pearson coefficient was used to find the correlation between the degree of each item and the degree of the total component to which it belongs. It was found that all the values of correlation coefficients are statistically indicated when they are compared to the critical value of the correlation coefficient reached to (0,139) at the level of indication (0.05) with a degree of freedom (198) excepting the items (9) from the behavioral field, (13) from the cognitive field, and (32) From the emotional field as shown in Table (3).

Table (3)

Correlation coefficients between the degree of each item and the degree of the component to which it belongs

No.	Item correlation coefficient of behavioral level	N o.	Item correlation coefficient with the cognitive level	No.	Item correlation coefficient with emotional level
1	0.487	11	0.485	22	0.567
2	0.576	12	0.677	23	0.512
3	0.611	13	0.099	24	0.658
4	0.496	14	0.566	25	0.464
5	0.456	15	0.422	26	0.595
6	0.561	16	0.579	27	0.514
7	0.452	17	0.461	28	0.628
8	0.510	18	0.488	29	0.471
9	0.101	19	0.509	30	0.517
10	0.678	20	0.634	31	0.526
		21	0.484	32	0.096
				33	0.567

Relationship of components with each other and overall score (correlation matrix):

To verify this procedure, the researcher has found the relationship between the fields together and their relationship to the overall degree of the gauge, as the researcher used the Pearson coefficient to find the related relationship. It was found that all the values of correlation coefficients are statistically indicated when they are compared to the critical value of the correlation coefficient reached to (0.139) at the indicated level (0.05) the degree of freedom (198), as it was shown in Table (4).

Table (4)

Matrix of internal correlations of the academic weariness gauge

gauge levels	Total score	Behavioral field	Cognitive field	Emotional field
Total scores	1	0.333	0.310	0.356
Behavioral field		1	0.419	0.302
Cognitive field			1	0.369
Emotional field				1

Secondly / stability:

The researcher calculated the stability in two ways:

1-Test method and retest:

The academic weariness gauge was applied to a sample of 40 students, as it was found that the value of the stability factor is equal to (0,86).

2-Alpha Cronbach method: After applying the equation, it became clear that the value of the stability coefficient was reached to (0.18).

The final version of the gauge of the academic weariness:

After checking all the psychometric characteristics of a gauge, as it has become, in its final form composed from (30) valid items, and the alternatives to responding to the scale items were (always, sometimes, rarely, never), significances have been defined for them (1, 2, 3, 4,5).

Statistical means:

- 1 .T-Test for two independent samples: to find the distinction of standardized paragraphs and to find differences.
- 2 .One-sample T test.
- 3 .The Alpha-Cronbach equation: to find the coefficient of stability.
4. Pearson correlation coefficient: for the internal consistency of the paragraphs of the two research criteria and in the determination of stability in a re-test method and the results of the research.

The Presentation and interpretation of the results: The first goal: to identify the academic weariness of the sample members:

To identify this goal, the researcher has applied the gauge from the research sample about (200) male and female students, where the arithmetic average for the scores to the sample of the research on the gauge reached to (105,645), the standard deviation is about(16,266), for the purpose of knowing the indication of the difference between the arithmetic average and the hypothetical mean that reached to (90) degree, the researcher used the T test for one sample and the results indicated that the calculated T tests value with (13,602) was greater than the tabular T value with (1.96) at the level of indication (0.05) with a degree of freedom (199) This means that the research sample has high-level academic weariness, the Table (5) illustrates this, as it can be explained that the sample which is exposed to these pressures and were marginalized in society and the place of study suffers, indifference, negligence, tendency to commit suicide and attribute their mental mood to external conditions, feeling of emptiness, monotony, habitual and lack of motivation, also the feelings of inferiority and loss of sense of meaning make them unable to foresee a meaningful future and dissatisfaction with their academic lives (Sommers & Vodanovich, 2000, 151). According to what the sample of the research is exposed to, the researcher believes that they exposing to psychological deprivation, physical and economic fatigue, whether they are still displaced or are returning and did not find a shelter for him, as he has lost many, many words and does not express that.

Table (5)

Arithmetic mean, standard deviation, and T value of the research sample on an academic weariness gauge

changeable	number	arithmetic mean	standard deviation	hypothetical mean	T value *		Indication (0,05)
					Accounted	tabular	
academic weariness	200	105,645	16,266	90	13,602	1,96	indicated

The second goal: is to identify the significance of the differences according to the variable (displacement - returnees): To identify this goal, the researcher has applied the gauge of the academic weariness from the research sample about (100) students, where the arithmetic average for the degrees of displaced people on the gauge (103,070), while the standard deviation reached to (17,104), while the arithmetic mean for returnees was (104,060), With a standard deviation of (109,101). When they were applying the T-test for two independent samples, it was found that the calculated value had reached to (0,885), Thus, there are no statistically indicated the differences between displacement people and returnees from displacement, and Table (6) illustrates this:

Table (6)

T test for two independent samples

changeable	sample	arithmetic average	standard deviation	*T value		indication (0,05)
				accounted	tabular	
displacement	100	103,070	17,104	0,885	1,96	Non-indicated
returnee	100	104,060	109,101			

V. CONCLUSIONS:

1 - The emergence of a high level of academic weariness among members of the sample due to their exposure to the same hardships and harsh conditions.

2- The fact that they are experiencing the same pain as the displaced student took control of the pain of unity for the separation of the family and the returnees who found the missing homes the father and the mother and the cases full of sorrowful conditions.

The Recommendations:

- 1- The necessity for organizing educational programs for the sample of counselors to make them aware of the importance of avoiding academic weariness and the need to take care of the role as a mentor at all levels.
- 2- The necessity for providing material and moral support to the displaced and returning students.
- 3- The necessity of the government issuing laws that include international and local attention to the areas who were affected by ISIS gangs.

The Suggestions:

- 1- 1- Conducting similar studies with different samples.**
- 2- Conducting studies with another type of changeable with the same current changes.**

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