

**Learning Climate, Class Room Related Boredom and Academic
Procrastination Among University Students**



Submitted by

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Submitted to

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NATIONAL INSTITUTE OF PSYCHOLOGY

Center of Excellence

QUAID-I-AZAM UNIVERSITY

Islamabad Pakistan

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A Research Report submitted in
Partial fulfillment of the requirements of
The Degree of Masters of Science in Psychology

By

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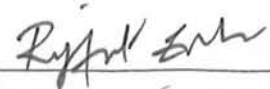
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This is to certify the M.Sc. research report “**Learning Climate, Class Room Related Boredom and Academic Procrastination among University Students**” prepared by Ms. **Noor-Ul-Ain** has been approved for submission to the National Institute of Psychology, Quaid-i-Azam University, Islamabad.



Ms. Riffat Zahir

(Supervisor)

Dedicated to
My Adorable Parents and elder sister,
Who are symbol of pride for me

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ABSTRACT

The present study investigated the relationship between learning climate, classroom related boredom and academic procrastination among university students. Sample ($N = 300$) students (151 men and 149 women) were selected from three universities of Rawalpindi and Islamabad using convenient sampling techniques. Age of the sample ranged between 17 to 26 years. Learning Climate Questionnaire (William & Deci, 1996), Class Related Boredom Scale (Pekrun, Goetz, Titz & Perry, 2002), and Tuckman Procrastination Scale (Tuckman, 1991) were used. Findings revealed significant negative relationship between learning climate and classroom related boredom. Significant negative relationship was also found between learning climate and academic procrastination. Findings showed a significant positive relationship between classroom related boredom and academic procrastination. Female students scored significantly higher in their perception about classroom learning climate as compared to the male students. No gender differences were found on classroom-related boredom and academic procrastination. Students from public-sector universities scored significantly higher on class room learning climate than those studying at private universities. However, students from both sectors of universities did not reveal significant differences on class room related boredom and academic procrastination. The classroom learning climate was reported significantly different when compared on the respondents' level of education (BA/B.Sc (two years), BS (four years), and MA/M.Sc (two years)). However, the level of education did not reveal to be a significant demographic variable when students were compared in their perception about classroom-related boredom and academic procrastination. Socioeconomic status was reported as a statistically significant demographic variable in class room learning climate. However, no significant differences in classroom related boredom and academic procrastination were reported on socioeconomic status.

INTRODUCTION

Chapter 1

INTRODUCTION

Education plays a vital role in human capital formation and development. It raises the productivity and efficiency of individuals and thus produces skilled manpower that is capable towards the path of sustainable human development. The educational systems ensure the students to work hard for the achievement of academic goals which ultimately would lead to a better future for them. A strong educational system provides the bases for competitive environment for students, making them hard working and beneficial in their efforts. These efforts make students less lazy towards their academic goals. Likewise an active student will work efficiently for the achievement of its career putting much effort in the learning and grasping over studies, making things more achievable. This would ultimately lead them towards successful bright future. An education system is essentially a collection of artifacts that are brought together in order to create an environment that will facilitate learning processes.

Education systems can take a variety of different forms for example, a book, a mobile form, a computer, an online forum, a school and a university. Most education systems will provide various types of learning resource and descriptions of procedures for using these to achieve particular learning outcomes.

An education environment improves students' performance with respect to a given task under any domain over time, through its interactions with the task environment is important. The mechanisms by which educational environment manipulates its knowledge which constitute about the given task environment is a specific response.

Learning Climate

Learning climate defined as the quality and character of classroom life (Sheffler, 2009). Including both social and physical aspects of the classroom, that can positively promote behavior, student achievement, and the social and emotional development of students. It refers to the psychological impact of the class room environment on students within their class. It encompasses norms, goals, values,

relationships, organizational structure, and methods of teaching and learning (Cohen & Geier, 2010). These characteristics shape the experience of all students within the classrooms and determine whether they feel supported, valued, respected, and safe.

Amborse et. al. (2010) defined learning climate as the intellectual, social, emotional, and physical environment in which students can learn. Learning climate is determined by a constellation of interacting factors that include teacher-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the same course), student-student interaction, and the range of perspectives represented in the course content and materials.

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. The term also encompasses the culture of an institute or classes its presiding ethos and characteristics, including how individuals interact with and treat one another (Amirul et al., 2013).

In this kind of environment, students develop a sense of self-esteem that when combined with basic knowledge, skills, and values, it stands them in good stead, enabling them to make informed decisions throughout life.

In a positive academic environment, there must be special consideration for the well-being of students in terms of overall workload (hours spent in universities and studying or preparing for examinations) and facilities, provide stimuli and resources for students to effectively use all available means to broaden their horizons including extracurricular activities which can make a difference in the overall experience of their studies (Cardall, Rowan & Bay, 2008).

Huang, Yang, & Zheng, (2013) explains learning environment in three components. He explained that learning is a process not a product, because these processes take places in the mind and we can only infer that it has occurred from student's performances. Secondly learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time, it is not fleeting but rather has a lasting impact on how students think and act. Third, learning is not something done to student but rather something students themselves have to do. It is the direct result of how students interpret and respond to their experiences.

According to Reeve (2006), the learning environments put up the student's abilities in classroom settings to stimulate their interest, challenge, and also provide choices or extracurricular activities. The students emphasize the lack of compatibility between the general education methods and the preferred learning methods. Learning methods are characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. The concept of learning method has been applied to a wide variety of student attributes and differences. Some students are comfortable with theories and abstractions; others feel much more at home with facts and observable phenomena; some prefer active learning and others passive learning, some prefer visual presentation of information and others prefer verbal explanations. One learning method is neither preferable nor inferior to another, but is simply different, with different characteristic strengths and weaknesses. A goal of instruction should be to equip students with the skills associated with every learning method's category, regardless of the students' personal preferences, since they will need all of those skills to function effectively as professionals in their future life.

Pekrun, Frenzel, Goetz, and Perry (2007), explains that the particular role of students and teachers which would make the classroom environments healthy or knowledgeable for students and thus persuade them to engage in the learning process which leads them to gain achievement of learning outcomes.

Learning climate is a perceived quality of the educational settings. It emerges in a fluid state from the complex transaction of many immediate environmental factors (e.g., physical, material, organizational, operational, and social variables). Both the climate of the classroom and the university reflect the influence of a university's culture, which is a stable quality emerging from underlying, institutionalized values and belief systems, norms, ideologies, rituals, and traditions. And, of course, classroom climate and culture both are shaped by the university's surrounding and embedded political, social, cultural, and economic contexts (e.g., home, neighborhood, city, state, country). Key concepts related to understanding classroom climate include (a) social system organization, (b) social attitudes, (c) staff and student morale, (d) power, control, guidance, support, and evaluation structures, (e) curricular and instructional practices, (f) communicated expectations, (g) efficacy, (h) accountability demands, (i) cohesion, (j) competition, (k) the "Fit" between key

learner and classroom variables, (l) system maintenance, growth, and change, (m) orderliness, and (n) safety (Allodi, 2010).

Moos (1979) grouped the above concepts into three dimensions for classifying student's environment and have used them to develop measures of university and classroom climate. Moos's three dimensions are (a) relationship the nature and intensity of personal relationships within the environment, the extent to which people are involved in the environment and support and help each other. (b) Personal development basic directions along which personal growth and self enhancement tend to occur. (c) System maintenance and change the extent, to which the environment is orderly, clear in expectations, maintains control, and is responsive to change.

Students in their positive learning environment are made to learn to focus on learning in which they are being helped by their teachers, to create their own specific teaching techniques. In order to tackle the difficult content of the tasks and prepare them for the selection of the theme of any topic provided. Students usually portray different attitudes in the classroom environment like low attitudes, high class participation. The learning is the agreeable emotional state of the learner that provides constructive situation to eventually motivate the learner for the task completion or to persevere this feeling (Hartley, 2007).

According to Gonder and Hymes (1994), the learning climate has four major parts; firstly, the physical environment that is warmly welcoming, encouraging and leading towards learning; secondly, the social environment that promotes contact and interaction; thirdly an affective environment that enhances a sense of attachment and sense of worth, and lastly, an academic environment that promote learning and accomplishment.

The classroom climate is a reflection of students' opinions of their academic experience. This includes students' perceptions of the rigor of the class, their interactions with their instructor and class peers, and their involvement in the class. Although each student will develop his or her individual sense of the classroom environment, there is also a community, or collective, sense among the students and the teacher, so the classroom climate is a general feeling shared by all in the class. Students' perceptions often describe the classroom climate because their exposure to multiple learning environments and their many opportunities to form impressions give

them a credible vantage point from which to make judgments (Fraser & Treagust, 1986).

Types of Learning Climate

There are four main types of learning climate which are the most used by students in current educational era (Ekholm, & Ellstrom, 2008).

Face to face classroom. Face to face classrooms are where students and teachers interact in a traditional learning environment. This environment allows students to directly work with their teachers. With their method, learning is more teachers directed than student directed. Also, students do not have to be as self-motivated because they are less accountable in this environment than in other environments.

Online classroom settings. Online class rooms are a new form of educational environment. In this environment students and teachers interact slowly on the internet. It has also some advantages like flexibility that online learning give student. Some students work best in the morning and some in the evening, some students commute to campus and other takes evening classes. Online classes allow students to participate in their education at any time and from anywhere that has an internet connection.

Hybrid learning environment. A hybrid learning environment combines face to face and online learning. In these courses students attend regular classroom meetings as well as completing online work for the course. There are some benefits to blend or hybrid learning. These classes combine the conveniences of online learning with the social connection of face to face learning. All ages of students can participate in hybrid learning. It is very popular with university students because it allows them to have some freedom with scheduling and still have a social connection with their peers. Students who are in university could take any type of course in their semester or annual system and use hybrid learning sitting in their classrooms as well.

Web facilitated learning. Web facilitated learning takes place online but uses technology to create a virtual face to face course. Students and teachers are able to interact by using technology. Different technology used to create a virtual class. These lessons can be asynchronous or synchronous. This type of learning allows students to

take class at home without coming to universities. It allows students to access courses that available nearby libraries.

Factors influencing on Learning Climate

Some of the important factors which may influence on learning climate are as follows (Marjoribanks, 1995):

Learning atmosphere. The classroom learning climate in which all students feel safe and secure enough to take risks and express their understanding or lack of understanding. Many times, the students considered academically gifted feel that they are expected to know all the information. Often these learners pretend to have all the answers in response to the expectations of others. This can cause strain and interfere with learning. A disappointed look or comment can keep the gifted student from expressing a lack of understanding. Those student, as well as others, should feel secure in the classroom even when he or she doesn't have all the answers. The learner who is considered to be at risk or low achieving often lives up to the expectations. In classroom, the emphasis is on knowledge base and experience rather than IQ and ability. Each student is respected. Learners know that learning is a process and everyone learns differently. Learning includes weeding out what students know with an effective pre-assessment and determining what students need next. This policy establishes a different mind-set of being able to admit mistakes, accept lack of understanding, and celebrate successes and growth in an individual's knowledge base. Each moment of successful improvement makes a positive change for a life time (Koth, Bradshaw, & Leaf, 2008).

Physical and emotional atmosphere. The learning climate is influenced by the physical attributes of the classroom. Things such as appropriate lighting, cleanliness, orderliness, and displays of students' work contribute to a positive atmosphere. Plentiful and appropriate resources are necessary to facilitate student success. There could be computers and materials that allow for hands on manipulation. There are opportunities for social interaction and intellectual growth. Enriched environments are created not only by materials but also by the complexity and variety of tasks and challenges and feedback. Engaging materials and activities help to develop dendritic growth, the neural connections that are facilitated by experiences and stimulation (Green, Greenough, & Schlumpf, 1983).

Use of music. Another factor for enhancing classroom climate may be the inclusion of music. It has been discovered that brainpower soars when students listen to stimulating pop tunes, and they advise that playing the latest hits in classrooms may actually increase student achievement. Modern music with the same tempo as classical (60 beats per minute) has the same effect and makes the mind more receptive to learning. This music can actually help the brain retain information. Many teachers who have tried using pop music report higher levels of concentration by their students. Pop music triggers the autonomic nervous system, and we respond by feeling good and tapping our feet to the music. The pupils of the eyes dilate, and endorphin levels and energy rise. Teachers often say that students will learn more in a class if they are enjoying the experience, and music can set the stage for learning. Music energizes people and masks “dead air” when there is a “dip” in the energy level of students. Mozart’s music or Baroque music can soothe and calm as well (Berk, 2001).

Laughter and celebrating. Learning Laughter is another factor to use in classroom learning environment. It punctuates learning by releasing neurochemical transmitters called endorphins, and it is said to be the shortest distance between two people. Laughter even helps the immune system to increase the number of type T leukocytes (T cells) in the blood. T cells combat damage and infection, and some researchers have even dubbed them “happiness cells”. It makes sense to include humor and laughter and to celebrate learning in the classroom. Teachers can encourage students to applaud one another and cheer for each other’s successes. Using energizing cheers students give rounds of applause, high fives, and other cheers that students can often create for themselves. These cheers also include actions to supplement the aural responses. Kinesthetic actions help energize students by sending more oxygen and glucose to the brain and often result in fun and laughter to raise endorphins. Celebrating learning is important for students of all ages. A simple way to celebrate any classroom success is to lead an energizing cheer. When an individual or small group has a “light bulb moment” or presents what has been learned, give a cheer. Besides the emotional boost, these cheers provide a physical boost to the brain. The physical actions send oxygen and glucose to the brain when arms are raised over the head and the body moves. The following are some examples of cheers that

energize and celebrate. Add your own physical movements to punctuate the cheer (Lovorn, 2008).

Elements contributes in Learning Climate

For students to learn, they must feel safe, engaged, connected, and supported in their classrooms and universities. These conditions for learning are the elements of a university climate that students experience personally. They contribute to students' academic achievement and success and are associated with improved grades and test scores; strong attendance; positive relationships between students, adults, and their peers; and minimal engagement in risky behaviors (Hopland & Nyhus, 2016).

Safety. Before students can succeed academically, they must feel safe, both physically and mentally. Although learning use a variety of measures to ensure students' physical safety, certain efforts sometimes have negative effects on students, particularly those who are traditionally underserved. Safety extends beyond the physical well-being of students. To have a safe learning environment, students must feel welcomed, supported, and respected. However, university discipline policies and codes of conduct do not always support a positive learning climate. For example, exclusionary discipline practices, like removing students from the classroom, suspensions, and expulsions, negatively impact students' academic performance and their likelihood of graduating from learning climate. Learning climate is a discipline traditionally underserved students at much higher rates than their peers even though research does not show that these students misbehave more frequently (Hopland & Nyhus, 2016). Building a positive learning climate and ensuring students are ready to learn requires university district codes of conduct that promote positive adult and student relationships and work to keep more students in the classroom.

Engagement. Personalized learning is one instructional approach that could reverse trends. This student-centered approach to learning tailors instruction to students' unique strengths and needs and engages them in challenging, standards-based academic content. Personalizing learning helps students develop skills including thinking critically, using knowledge and information to solve complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets (Parsons, & Taylor, 2011). These skills, known as



the deeper learning competencies, are not only the skills students need to succeed in universities, but the ones that will enable them to succeed in careers and life.

Connectedness. Students must feel connected to teachers, staff, and other students. University can nurture these connections by focusing on students' social and emotional learning (SEL). SEL helps students understand and manage their emotions and interactions with others and build the skills necessary to communicate and resolve conflicts. SEL programs have been shown to improve students' social competence, self-awareness, connection to university, positive interactions with others, and academic performance. There are specific practices that educators can adopt to embrace SEL in the classroom, which also create a positive learning climate and environment that supports students' deeper learning.

Teachers are an essential part of fostering the type of learning environment in the classroom that supports student success. And yet many students, particularly students of color and students from low-income families do not have access to prepared and effective teachers. Educators and administrators need professional development opportunities and training to meet the academic, social, and emotional needs of students to create a positive learning climate (Catalano et al., 2004).

Support. Students must feel supported by all those connected to their learning experience. This includes teachers, classmates, administrators, family, and community members. These parties should share an understanding of what positive learning climate at the university and classroom looks like so they can work together toward this common goal. Leaders can engage community members, teachers, students, and parents in learning climate improvement work through conversations, meetings, surveys, and creating university-community partnerships (Epstein, & Salinas, 2004).

The Learning Climate Theories

The learning climate theories focus on different constructs within the educational system that include the student, society, and the content being taught. These theories flow from the psychological theories of learning, which include cognitive theories, and humanistic theories (Mayer, 2002).

Social Cognitive Theory. The category of learning environment theories is called social cognitive theory. This asks students to be conscious of the social and cultural interactions that occur during their educational experience. Mayer, (2002) describe the social cognitive theory focuses on teaching and learning through various forms of social interaction, which has the potential for being highly affective even in the most traditional teaching environments. It must be experiential and affective or learning would not occur. Social cognitive approaches imply social interaction, connection, awareness of social and cultural similarities and differences.

Social theories. The domain of Mayer, (2002) learning environment theories is the social theories. These theories hold to a belief that education can and ought to allow us to resolve social, cultural, and environmental problems. These theories have laid the groundwork for social justice in environment, ecological awareness, and social intelligence content in many academic programs.

Pedagogy theory. The first subcategory for social theories is critical pedagogy theories, which looks at the use of power and power differentials in various cultures or in a social structure.

Learning community theory. The second subcategory of social theories called learning community theories asks the student to have personal growth in combination with his or her social awareness and involvement. There are many constructs in this domain that are perfectly aligned with affective teaching and learning. It involves the use of teams, groups, and cooperative instruction that looks for outcomes in social skills. This theory is a perfect fit for SEL models.

Ecosocial theory. The third subcategory is ecosocial theories, where there is a focus on a need to address the interaction between students and their environment. The concern is an ecological one, one that is global, serious, and being integrated more frequently into university curricular.

Humanistic theories

The final groups of theories presented by Mayer, (2002) are the humanistic theories, which include self-awareness theories, dynamic interaction theories, and spiritual theories. Each of these domains is easily taught using affective pedagogy

and each also runs directly into the challenges addressed earlier regarding the interface between education and psychotherapy. In fact, these theories come from the world of humanistic psychology, dynamic psychology, psychoanalysis, group interaction, and spiritual self-understanding.

Self-actualization theories. The first subcategory is called self-actualization theories and is fully integrated into the affective and subjective domains of the student. It is focused on the internal dynamics of needs, desires, impulses, and energy of the students. It would be impossible to tell a student to feel a certain way, but faculty would be able to facilitate this process if trained to do so. One method might be to ask students certain self-awareness at the start of the first class and then ask the same demands at the end of the course to look at what might be occurring for them related to knowing the self.

Dynamic interaction theories. The second subcategory for this group of theories is called dynamic interaction theories, which are mainly affective consequences of these interactions on the individual. The principle is quite simple: learning is deeply 'affected' by feelings, emotions, actions, and values generated by interactions within a small group, classroom, family etc. The essence of this approach is affective pedagogy and learning. The self-awareness developed in this form of teaching is important and obvious.

Spiritual theories. The last subcategory for Bertrand's humanistic theories is called spiritual theories, a very interesting concept for learning climate. Some institutions may be based on metaphysics or may make their spiritual beliefs more integral to the curriculum, with courses in energy work or quantum physics. They may have an eclectic concept of a power greater than ourselves as a way to stay focused on the spiritual needs of others and culture.

Class Room Related Boredom

Class room boredom is considered as a feeling that students experience a negative and deactivating emotion that this diverts from ones attentions toward the current task. As indicate the emotions structures, class room boredom is viewed as a repulsive (negative) feeling with low physiological arousal. Class related boredom

also incorporates a motivational segment e.g., having an intention to leave a boring situation, and a cognitive part e.g., considering that time is boring (Pekrun et al., 2013).

According to cognitive-motivational model, in which these two emotions that is positive-activating emotions like classroom enjoyment and negative-deactivating emotions like classroom boredom or as a result of feeling unchallenged and perceiving one's own activities as meaningless. In classrooms where the teacher does not modify the learning to all of the students' levels of readiness and teaches only to the "middle" some students. The rest of the students that will be bored or feel other factors that is lack of challenge, and also feel unnecessary pressure to achieve a challenge (Pekrun, Goetz, Titz, & Perry, 2002).

Pekrun (2006) assumes that the relative match between task demands and individual ability is important for valuing an activity and thus avoiding class boredom. To determine if there is a need to prevent boredom, it is important to know how often and how intense classroom boredom is experienced by students in learning and achievement settings. Concerning the frequency of class boredom, there is evidence showing boredom to be among the most commonly experienced emotions in academic settings.

The Components of Classroom Boredom

The component of classroom boredom can be described as an emotion consisting of affective (e.g., unpleasant feelings), cognitive (e.g., alerted perceptions of time), physiological (e.g., reduced arousal), emotional part (e.g., deactivation of emotional expression), and motivational components (e.g., motivation to change the activity) (Pekrun et al., 2010).

Affective component of classroom boredom. The affective component of classroom boredom involves the unpleasant feelings, lessened physiological arousal, perceived absence of cognitive stimulation, task-irritated thinking (e.g., daydreaming), delayed subjective experience of time, and motivating forces to escape the boredom-inducing situation through withdrawal purpose.

Cognitive component of classroom boredom. The cognitive component of classroom boredom involves the altered perception of time, an aversive action, absence of goals, and an unpleasant impression of time that is often quite delayed.

Physiological component of classroom boredom. The physiological component of classroom boredom indicates the physiologically reduced arousal for example, drowsiness and yawning, and a drooping body postures.

Emotional component of classroom boredom. The emotional component of classroom boredom in which emotion is broken down to revealed the deactivation of emotional expression, for example, emotional part of the classroom boredom incorporate feelings of annoyance, disappointment, emptiness.

Motivational component of classroom boredom. The motivational component of classroom boredom incorporate boredom that decreased motivation to learn, including motivation to leave class, quit learning, or delay it, motivation to do something else as opposed to considering, lack of intrinsic motivation to learn because of classroom boredom and incentive (Pekrun et al., 2010).

Types of Classroom Boredom

The five types of classroom boredom different in their levels of arousal (Goetz & Frenzel, 2006).

Indifferent. Students who is calm and withdrawn from his or her external world. Words reflecting this kind of classroom boredom include relaxation and cheerful fatigue.

Calibrating. A slightly unpleasant emotional state associated with receptiveness to classroom boredom-reducing options, but not necessarily an active search them. Characterized by wandering thoughts, not knowing what to do, and a general openness to activities unrelated to the present situation.

Searching. A more negative feeling reflecting a sense of unpleasant restlessness and an active search for ways out of the classroom boredom mindset. Students might think about alternative activities, hobbies, leisure, or work.

Reactant. The highest levels of arousal and negative emotions. Students in a reactant to classroom boredom state have a strong motivation to escape his or her boring situation and avoid those responsible for it (such as teachers or an instructor). Reflects significant restlessness and aggression. There are persistent thoughts about specific, more highly valued alternative situations.

Apathetic. This kind of classroom boredom is different from the others. Like reactant boredom, it's also unpleasant, but a student's experiencing it has low arousal and a lack of positive or negative feelings. In other words, a feeling of helplessness or depression.

Outcomes of Classroom related boredom

Classroom boredom may cause the students to find away from a classroom task. The educational research suggests the class related boredom in that educational settings, and even in leisure time, is strongly associated with academic withdrawal, distress, classroom disturbances, diminished effort, attention and performance in achievement settings, dropout rates, delinquent practices in educational settings, absenteeism, poor retention and superficial methods for processing information (Pekrun, 2006). Robinson (1975) found that bored students reported perception of discipline as meaningless or more absentees and rated by the teachers' maladjustment as compared to other students.

Theoretical Framework of Classroom Related Boredom

Control value theory. Control-value theory (Pekrun, 2006) speculates that appraisals of ongoing achievement activities and of their outcomes are of primary significance for the occurrence of achievement emotions. It is based on the premise that appraisals of control and values are central to the arousal of achievement emotions, including activity-related emotions such as enjoyment, frustration, and boredom experienced at learning, as well as outcome emotions such as joy, hope, pride, anxiety, hopelessness, shame, and anger relating to success or failure.

Cognitive appraisals. Theory describe that two assessments are of particular importance for achievement emotions; 1) Subjective control over achievement activities and their conclusions, and 2) Subjective values of these activities and results. The term subjective control refers to the perceived causal influence of an

individual over actions and outcomes (Pekrun, 2006) while the term subjective value refers to the perceived value of actions and outcomes. A person feels that they have control over different achievement activities as well as their power to take decisions depend upon how much the person thinks that he has control over such things.

The control-value theory hypothesized a curvilinear relationship between control and boredom, with more boredom being experienced under the condition of high or low control, as compare to moderate control. Boredom may happen when the person feel that he cannot carry out various activities as they are more difficult to be done.

According to theory classroom boredom takes away attention from activities that may not appear important and towards those things that will give direct reward. Thus, a student may not think of assignments as being important and hence, be bored.

The theory proposes a negative relationship between the subjective value of activities in a given achievement setting from one's viewpoint, and the frequency and intensity of boredom experienced in this setting. More specifically, it is expected that a lack of intrinsic values among achievement activities than a lack of extrinsic value is significant for the initiation of boredom.

As Pekrun (2006) states that these two measurements e.g., control and value have an immediate impact on students class related boredom. Classroom boredom experienced during an achievement task result in decrease in cognitive resources which are available for an activity by bringing attention issues.

Boredom decreases attention regarding a work, distracts the person and also make them think about other irrelevant tasks. This theoretical perspective has been empirically tested in a number of researches for example; Pekrun et al., (2010) found that those students who thought that they didn't get a chance to decide what to have class or what activities are done get bore quickly.

Perry, Hladkyj, Pekrun, and Pelletier (2001) reported that students who perceive a low level of academic control experience more boredom and anxiety, are less motivated, make less effort, and use fewer learning strategies than the individuals who perceive high control.

Learning environment. The control-value theory explains that environmental components, for example, cognitive quality, task demands, autonomy support, and objective structures affected students control and value assessments. While low control and value assessment are proximal elements for the occurrence of boredom, learning environment can be viewed as a distal factor that triggers distinctive cognitive evaluations.

Despite the fact that a huge number of elements, for example, the structures and clarity of guidelines in a learning environment may impact student's experience of boredom, an absence of autonomy support for students autonomy influence cognitive appraisals (Pekrun, 2006).

Academic Procrastination

Ferrari (2000) has conceptualized define that academic procrastination as not being able to set goal priorities and hence not being able to complete assignments on time. Academic procrastination has negative results such as academic failure, falling behind in class, occurrence of postponement of the tasks, delay of tasks and works. As such passive procrastinators due to their inability to make decisions in a timely manner thus show that the difference in cognitive aspect in comparison to active procrastinators who are cognitively able to make quick and rational decision while considering the priority of the task, thus being able to perform at high standard.

Students face various problems in academic field; one of the most common problems in this scope is academic procrastination behavior. Tuckman, (2005) defined this behavior as procrastination of academic duties such as preparing for exams or doing homework constantly or sometimes.

This defines of academic procrastination is one of the first definition. It seems that the academic procrastination is related to students' intrinsic or extrinsic motivation and results of them. Academic procrastination is the occurrence of postponement of the tasks and works that are ideal to be done today until the next day. Students who delay their tasks and undertakings, and are not capable to start a work with intend of finishing, can be consider among the most common person of academic procrastination (Rozenal, & Carlbring, 2014).

Academic procrastination is also defined as staying out of academic duties until tension level increases as these duties aren't completed in time. It is also defined as the behavior of avoiding academic activities which result to student academic failure. Academic procrastination is avoiding a task that needs to be accomplished on preference.

According to Romano et, al. (2005), describe the academic procrastination emphasize on delaying academic activities and related negative results. In other words avoid academic concern such as preparing for an exam or studying for short time. Academic procrastination considerably wastes significant time, if there is something supposed to be performed.

In a study found that there is a positive relation between fear of failure exam anxiety and academic procrastination, in this context it could be say that students procrastinate academically to avoid anxiety and relax for short time period. It is know that academic procrastination behavior is the most common type of procrastination. There are a number of studies that if students show academic procrastination they have negative effects of this behavior.

Khan, Arif, Noor, and Muneer, (2014) found that the academic procrastination behaviors can help the individuals to decrease the negative impacts of the disturbing feelings they might experience. Each and every individual either working or non-working for a successful execution needs to finish various errands during a day, yet for specific causes fulfillment of these required undertakings is frequently postponed.

Academic procrastination is referred as universal predisposition of deferring or putting off various errands. In spite of the fact that, procrastination, a phenomenon which is undesirable all over the world. Another study revealed that it might influence routine wise tasks of individual in a very adverse way. To put off one errand in light of another errand this is seemed to be more essential is characterized as procrastination which result in defective behavioral, that in turn prompts to emotive upset is characterized as procrastination (Milgram, Dangour, & Ravi, 1992).

Other study conducted on university students to investigate their procrastination on academic tasks and the causes behind this conduct. High rate of students revealed that they have issues of delaying on a few particular academic

errands. A study revealed number of causes behind procrastination showed that task aversiveness and fear of failure are two important reasons. Findings showed that fear of failure is associated significantly with self-report measures of depression, irrational thoughts, low self-assurance, deferred study behaviour, apprehension, and lack of assertion.

Majority of students showed that academic procrastination is associated with task aversiveness. Aversiveness of task is related fundamentally with irrational perceptions, low self-regard, and deferred study conduct. Finding of the study demonstrate that academic procrastination is not exclusively a shortfall in study behaviors or management skills, yet it includes complicated collaboration of behavioral, psychological, and emotional elements (Solomon & Rothblum, 1984).

Lay and Silverman (1996), who emphasize the state that academic procrastination, which can be named as indication of daily postponement of academic tasks or to delay the duties and responsibilities related to work.

During a newly learned subject or lesson, if the internal motivation and profound learning integrate, the subject will be completely learned and the student will be master the subject. Thus interest, pleasure, enjoyment, and desire to learn more in terms of the material learned studied profoundly will increase. However, subjects studied or learned superficially are procrastinated more. They do not enjoy learning the simple and easily perceived subjects. Therefore, students procrastinate due to restless and unpleasant emotions experienced during superficial learning.

Characteristics of Academic Procrastination

The studies have mentioned 6 characteristics for academic procrastination including Karimi, and Baloochi, (2017):

1. Distraction
2. Lack of time management skills
3. Lack of personal passion
4. Perfectionism

5. Delaying of tasks

6. Emotional problems

Distraction. Studies regarding academic procrastination indicate that students procrastinate are easily distracted by more interesting or fun activities. Thus, they mostly give priority to the more pleasant activities. Instead of the most important cases, they prefer to sleep, watch TV, or play, so that they distract or being taken away from the responsibilities. One of the reasons that students distract and replace other activities is that doing assignments and projects is annoying for them. It has been found that the more students do not like a work; they procrastinate more and replace more interesting activities. Low levels of perseverance and high levels of distraction when working on assignments and poor planning skills have been identified as factors affecting procrastination.

Lack of time management skills. Time management can be defined as the ability to control activities and behaviors purposefully so that available time is maximized. Students with procrastination are unable in managing their time and there is high difference between their actual perception and their perceived behaviors. The time management problem has been stated as a reason for academic procrastination in the study. Time management is an important factor for procrastination in the academic complex. For success in an academic environment, students should perform their assignments timely and observe deadlines. They should complete their tasks in the deadlines. Poor time management may lead in forgetting tasks, leaving aside studying without any specific purpose until the last moments or working on less important activities instead of academic working. The individuals procrastinate on doing something on the grounds that they truly don't know how to do the chore they don't have the vital aptitudes. Different time's individuals procrastinate on essential undertakings on the grounds that they don't know how to deal with their time so everything accomplishes.

Lack of personal passion. Passion is general readiness or ability to start or perform the tasks with energy. If there is low passion in the student, there would be no strong stimulation for completing the tasks in due time. Lack of personal motivation or passion was recognized as a reason for academic procrastination. Overall, when

students are motivated they will be more efficient academically. The motivation is stimulation for success and it can be internal or external.

Perfectionism. People who get delay in unpretentious factors, these individuals start a task so far they can't finish it because it isn't incredible. It's not seen as well informed to be appreciated or judged in the way that, individuals will think its insufficient, people will believe I'm awkward, They never consider me to do that yet again, I can enhance a work with more alterations.

Delaying of tasks. These people have some significant obstacles when starting any task. People in this type procrastinate on things for mixed sorts of causes, for instance, fatigue, busyness, self-benevolence lost appreciation toward oneself, wrong packaging of mind (I don't long for doing that now; I'll feel more alike it too late). Late day soul (It's so late it would be unthinkable starting that at present; I'll do it the day after today when I'm fresh).

Emotional problems. The academic procrastination generally fall into this class fear of achievement, alarm of disappointment, uninvolved animosity, perfectionism, adrenaline compulsion (appreciating emergency), defiance, and so forth. It falls into two principle subcategories: hurt toward oneself and other-damage. Procrastination not just damages oneself it influences other individuals additionally, being chronically late, it may influence other individuals and may be an indication of detached forceful danger.

The negative impact of academic procrastination

The negative impact of academic procrastination can have a negative effect on your wellbeing; it could likewise damage your social connections. You are setting a problem on the general population around you by putting things off. The general population who relying upon you, for example, your companions, family, collaborators, and class fellows can turn into distinctly annoyed if you constantly give over behavior that is late or procrastinate until the deadline (Green, 1997).

Theoretical Framework of Academic Procrastination

In the literature, different theoretical approaches to the study of procrastination, along with many of the major empirical findings are discussed. These

studies showed that learner the academic procrastination behavior is consistently link with psychological, social, cognitive forces that direct learners' behavior. To understand the relation between academic procrastination and its reasons properly, this section focuses on the major theoretical approaches to academic procrastination.

Although their explanations are different, the term procrastination is often used interchangeably in the theoretical approaches. Since the concept of the behavior involves psychological, cognitive, and behavioral dimensions, an understanding of each approach will lead to guidelines for future directions in academic procrastination behaviors reasons and its possible consequences.

Behavioral Theory

Behavioral theory McCown, (1986) integrates motivation, reinforcement, and reward and punishment factors in human behavior. In this way, behaviorism introduces a wider range of meaning for individual reasons for procrastination. The fundamental characteristic of behaviorist theory is that they view the motivation environment as the principal determinant factor in students learning. So, in the classic, nature versus nurture debate, the behaviorist theory focuses on the nurture side.

In this study found that absence of motivation is associated with students' procrastination behavior. According to this study results, students procrastinate due to lack of motivation.

Other behaviorist studies view procrastination as a result of learned habit from primary caregivers and preference for doing pleasurable activities while gaining short term rewards. On the other hand, according to Kachgals, (2001) students procrastinate most on the tasks if they find it unpleasant. In this study, "aversiveness of the task" is the most eminent factor of procrastination behavior.

Senecal et al. (1995) suggested that academic procrastination is a motivational problem including more than time management or trait laziness. They also suggested that procrastination may be associated with self-regulation styles, and that students who have intrinsic reasons are less likely to procrastinate compared to the ones who have extrinsic reasons.

Similarly, Tuckman (1998) claimed that procrastinators are difficult to motivate and they may have difficulty acquiring new knowledge if steps are not taken to enhance their motivation. In contrary to the researchers describe, Lee (2005), examined the relationship of academic procrastination to motivation and flow experience.

According to Lee (2005), defined flow as becoming totally immersed in the activity to the point of losing awareness of time, surroundings and all other things except the activity itself and suggested different results. Furthermore the students who are motivate in a self-determined manner reported low procrastination levels.

Furthermore the relationship of extrinsic motivation with procrastination varied depending on whether the task self-determined or non-self-determined. This can be an indication that procrastination as an individual behavioral tendency associated with the lack of self-determination. Lastly, motivation did not contribute significantly to the variance in procrastination when the effects of flow experience are considered.

These approaches enrich our understanding of the motivational influences in individual's tendency to procrastinate a task, especially in terms of what individuals believe influences their procrastination behavior, and how other factors are connected to this behavior.

Cognitive-Behavioral Theory. Cognitive-behavioral theory Karas, & Spada, (2009) emphasizes the cognitions or thoughts an individual offers an explanation as to how people develop and how they sometimes acquire a psychological factors. Most of the studies of procrastination include the effect of the role of irrational beliefs on procrastination.

Ellis (1977) examined how behavior and environment have an effect on the individual and whereas beliefs have a profound mediator role in this relationship. Relations between affect and behavior of individual's daily life are demonstrated in the study.

Although the findings are limited, cognitive interpretations of individuals for specific situations are effective. Much of work on individual's behavior and thinking has focused on their beliefs, thoughts, and attitudes towards the world and themselves.

Within cognitive behavioral theory, some of the behaviors of individuals are seen as rational and some are seen as irrational. Indeed, procrastination behavior is explained particularly with respect to the effects of interactive dysfunctional cognitive and behavioral process.

Ellis (1977) found 11 steps that seem to be inevitable for procrastinators. These steps are: 1. Wishing to accomplish a task, 2. Making a decision to do it, 3. Needlessly delaying doing it, 4. Observing the disadvantage, 5. Continuing to postpone working on the tasks, 6. Scolding oneself for the procrastination, 7. Continuing to procrastinate, 8. Completing tasks at a last minute or never complete, 9. Feeling uncomfortable, 10. Assuring oneself about not procrastinating again, and lastly, 11. In a while subsequently, engaging in procrastination level.

According to Ellis (1977), during this eleven-step procrastination process, feelings of anxiety, depression, and despair accompanied by low self-esteem and feelings of worthlessness are experienced in a cycle.

Relationships between variables

In this study the variable of learning climate in which all students feel that they are accepted and supported can do much to enhance learning. The other variable of classroom boredom in which students experience leisure time, academic withdrawal, distress, classroom disturbances, diminished effort, attention and performance in academic settings. The academic procrastination is not simply a problem resulting from lack of time management, but involves cognitive, affective and behavioral dimensions.

As such passive procrastinators due to their inability to make decisions in a timely manner thus show that the difference in cognitive aspect in comparison to active procrastinators who are cognitively able to make quick and rational decision while considering the priority of the task, thus being able to perform at high standard (Ferrari, 2000).

Pintrich and Groote (1990) describe the learning environment process in which further using approaches to generate their students' capacities and achieve to develop their learning goals, for instance persist to face the competitive environment. The central goal of learning is to modernize the students' ability toward learning skills

and produce surroundings that support the active learning. Teachers can help students to make their own preparation, self-monitor, and assess their academic progress.

The role of student and teachers which would make the classroom environments healthy or knowledgeable for students. Thus teachers persuade their students to engage in the learning process which leads them to gain achievement of learning outcomes (Pekrun, Frenzel, & Perry, 2007). Students' enjoyment in learning is essential in stimulating students' motives which push for energies and guide students to engage actively in learning and teaching process.

The main reason of students' anger and their resistance to what is requested from their teachers is the boring educational activities that do not attract them. For the students who experience boredom in class it is a mostly negative experience, which should therefore be avoided as effectively as possible. Aside students themselves, teachers are the ones who can most directly impact students' experience of boredom by designing classroom environments that either promote or reduce the occurrence of this emotion (Martin, 2006).

Academic Procrastination is common in academic contexts, especially in learning environments where students have to meet deadlines for assignment completion, which necessitates students' time and concentration (Gafni & Geri, 2010). This situation requires students to manage their time constantly throughout the semester. The research also showed that both learning environment and academic procrastination behavior has an impact on assignment tasks of students (Doherty, 2006).

The study of academic procrastination indicated that task aversiveness, task delay, and self-efficacy, impulsiveness, as well as conscientiousness and its facets of self-control and distractibility are strong and consistent predictors of procrastination. The academic procrastination in which unnecessarily postponing or avoiding tasks that must be completed or procrastination has been seen as an obstacle to academic success because it decreases the quality and quantity of learning while increasing the delaying of tasks and negative outcomes in students' lives. Those students' delay tasks due to their perception of the task-related characteristics, there are some points to consider namely the task is not important, or too burdensome and difficult to do. This is a misperception in perceiving the academic work, for example, over viewing

the task as a heavy burden (the unpleasant evasiveness of the task) as well as the fear of failure leading students to incompetence to accomplish the task ultimately without any delays anymore. To avoid the emotional consequences of this failure, procrastinators begin to delay the task until they cannot complete it satisfactorily (Howell & Watson, 2007).

The study sample comprised of 224 participants in which classroom boredom predicting the academic procrastination among university students. Results indicate that classroom boredom as significant predictor of academic procrastination. According to these results, classroom boredom seems to be the strongest predictor of academic procrastination in which studied a sample of 420 university students.

The results that boredom can kill any chance of a procrastinator starting or completing their work, writing term papers, studying for exams, and keeping up with reading assignments (Farmer & Sundberg, 1986). In the present study sample of 142 students (80 women, 62 men) found that classroom boredom was strongly predictive of academic procrastination. A big cause of procrastination is simply boredom, however many procrastinators become bored easily. Boredom can be a procrastinator's worst enemy because it leads to distractions that prevent work to be completed.

The classroom boredom was a strong predictor of academic procrastination because everyone gets bored at some point during the day, but for procrastinators they are usually bored most of the day to perform the classroom tasks in which studied a sample of 95 women and 66 men of undergraduate university students. The classroom boredom as significant predictor of the academic procrastination because boredom leads to procrastination and also boredom makes the work less pleasant in which studied a sample of 367 university students (Blunt & Pychyl, 2000).

Demographic variables

Gender differences

The past study predicts that women students perceiving positive classroom learning climate than men students. Women students reported that positive perceptions of learning climate than men students. Another past research shows that women students perceived greater involvement in their classroom learning

environment than men students. Previous study have found that men perceptions of classroom learning climate were more negative in comparison with the women students' perceptions of classroom learning climate (Way, Reddy, & Rhodes, 2007; Qualls, 1980).

The past study reported that classroom boredom will be higher in men students as compared to women students. The literature hypothesized that those men students will score higher on classroom boredom as compared to women students. Previous research suggests that men students are more bored in classroom, regarding the need for stimulation and variety may be due to an interaction of socialization and genetic factors. The previous study shows that men students tend to be more boredom than women. The past study predicts that men students more boredom in class than women students (Vodanovich & Watt, 2016; Zukerman & Eysenck, 1978).

The academic procrastination will be higher in men students as compared to women students. The past studies show that men students procrastinate more than women students. Many studies result in the same direction, concluded that procrastination behaviour is more commonly found in men students than women students. Past studied that they have observed men students intend to procrastinate more than women students.

The previous research reported that men procrastinate more than women students. Other previous studies also state that procrastination behavior is seen more in men students than women students. The studies show that men students procrastinate more than women students on several aspects especially delaying of academic tasks in which strategies procrastination has been more common among men students.

The research on gender differences and procrastination behaviors which indicated that men students delayed their given tasks more often than women students (Balkis & Duru, 2009; Senecal et al., 1995).

Socioeconomic Status

Socioeconomic status was reported as a statistically significant demographic variable in classroom learning climate. However, statistically insignificant differences

in classroom related boredom and academic procrastination were reported on socioeconomic status.

Rationale of the study

The present study was aimed to explore the relationship between learning climate, classroom related boredom and academic procrastination among university students. Learning climate has been studied in school settings but university classroom learning climate provided by teachers has barely been researched in the Pakistani educational contexts. Similarly there is shortage of research literature on class room related boredom. Mostly researches have been done in the area of school connected with students' academic boredom.

Most of all, abundant of literature is available of western culture while this study aims to explore indigenous understanding of these constructs to determine the existing pattern of relationship within Pakistan.

Class room boredom has not been studied in university classroom settings. Although it has been shown to have a negative effect on students' wants to keep working. Still class room boredom is an overlooked perspective in academic setting. In Pakistan boredom has been studied with reference to school context while within university academic setting it has been neglected.

Despite its importance for students' learning, achievement, and well-being, class room boredom is still a largely neglected construct in educational research especially in universities and colleges (Pekrun et al., 2010).

Another important aspect that has not received much attention in research so far is the perception of classroom boredom related classroom learning environment. Knowledge of how accurately teachers can judge their students' boredom could also strengthen the theoretical and practical training of teachers, thus leading to an improved quality of instruction in institute and a reduced number of negative boredom consequences.

However the relation of learning climate, classroom related boredom and academic procrastination has yet to be explored in context. The present study has

attempted to provide empirical an evidence regarding the relationship between the three variables.

METHOD

METHOD

Objectives

The following objectives were formulated before conducting the study on learning climate, classroom related boredom and academic procrastination:

1. To explore the relationship between learning climate and class room related boredom among university students.
2. To explore the relationship between learning climate and academic procrastination among university students.
3. To explore the relationship between class room related boredom and academic procrastination among university students.
4. To assess the differences in learning climate, classroom related boredom and academic procrastination across demographics (gender and socioeconomic status).

Hypotheses

Hypotheses related to the major constructs and demographic variables are as follows:

1. There will be a significant negative relationship between learning climate and class room related boredom.
2. There will be a significant negative relationship between learning climate and academic procrastination.
3. There will be a significant positive relationship between class room related boredom and academic procrastination.
4. Female students will report more positive perceptions of classroom learning climate than male students.

5. Male students will report higher levels of classroom boredom as compared to female students.
6. Academic procrastination will be higher in male students as compared to female students.

Operational Definitions

Learning climate. A context of learning climate is defined as one that permits students to choose between diverse choices, minimizing the pressure to perform work of a particular way and empowering students to design their activity. In the present study learning climate was measured with the help of Learning Climate Questionnaire (William & Deci, 1996). According to this measure, higher scores on learning climate questionnaire indicates more positive learning climate.

Class room related boredom. Class room related boredom is a kind of boredom that is occurring in academic setting connected with academic tasks. In the present study class room related boredom was measured with the help of class related boredom scale (Pekrun, Goetz, Titz & Perry, 2002). Eleven items on class related boredom are used to assess boredom among students. High score indicates high level of boredom during class while low score indicate lower boredom.

Academic procrastination. Academic procrastination is defined as failing to perform an academic activity within a desired time frame or postponing until the last minute activities one needs to complete it. In the present study academic procrastination is measured with the help of Tuckman Procrastination Scale (Tuckman, 1991). According to this measure, higher scores on instrument represents greater procrastination and lower scores show less procrastination on part of the respondents (students).

Instruments

Learning Climate Questionnaire (LCQ)

Class Related Boredom Scale (CRBS)

Tuckman Procrastination Scale (TPS)

Learning Climate Questionnaire (LCQ). The learning climate questionnaire was developed by William & Deci, (1996). The scale has 15 items. The scale has seven points Likert option in the response options. The scale ranging from 1 is strongly disagree, 2 is disagree, 3 is somewhat disagree, 4 is neutral, 5 is somewhat agree, 6 is agree, 7 is strongly agree. Item 13 is a reverse scored item. The possible score range is 15 to 105. All the responses would sum up at the end. The present study aimed to assess the learning climate where there is diversity of courses. Higher scores on learning climate questionnaire indicates more positive learning climate. The alpha reliability of this scale is .90.

Class Related Boredom Scale (CRBS). The class related boredom scale was developed by Pekrun, Goetz, Titz and Perry (2002). The scale has 11 items which are used to evaluate the classroom boredom among students. The scale has five points Likert option in the response options. The scale ranging from 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, 5 is strongly agree. The possible score range 11 to 55. Higher scores indicate high classroom boredom while low score indicates lower classroom boredom. This scale has high reliability reported as .93.

Tuckman Procrastination Scale (TPS). Tuckman procrastination scale was developed by Tuckman (1991). The scale has 16 items which are used to measure the tendency of delaying tasks. The scale has a self-report instrument which measured academic procrastination as well as procrastination trait. The scale has four point Likert option in the response options. The scale ranging from 1 is that's me for sure, 2 is that's my tendency, 3 is that's not my tendency and 4 is that's not me for sure. One point for each mark in column 1, two points for each mark in column 2, three points for each mark in column 3, four points for each mark in column 4. The scale has 4 reversed score items which are 7, 12, 14 and 16. The possible score range 16 to 64. High scores show higher academic procrastination and low scores show lower academic procrastination.

Research Design

The present study was a correlational research. The aim to study was to explore the relationship between learning climate, classroom related boredom and academic procrastination. The data gathering was conducted through convenient

sampling techniques, students' relationship were approached and were reassured of their confidentiality right throughout the study.

Sample

The sample consisted of ($N = 300$) students including men ($n = 151$) and women ($n = 149$). Data was collected through convenient sampling. The participants included from different universities of Islamabad (Quaid-i-Azam University, Riphah International University and Fatima University).

Table 1

Demographic Characteristics of the Current Study's Sample (N=300)

| Variables | <i>f</i> | (%) |
|------------------------------|----------|------|
| Age in years | | |
| 17-19 | 48 | 16.0 |
| 20-22 | 156 | 52.0 |
| 23-25 | 92 | 30.7 |
| 26-28 | 4 | 1.3 |
| Gender | | |
| Men | 151 | 50.3 |
| Women | 149 | 49.7 |
| Qualification | | |
| B.S (4 yrs) | 131 | 43.7 |
| B.A/BSc (2 yrs) | 23 | 7.7 |
| M.A/MSc (2 yrs) | 146 | 48.7 |
| Sector of Institute | | |
| Government | 210 | 70.0 |
| Private | 90 | 30.0 |
| Socio-economic Status | | |
| Low | 16 | 5.3 |
| Middle | 246 | 82.0 |
| High | 38 | 12.7 |

Table 1 represents the distribution of total sample on the basic information collected from demographic sheet provided to university students. It inquired

demographic information such as age, gender, qualification, sector of institute and socio-economic status. The total sample is 300.

Procedure

In order to conduct the present study official permission was acquired from the Quaid-i-Azam, Riphah, and Fatima universities of Islamabad and Rawalpindi. The concerned administration of universities was informed about the purpose of the data collection. The participants were approached during university hours. They were assured and guaranteed that the information collected will be used for research purpose only. After giving informed consent, participants were provided with consent forms. Only those participants were given questionnaires those were willing to participate. The participants were provided with Learning Climate Questionnaire, Class Related Boredom Scale, and Tuckman Procrastination Scale along with demographic sheet. After the data collection all data was entered into the SPSS-21 and further analyses of data was done in the software and results were computed in the form of tables.

RESULTS

RESULTS

The present study aimed to explore the relationship between learning climate, classroom related boredom and academic procrastination among university students. The variables along with the variation due to different demographics groups such as gender, age, qualification, SES and sector of institute was also aimed. The results revealed after analysis are presented in tabular form with the required elaboration. The total sample of the current study consisted of ($N = 300$) students including ($n = 151$) men and ($n = 149$) women. At the end of the data collection, the 300 selected cases were entered in the Social Science Statistical Package (SPSS 21) for quantitative analysis. Taking into account the objectives of the study, results through statistical analyses were obtained. The selected analyses included correlation analyses, the t-test, and the ANOVA to find the group differences of the constructs. Descriptive, alpha coefficient and skewness for learning climate, class room related boredom and academic procrastination also examined in the study. The tabulated results are as follows:

Table 2*Descriptives and Alpha Coefficient for all Study Variables (N=300)*

| Variables | No. of | | <i>M</i> | <i>SD</i> | α | Range | | Skew | kur |
|-----------|--------|--|----------|-----------|----------|-----------|--------|------|------|
| | Items | | | | | Potential | Actual | | |
| LC | 15 | | 68.91 | 16.06 | .88 | 15-105 | 21-99 | -.06 | .07 |
| CRB | 11 | | 33.40 | 9.52 | .90 | 11-55 | 11-55 | -.03 | -.43 |
| AP | 16 | | 38.65 | 6.85 | .71 | 16-64 | 20-61 | .28 | .01 |

Note. LC= Learning Climate; CRB = Classroom related boredom; AP = Academic procrastination; α = Reliability; M = Means; SD = Standard Deviation.

Table 2 illustrates Means, Standard Deviation, Range, Skewness, Kurtosis and Alpha Reliability of the study variables which include Learning Climate Scale, Classroom Related Boredom Scale, and Tuckman Procrastination Scale on sample of 300 students. The reliability analysis indicates that the alpha score of the Learning climate scale is .88 and the mean is 68.91. The alpha coefficient of the Classroom related boredom scale is .90 and mean is 33.40. The alpha coefficient of the Tuckman procrastination scale is .71 and mean is 38.65. The minimum and maximum score are also given in actual range. On the other hand skewness value indicates how much the distribution of score for a variable deviate from normal distribution. It is observed that all the scales have it skewness and kurtosis within the desired range of +2 to -2.



Table 3

Correlations between Learning Climate, Classroom Related Boredom, and Academic Procrastination (N = 300)

| S. No | Variables | 1 | 2 | 3 |
|-------|-----------|---|------|-------|
| 1 | LC | - | -.10 | -.05 |
| 2 | CRB | | - | .42** |
| 3 | AP | | | - |

Note. LC = Learning Climate; CRB = Classroom related boredom; AP = Academic procrastination; * $p < .05$, ** $p < .01$

Table 3 display the correlation matrix for the study variable of sample. There is a significant negative correlation between learning climate and class room related boredom ($r = -.10$). There is a significant negative correlation between learning climate and academic procrastination ($r = -.05$). There is a significant positive correlation between classroom related boredom and academic procrastination ($r = .42^{**}$).

Table 4*Classroom Boredom as Predictor of Academic Procrastination (N=300)*

| Variables | <i>B</i> | β | <i>p</i> | 95% CI | |
|----------------|----------|---------|----------|-----------|-----------|
| | | | | <i>LL</i> | <i>UL</i> |
| Constant | 14.42 | | .00 | 7.19 | 21.64 |
| CRB | .30 | .42 | .03 | .43 | .92 |
| AP | .57 | .41 | .16 | .22 | .37 |
| R ² | .177 | | | | |
| F | 64.0 | | | | |

Note. LC = Learning Climate; CRB = Classroom related boredom; AP = Academic procrastination

Table 4 shows that R² is .177 and F is 64.0. The 95% CI in which constant of *LL* is 7.19 and *UL* is 21.64.

To find out the presence of any gender differences t-test was carried out on gender of participants in accordance with the study variables that the learning climate, classroom related boredom and academic procrastination. Furthermore, Cohen's *d* was computed to see the effect size of significant group differences on study variable.

Table 5

Gender Differences in Relation to Study Variables (N=300)

| Variables | Men (<i>n</i> = 151) | | Women (<i>n</i> = 149) | | <i>t</i> | <i>p</i> | 95% CI | | Cohen's <i>d</i> |
|-----------|--------------------------|-----------|----------------------------|-----------|----------|----------|-----------|-----------|---------------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | <i>UL</i> | <i>LL</i> | |
| LC | 64.58 | 17.51 | 73.29 | 13.12 | -4.87 | .00 | -5.19 | -12.2 | 0.56 |
| CRB | 33.35 | 9.99 | 33.44 | 9.06 | -0.84 | .93 | 2.07 | -2.26 | 0.00 |
| AP | 38.58 | 6.65 | 38.71 | 7.06 | -.171 | .86 | 1.42 | -1.69 | 0.01 |

Note. LC = Learning Climate; CRB = Class room related boredom; AP = Academic procrastination; CI = Confidence interval; UL = Upper limit; LL = Lower Limit

Table 5 shows significant differences with respect to gender on learning climate as the value of *p* = .00. This shows that there is difference in men and women students on learning climate as the mean of men students on learning climate is 64.58 and the mean for women is 73.29 which shows that women are higher on learning climate as compare to the men students. Non-significant mean differences with respect to gender on classroom related boredom and academic procrastination.

Table 6

Comparison between Government and Private Sector of Institute among Study Variables (N=300)

| Variables | Government (n = 210) | | Private (n = 90) | | t | p | 95% CI | | Cohen's d |
|-----------|-------------------------|-------|---------------------|------|-------|-----|--------|------|--------------|
| | M | SD | M | SD | | | UL | LL | |
| LC | 71.34 | 15.17 | 63.22 | 16.7 | 4.11 | .00 | 12.0 | 4.24 | 0.50 |
| CRB | 33.32 | 9.53 | 33.57 | 9.57 | -0.20 | .83 | 2.11 | -2.6 | 0.02 |
| AP | 39.02 | 7.11 | 37.77 | 6.14 | 1.44 | .14 | 2.94 | -.44 | 0.18 |

Note. LC = Learning Climate; CRB = Class room related boredom; AP = Academic procrastination; CI = Confidence interval; UL = Upper limit; LL = Lower Limit

Table 6 shows significant differences with respect to sector of institute on learning climate as the value of $p = .00$. This shows that there is non-significant differences in classroom related boredom and academic procrastination as the value of $p = .83$ and $p = .14$. Government sector universities scored higher as compared to students from private sector universities.

Table 7*One Way ANOVA for Group Differences on Level of Qualification along Study Variables (N=300)*

| Variables | B.S (4 years) (n = 131) | | Bachelors (2 years) (n = 23) | | Masters (2 years) (n = 146) | | F | p | i>j | MD(i-j) | 95% CI | |
|-----------|-------------------------------|-------|------------------------------------|-------|-----------------------------------|-------|-------|-----|-------|---------|--------|-------|
| | M | SD | M | SD | M | SD | | | | | UL | LL |
| LC | 63.34 | 16.11 | 70.04 | 17.87 | 73.72 | 14.12 | 15.91 | .00 | 3>1,2 | 10.38* | 5.94 | 14.82 |
| CRB | 33.01 | 10.41 | 31.56 | 9.52 | 34.04 | 8.67 | .86 | .42 | | | | |
| AP | 38.56 | 6.75 | 38.60 | 7.14 | 38.73 | 6.94 | .02 | .97 | | | | |

Note. LC = Learning Climate; CRB = Class room related boredom; AP = Academic procrastination; CI = Confidence interval; UL = Upper limit; LL = Lower Limit

Table 7 shows the result of one-way analysis of variance among qualification on Learning climate, Classroom related boredom, and Academic procrastination. The result shows that there is significant relationship of qualification was found for learning climate. Non-significant relationship of qualification was found for classroom related boredom and academic procrastination.



Table 8

One Way ANOVA for Group Differences on Socio-Economic Status along Study Variables (N=300)

| Variables | Low (n = 16) | | Middle (n = 246) | | High (n = 38) | | F | p | i>j | MD(i-j) | 95% CI | |
|-----------|-----------------|------|---------------------|------|------------------|-------|------|-----|-------|---------|--------|-------|
| | M | SD | M | SD | M | SD | | | | | UL | LL |
| LC | 66.8 | 13.8 | 70.39 | 15.4 | 60.13 | 17.99 | 7.13 | .00 | 2>1,3 | 10.26* | 3.65 | 16.87 |
| CRB | 33.75 | 9.62 | 33.41 | 9.37 | 33.18 | 10.66 | .02 | .98 | | | | |
| AP | 40.56 | 8.89 | 38.49 | 6.70 | 38.86 | 6.90 | .70 | .49 | | | | |

Note. LC = Learning Climate; CRB = Class room related boredom; AP = Academic procrastination; CI = Confidence interval; UL = Upper limit; LL = Lower Limit

Table 8 shows the result of one-way analysis of variance of socioeconomic status level on learning climate, classroom related boredom, and academic procrastination. Significant group differences was only found for learning climate. Non-significant group differences was found for classroom related boredom and academic procrastination.

DISCUSSION

DISCUSSION

The present study was conducted to explore the relationship among learning climate, classroom-related boredom, and academic procrastination in both male and female university students. Furthermore, the study aimed to make a comparison on the several demographics.

The findings of the current study revealed a significant negative correlation between learning climate and class room related boredom (See Table 3). Hypothesis was accepted as was the case in previous researches (e.g. Tze et al., 2013; Pekrun et al., 2002; Mann & Robinson, 2009). It is quite obvious that if learning climate is positive then students will not experience boredom, because boredom is negative in nature and it does not occur in positive learning surroundings.

A significant negative correlation between learning climate and academic procrastination was found (see Table. 3). Hypothesis was accepted as has been the case in many previous researches (e.g. Doherty, 2006; Yilmaz, 2017; Rakes & Dunn, 2010; Schraw, Wadkins & Olafson, 2007; Chu & Choi, 2005). This was based on the assumption that students would be more likely to postpone their class related tasks if the learning climate is not favorable for learning.

Certainly if learning climate is positive in nature, so, it can enhance the students' interest, not only in class, but also on class related and learning related tasks. In result, students are unlikely to delay any of their learning related tasks. That's why learning climate was negatively related with academic procrastination.

The present study found a significant positive correlation between classroom related boredom and academic procrastination (see Table. 3). Hypothesis was accepted thus supporting research before (e.g. Blunt & Pychyl, 2000; Farmer & Sundberg, 1986; Ferrari, 2000; Wallace, Vodanovich & Restino, 2003, Klassen et al., 2010). If students experience boredom, it suggests that he/she does not have much interest in the particular content taught in the class. If he/she does not have interest, then he/she will definitely

delay in the performing learning related tasks. Thus, the more boredom experienced, more procrastination occurs.

Based upon previous research literature, it was hypothesized that female students would perceive classroom learning climate more positively than male students (e.g. Way, Reddy & Rhodes, 2007; Qualls, 1980; Crawford & Macleod, 1990; Lawrenz, 1987; Samuelsson, 2016). The findings found that female students reported higher levels of interest in classroom learning climate than male students.

Based upon previous literature, it was hypothesized that male students would report higher levels of the classroom-related boredom as compared to their female counterparts (e.g. Zukerman & Eysenck, 1978; Farmer & Sundberg, 1986; Vodanovich & Watt, 2016; Robinson, 1975; Pekrun et al., 2010). The results however showed that male students reported statistically non-significant classroom boredom levels than female students.

Further, it was also hypothesized that male students would be more prone to academic procrastination than the female students (e.g. Prohaska, Morrill, Atilés & Perez, 2000; Senecal, Koestner & Vallerand, 1995; Lee, 2005; Solomon & Rothblum, 1984; Onwuegbuzie & Jiao, 2000; Lay & Silverman, 1996; Balkis & Duru, 2009). The results however showed that male students did not report significant academic procrastination levels than female students.

With respect to the sector of the surveyed universities, it was found that students from public-sector universities rated their classroom learning climate statistically significantly better than those studying at private universities which is slightly surprising considering the heavy cost of education the private universities inflict.

The perception of the students from the private sector might be based on the unfulfilled expectations they may harbor due to significantly higher expenses they pay compared to the students from the public universities. Additionally, students from both sectors of universities did not reveal significant differences on class room related boredom and academic procrastination.

The classroom learning climate was reported significantly different when compared on the respondents' level of education (BA/B.Sc (two years), BS (four years), and MA/M.Sc (two years)). However, the level of education did not reveal to be a significant demographic variable when students were compared in their perception about classroom-related boredom and academic procrastination.

Socioeconomic status was reported as a statistically significant demographic variable in classroom learning climate. However, no differences were found on socioeconomic status when compared on class room related boredom and academic procrastination.

Limitations

No matter how well a study is conducted every research has some limitations. The present study has several limitations as there was shortage of time as well as the shortage of some resources. For present study samples were taken by using convenient sampling technique that may not represent the whole population. The sample was taken from university students therefore the results of this finding are not applicable to all academic levels e.g. schools and colleges.

The present study is correlational and has many external variables that affect the study on both personal and environmental variables. In the study, use of self-report measures determining only subjective report by the participants cannot ensure the truthfulness of the given information related to them. These limitations must be considered for future work.

Recommendations

For future researches there are some recommendations that would help future researchers on these constructs. Sample size must be increased and data collection area should be widened. The data should be collected from even more diverse institutions. Random sampling technique should be used to collect data for large sample size so that could better represent the population. Experimental study method is more appropriate that explain the cause and effect of relationship among variables.

Experimental study method controls the extraneous variables so the result of that studies are more valid and accurate. Researchers should minimize any biasness by using tools other than self-report measures.

Implications

The current study's findings provide evidence to a well-known phenomenon that have several practical implications. This study is helpful for teachers to make better lesson planning and to minimize class room related boredom. This study is also helpful for teachers to understand student's concerns about their education and class room environment.

The findings of the present research would guide the teachers to design interesting and enjoyable classroom related tasks or make the content interesting to minimize the classroom related boredom and academic procrastination. The present study would be helpful for students and trainers too as it would help them to look into the actual cause of poor performance at studies.

Conclusions

Based on the findings of the current study, the main conclusions are as follows: Classroom learning climate and classroom-related boredom were significantly and negatively correlated. Significant negative correlation was also found between classroom learning climate and academic procrastination. There was a significant positive correlation between classroom-related boredom and academic procrastination. Female students scored significantly higher in their perception on classroom learning climate as compared to the male students. No gender differences were found on classroom-related boredom and academic procrastination. Students from public-sector universities scored significantly higher on class room learning climate than those studying at private universities.

Additionally, students from both sectors of universities did not reveal significant differences on class room related boredom and academic procrastination. The classroom

learning climate was reported significantly different when compared on the respondents' level of education (BA/B.Sc (two years), BS (four years), and MA/M.Sc (two years)).

However, the level of education did not reveal to be a significant demographic variable when students were compared in their perception about classroom-related boredom and academic procrastination. Socioeconomic status was reported as a statistically significant demographic variable in classroom learning climate. However, no differences were found on socioeconomic status when compared on class room related boredom and academic procrastination.

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APPENDICES

CONSENT FORM

I Noor-ul-ain, student of M.Sc at National Institute of Psychology, Quaid-i-Azam University, Islamabad. The present research is necessary for the partial fulfillment of my M.Sc, degree. The present research is an effort to investigate the Learning Climate, Classroom Related Boredom and Academic Procrastination among university students.

I assure you that the information given by you will be kept confidential and will be used only for research purpose. Your participation in this research is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time.

If you agree to participate in this research, please sign below.

Signature

Thank you for your participation in this research!