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RESEARCH ARTICLE

Boredom and Coping Strategies in Online Classes among College Students: A Survey from the Philippines

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ABSTRACT

Background/purpose – This study explored Filipino college students' boredom in online higher education and the coping strategies they employed.

Materials/methods – The study involved surveying 166 students who were enrolled to various online courses across multiple universities and college programs in Metro Manila, Philippines, following the pandemic lockdown. We adopted a non-experimental, cross-sectional approach and utilized a questionnaire adapted from various survey instruments. The collected data were then analyzed using descriptive statistics.

Results – The majority of the participant students claimed that online classes were more boring than in-person classes, citing the instructor's personality, the quality of education, and their own personal attitude as contributory factors. The college students experienced boredom during online classes, with class-related boredom being the most significant. They stated that their minds would wander, and they would feel tired and sleepy during online classes. Their preferred approach to deal with boredom was cognitive, where they reminded themselves of the importance of the class. However, the least preferred approach was behavioral, choosing not to ask their instructors if they could do something different. As per their expectations, they wanted online education to be interesting and enjoyable.

Conclusion – The study reveals a high prevalence of boredom among students during online higher education classes, indicating a need for improvements in online course design and delivery. The findings also provide valuable insight into the unique challenges faced by students and their experiences in the Philippine context, and could be used to guide policy and program development to address academic boredom and improve the overall online learning experience.

Keywords – boredom, academic boredom, coping strategies, online classes, class-related boredom, Filipino students

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1. INTRODUCTION

Online learning has become increasingly popular in recent years, most especially during the pandemic, as a convenient and flexible way for students to pursue their education (Hu, 2022; Singh et al., 2021). However, one of the challenges associated with online learning is that it can be more prone to boredom than face-to-face learning (Tzafilkou et al., 2021). There are several factors that can contribute to boredom in online learning, and one of those is the lack of personal interaction with instructors and classmates (Wilging & Johnson, 2009). In a face-to-face setting, students have the opportunity to ask questions, participate in discussions, and engage in other interactive activities with their peers and instructors. In contrast, online learning often relies upon asynchronous communication, such as email or forums, which can be less engaging and less satisfying for some students.

Another factor that can contribute to boredom in online learning is a lack of structure and support (Kop et al., 2011). In a traditional classroom, there is a clear schedule and structure for learning, with designated times for lectures, discussions, and other activities. In online learning, students often have more flexibility and autonomy, which can be both a blessing and a curse. Without the same level of structure and support, it can be more challenging for some students to stay motivated and engaged. In fact, some Filipino college students self-reported dissatisfaction with online schooling because they see it as scholastic compliance only rather than a genuine means of education (Giray et al., 2022). Finally, lack of motivation can also contribute to boredom in online learning, with some students potentially being less motivated to learn online because they do not have the same level of social support or accountability as they would in a face-to-face setting.

There have been some studies published on the topic of boredom in online learning, including a few key studies from scholars in this field. A study conducted by Male et al. (2020) found that college students who were learning online reported higher levels of boredom than their peers who were learning in a face-to-face setting. Meanwhile, Sharp et al. (2019) found boredom to be a complex and multifaceted experience that can be influenced by a range of factors, including lectures, assignments, student's individual characteristics and motivation, and the environment in which the learning takes place.

On the other hand, according to Aristovnik et al. (2020) and Baltà-Salvador et al. (2021), individuals who engaged in online learning during the COVID-19 pandemic not only experienced negative emotions such as fear, worry, and boredom, but that these emotions were also heightened. Moreover, a study by Rafaelli et al. (2018) found a connection between boredom and negative emotions, daydreaming, overestimation of time, reduced control, and over-stimulation and under-stimulation.

Although some studies have reported on academic boredom in the arena of higher education, limited information is available about the phenomenon of academic boredom in an online context and in the Philippine setting. It is in this circumstance that the current study was undertaken, and therefore endeavors to explore the phenomenon of academic boredom among Filipino college students in online higher education by answering the following research questions:

RQ 1: What is the prevalence of academic boredom among college students during online classes?

RQ 2: During online classes, what are the manifestations of academic boredom among college students?

RQ 3: How do college students cope with academic boredom during online classes?

RQ 4: What do college students wish that instructors would do to lessen academic boredom in online higher education?

2. LITERATURE REVIEW

Understanding Academic Boredom

The dawn of the digital age somehow promised a bright future for education, but, for many students, it has delivered a harsh reality. As online education has become the norm in the wake of the COVID-19 pandemic, students are facing a new challenge—the monotony of academic boredom. This phenomenon is characterized by feelings of disinterest, disengagement, and lack of motivation (Acee et al., 2010; Guner, 2021; Karakose, 2021), and is a growing concern for educators and students alike.

Academic boredom in online education can be attributed to several factors, including the lack of human interaction, variety in the learning environment, and the isolating nature of online classes. In the traditional classroom setting, students are able to participate in in-person discussions, collaborate on group projects, and receive immediate feedback from teachers, creating a more dynamic and engaging learning experience. However, in the digital realm, students are often left staring at a computer screen for hours on end, with little opportunity for meaningful interaction with their peers or instructors (Barrot et al., 2021; Giray et al., 2022).

The impact of academic boredom on students is staggering. Research has shown that students who experience boredom in their online classes are less likely to complete their assignments, pay attention during lectures, and retain information (Kanevsky & Keighley, 2003; Yazdanmehr et al., 2021). This disengagement can also lead to increased stress, anxiety, and depression, making it a critical issue for both educators and students (Acee et al., 2010).

Derakshan et al. (2021) found that monotonous monologues, lack of student participation, logistical problems, and repetitive tasks were the main sources of boredom in online English language classes and suggested solutions such as increasing teacher-student interaction and improving interpersonal relationships.

Parker et al. (2021) found that students in an online university course had three different motivation profiles, including high control-enjoyment, low control-boredom, and low value-boredom. These motivation profiles were found to be related to students' achievement perceptions and performance on tests over two semesters.

Another study conducted by Chansaengsee (2023) explored academic boredom among adolescent students. The study's results indicated that the majority of students experiencing boredom with online activities defined boredom in two ways: blackout and refueling. Boredom was found to lead to dysfunctional behaviors such as cheating, aggression, and procrastination.

Huang and Zheng (2022) found that the emergence of student boredom in the online classroom is triggered by various factors in the ecosystem as a whole. These factors include the technological aspect, the teacher's teaching style, class control, participants and peers, and the use of online tools, class assignments, and activities.

Kruk et al. (2022) explored the causes of academic boredom and identified factors at the microsystem, mesosystemic, and exosystemic levels. At the microsystem level, factors included the technological aspect, teacher's teaching style, class control, participants and

peers, and the use of online tools, class assignments, and activities. At the mesosystemic level, factors included past and current learning experiences and home issues. Finally, at the exosystemic level, factors encompassed curriculum design, online platform problems, and students' literacy in using the online platform.

Overcoming Academic Boredom

Academic boredom is a common problem that can affect students' motivation and academic performance. Students can overcome boredom by recognizing the underlying factors, such as lack of interest and control and using various cognitive and behavioral techniques. Effective coping strategies are important for academic success. The subsequent research papers represent recent studies on dealing with academic boredom.

Ghensi et al. (2021) involved 177 Australian university students who completed an online survey, which revealed that students who perceived their course of study to have lower value and control experienced higher levels of boredom. Also, the study showed that lower academic performance was linked to a high tendency for behavioral avoidance coping and a combination of higher boredom and low control and value appraisals.

Meanwhile, a study by Eren and Coskun (2016) involving 557 students in Turkey showed a significant relationship between boredom, boredom coping strategies, epistemic curiosity, and performance. On the other hand, Solhi et al. (2023) found strong correlations between L2 grit, boredom coping strategies, and emotion regulation among 259 Turkish EFL students.

Xie et al. (2022) found that a correlation exists between how students perceive the cause of their boredom during classroom instruction and their coping mechanisms. Students who blame the instructor for their boredom tend to use avoidance tactics, while those who approach the problem positively tend to attribute it to themselves.

Nakamura et al. (2021) conducted a project to understand their students' boredom experiences and coping mechanisms. The project involved five sessions aimed at regulating boredom through reappraisal and coping strategies, which led to positive impacts on students' boredom regulation and the authors' development. Furthermore, Finkielsztein (2020) provided a sociological analysis of university students' behavior when bored in class using the taxonomy of boredom coping strategies. The study highlighted the relationship between classroom social morphology and the use of boredom coping strategies, and also discussed the concept of anticipatory boredom and educational burnout.

Tze et al. (2013) found differences in coping effectiveness among Canadian and Chinese students, with Canadian students predominantly using cognitive-approach coping whilst Chinese students using avoidance coping. In terms of gender differences, a study of 201 undergraduate students from a Turkish state university found that male students experienced higher levels of boredom than females, while females were more inclined to use cognitive approaches and avoidance coping mechanisms for boredom (Solhi & Onen, 2023).

3. METHODOLOGY

Research Methodology

The Philippines has seen an increase in the use of online classes due to the pandemic and it has become a part of the "new normal" way of learning (Giray et al., 2023), but that many students reportedly feel bored. However, there is a lack of research available on the topic of academic boredom in online classes in the local scene. To address this gap, the current study

aimed to explore the phenomenon of academic boredom and coping strategies by conducting a survey of college students taking online classes.

The current study is formed as a non-experimental, cross-sectional, and descriptive investigation that used an online questionnaire to collect data and understand the topic better. The questionnaire contained closed-ended questions, scaled responses, and an open-ended question. The survey included questions about academic boredom's prevalence, manifestations, and coping strategies. It also asked for expectations to lessen boredom in online education.

Sampling

Convenience sampling is a sampling technique in which the researcher selects participants who are easily accessible and convenient to recruit for the study. This can be useful in situations where the target population is difficult to reach or where there is limited time or resources to conduct the research.

In the case of the current study, the researchers chose to use convenience sampling because the participants were taking online classes due to the pandemic, which made them more accessible and convenient to recruit than students who were not taking online classes. The participants were Filipino citizens, proficient in English, and tertiary students taking online classes within Metro Manila, Philippines.

Participants

The sample for the current study consisted of 166 participants. Of these, 3% were aged under 18 years old, whilst 87% were between 18 and 21 years old, 8% between 21 and 25 years old, and 2% were over 25 years old. The gender distribution of the sample was 47% male and 53% female. The majority of the participants (95.2%) were single, while 4.2% identified as *others* in terms of marital status. Meanwhile, 17 participants were working students. The remaining 149 participants were non-working students.

Table 1. *Sample distribution according to course*

Course	*n*	%
IT and Engineering	127	76.50
Social Sciences (e.g., Psychology)	12	7.20
Business and Finance (e.g., HR)	4	2.40
Teacher Education	2	1.90
Others	21	12.70

The data in Table 1 shows the distribution of the sample among different courses of study. The largest group of participants (76.5%) were studying IT and engineering, while 12.7% were studying subjects grouped as "other." There were smaller groups of participants studying social sciences (7.2%), business and finance (2.4%), and teacher education (1.9%).

Instruments

The survey was divided into four sections. The first section gathered demographic information, followed by the prevalence of academic boredom in online education in the second. The third section asked how boredom manifests, while the fourth delved into the strategies employed when dealing with boredom. The fifth section inquired about the respondents' expectations to lessen academic boredom in online classes. Lastly, an open-ended question was included to allow participants to provide a qualitative response.

The questions from the survey were adapted from the Academic Boredom Survey Instrument (Sharp et al., 2021), the shortened Experiences of Teaching and Learning Questionnaire (Entwistle et al., 2002), and the Coping with Boredom Scale (Nett et al., 2011).

In the current research, a Likert-type scale was developed to assess the attitudes, beliefs, and opinions of college students taking online classes with regard to their level of boredom and the coping strategies they employed. The scale was formed as a 4-point, Likert-type instrument, with responses ranging from *strongly agree* to *strongly disagree*. The survey, which took about 15 minutes to complete, included questions that were designed with response data confidentiality in mind. The scale was validated using Cronbach's alpha, and was administered to the study's participants from October to December of 2022.

Ethical Considerations

The researchers took great care to ensure that the respondents who participated in the study were fully aware of the ethical considerations involved. They obtained consent from all of the students who chose to participate in the study and emphasized that their participation was entirely voluntary. The researchers were careful to respect the autonomy of the respondents and made sure to follow all necessary protocols to ensure the ethical conduct of the research. Overall, the researchers were committed to upholding the highest standards of ethical behavior in their research and worked diligently to protect the rights and well-being of all the participants.

4. RESULTS

RQ 1: Prevalence of Academic Boredom in Online Classes

The majority (86%) of the respondents surveyed in this study opined that online classes are more boring than in-person classes. Most respondents (67%) stated that online classes bore them some of the time, while 34% said most of the time. Concerning their perception of boredom in online classes, 46% viewed it from a negative perspective, while 37% saw it as neither positive nor negative.

Interestingly, most of the participants (79%) saw general education courses (e.g., Ethics, Art Appreciation, Contemporary World) as being more boring than specialized courses, colloquially known as major subjects. Meanwhile, there was a diversity of reasons given for their boredom during online classes, with the most prominent being the instructor's personality (25%), quality of instruction (18%), their own personal attitude (15%), monotony (14%), and lack of meaning (13%).

The following comments are representative of the participants' responses:

"An online instructor just reads the PowerPoint presentation they made or copied online word for word. We'd see that the instructor doesn't know what they are saying. As the

presentation goes on, the class becomes more boring, even to the point that I need to search online for what they are presenting so I can get more ideas." (Aldrin)

"Whenever I can, I do not listen to the instructor during online classes. It's not that I'm uninterested. I just think that I would rather do something else that I think is more important (e.g., studying for an upcoming quiz) and more interesting (e.g., studying related to my interests/hobbies)." (Charlotte)

RQ 2: Manifestations of Academic Boredom in Online Classes

Table 2 presents the mean scores and standard deviation for the manifestation of academic boredom in online classes. Overall, the students experienced boredom ($\bar{x}$ = 3.02, *SD* = 0.74), with scores ranging from $\bar{x}$ = 2.61 to $\bar{x}$ = 3.34. The greatest manifestation of academic boredom that students experienced was class-related ($\bar{x}$ = 3.20, *SD* = 0.72), particularly they confessed that, during online classes, their minds begin to really wander, and they get really tired and sleepy. For example, Wilma shared that she "always gets sleepy especially if the professor is very tiring to listen to or what he is talking about is literally what's in the module." With reference to the tasks they are doing during online classes, Janna admitted to "watching movies on Netflix while the instructor [boringly] discusses," while Eli shared that he "tends to read novels or finish a pending book which is more exciting, instead of listening to the instructor."

For boredom proneness ($\bar{x}$ = 3.13, *SD* = 0.66), students significantly wanted a lot more stimulation in order to get through online classes. This indicates that they struggle to find any joy or fun from online classes. For instance, Athena noted, "Nothing can be done apart from slapping myself so I won't get bored," while Danah admitted that "boredom hits often, regardless of what the instructors do." Meanwhile, in terms of study-related boredom ($\bar{x}$ = 2.72, *SD* = 0.85), students reported the feeling of isolation and being cut off from everyone else. This indicates that online meet-ups during synchronous online learning does not suffice for the social and gregarious needs of students. Matteo remarked, "I miss the fun and joy during in-person learning. It's really different when learning is face-to-face."

Table 2. *Manifestations of Boredom*

	$\bar{x}$	*SD*	*Interpretation*
Boredom proneness (trait)	**3.13**	**0.66**	**Agree**
1. I find that that the things we have to do are really repetitive and monotonous.	3.14	0.61	Agree
2. I need a lot more stimulation to get me going than most other people I know.	3.22	0.61	Agree
3. I find it difficult to get really excited about my work.	3.05	0.69	Agree
4. I find most of what we do really tedious, I'd rather be doing something far more useful somewhere else instead.	3.09	0.71	Agree
Class-related (state)	**3.20**	**0.72**	**Agree**
5. I get really tired and sleepy or start yawning all the time.	3.25	0.68	Agree
6. My mind begins to really wander to other things.	3.34	0.66	Strongly agree

	x̄	*SD*	*Interpretation*
7. I think about what else I'd rather be doing instead of just sitting here in class.	3.19	0.77	Agree
8. As time goes by, I get more and more irritable and frustrated, particularly if I can't get involved.	3.02	0.77	Agree
Study-relate (state)	**2.72**	**0.85**	**Agree**
9. I have no real desire or motivation to learn.	2.61	0.88	Agree
10. I get really fed up because the work is too challenging, I don't understand it or already know what to do.	2.71	0.83	Agree
11. I feel really isolated and cut off from everyone else.	2.83	0.84	Agree
Average	**3.02**	**0.74**	

RQ 3: Coping with Academic Boredom

Another objective of the current study was to identify the coping strategies that college students utilize in online higher education. The mean scores ranged from x̄ = 2.14 (*sometimes*) to x̄ = 3.15 (*always*). Table 3 shows that among the participant college students, the most preferred method in dealing with boredom during online classes is the cognitive approach (x̄ = 3.38, *SD* = 0.59), in particular they try to remind themselves of the importance of the online classes. This indicates that they use cognitive strategies to directly address the source of their boredom and to manage it. For example, Kaye shared, "My coping strategy to keep myself from getting bored is to think of the reasons why I took this course and why I have to work hard for my future."

Interestingly, among the participant college students, the least preferred method of confronting boredom during online classes is the behavioral approach (x̄ = 3.38, *SD* = 0.59). Specifically, students do not ask their instructors if they can do something else. Also, they do not attempt to veer their instructors off-topic to discuss an issue that interests them more. This indicates that they disagree on taking direct action to address the source of their boredom through behavior changes. For instance, Gerald commented, "I get bored because of the lack of stimulation and enthusiasm which should be given by any instructor. Though boring and tiresome to listen to, I just leave it as it is."

Table 3. *Respondents' Level of Boredom Coping Strategies in Online Classes*

	x̄	*SD*	*Interpretation*
Cognitive approach	**3.38**	**0.59**	**Strongly agree**
1. I try to pay attention to the lesson more.	3.34	0.58	Strongly agree
2. I tell myself to concentrate more.	3.35	0.63	Strongly agree
3. I remind myself of the importance of the issue.	3.36	0.54	Strongly agree
4. I try to remind myself that this class is important.	3.45	0.59	Strongly agree
Behavioral approach	**2.23**	**0.86**	**Disagree**
5. I ask my instructor if we can do something else.	2.15	0.83	Disagree
6. I ask my instructor for more interesting tasks.	2.20	0.84	Disagree
7. I suggest that the instructor adds more variety to the lessons.	2.38	0.90	Disagree

	$\bar{x}$	*SD*	*Interpretation*
8. I try to veer the instructor off-topic so that we can discuss an issue that interests me more.	2.17	0.85	Disagree
Cognitive avoidance	**3.21**	**0.67**	**Agree**
9. I prepare for my next class.	3.13	0.67	Agree
10. I do my homework.	3.34	0.61	Strongly agree
11. I study for another subject.	3.06	0.75	Agree
12. I think about my homework or something I have to study.	3.30	0.64	Strongly agree
Behavioral avoidance	**3.11**	**0.80**	**Agree**
13. I message other people online.	3.32	0.64	Strongly agree
14. I use social media.	3.40	0.60	Strongly agree
15. I distract myself by playing games.	2.63	1.03	Agree
16. I play music or videos.	3.07	0.94	Agree
Average	**2.98**	**0.73**	

RQ 4. Expectations to Lessen Academic Boredom

One of the aims of the current study was to determine what college students expect from online higher education to alleviate their boredom. Table 4 shows that the mean scores ranged from $\bar{x} = 3.25$ (*agree*) to $\bar{x} = 3.64$ (*strongly agree*). The students most important expectation was that they want online education to be more interesting and enjoyable ($\bar{x} = 3.57$, $SD = 0.58$). Specifically, the participant college students prefer online classes that are engaging and involve interesting activities, rather than experiencing academic boredom. For example, Alfie mentioned, "I want my instructors to implement more interactive and fun lessons. It's really hard to learn if the session is dry and pedantic."

Another area that the participant college students expect in terms of online higher education relates to aims and congruence ($\bar{x} = 3.56$, $SD = 0.54$). Specifically, they want the handouts and other materials given to them to help them better comprehend the course. Moreover, they also expect set work and feedback ($\bar{x} = 3.56$, $SD = 0.54$) in online higher education, and in particular, they expect instructors to provide the necessary support to complete the required coursework. For instance, Shazer noted, "I wish instructors would not just to give an immense number of tasks, but to give meaningful feedback so I can learn better." Meanwhile, James said, "I want to see the bigger picture of the things we are doing in the class and how they can help in my development as a professional."

Table 4. *Respondents' Level of Expectations to Lessen Boredom*

	$\bar{x}$	*SD*	*Interpretation*
I hope that during online classes that…			
Choices Allowed	**3.39**	**0.66**	**Strongly agree**
1. We are given a lot of choice over how we go about learning.	3.39	0.62	Strongly agree
2. We are allowed some choice over what aspects of the subject to concentrate on.	3.38	0.69	Strongly agree
Teaching and Learning	**3.40**	**0.55**	**Agree**

	$\bar{x}$	*SD*	*Interpretation*
3. I am prompted to think about how well I am learning and how I might improve.	3.37	0.56	Strongly agree
4. The teaching on this course encourages me to rethink my understanding of the subject.	3.43	0.54	Strongly agree
Student Enthusiasm and Support	**3.53**	**0.49**	**Strongly agree**
5. Students support each other and try to give help when it is needed.	3.64	0.55	Strongly agree
6. Talking with other students is permitted.	3.25	0.74	Agree
7. Instructors try to share their enthusiasm about the subject with us.	3.57	0.56	Strongly agree
8. Instructors are patient in explaining things which seem difficult to grasp.	3.64	0.12	Strongly agree
Set Work and Feedback	**3.56**	**0.54**	**Strongly agree**
9. It's clear to me what I'm supposed to be learning during the course.	3.55	0.53	Strongly agree
10. Instructors give me the support I need to help me complete the work for this course.	3.57	0.54	Strongly agree
Interest and Enjoyment	**3.57**	**0.58**	**Strongly agree**
11. I find most of what I learn on this course really interesting.	3.64	0.55	Strongly agree
12. I am involved in the course.	3.53	0.60	Strongly agree
13. I take interesting and stimulating activities.	3.55	0.58	Strongly agree
Aims and Congruence	**3.56**	**0.54**	**Strongly agree**
14. The handouts and other materials are given to help me to better understand the course.	3.58	0.54	Strongly agree
15. I can see how the coursework fits in with what I'm supposed to learn.	3.54	0.53	Strongly agree
Average	**3.50**	**0.56**	

5. DISCUSSION AND CONCLUSIONS

The current study painted a dire picture of the experience of Filipino college students receiving online higher education. The majority of the participant students reported online classes as being more boring than in-person classes, citing a range of contributory factors, including the instructor's personality, the quality of instruction, and their own personal attitude. This is reflective of the study by Pawlak et al. (2021), which found that the majority of teachers and students deemed online classes to be more boring than traditional, in-person classes.

Even more concerning, the current study's participant students reported that general education courses, often considered a core component of higher education, are more boring when taken online compared to specialized courses. Pregitzer and Clements (2013) stated that this attitude was also expressed by students when the general education courses were taken in person, frequently expressing a desire to "get the core courses out of the way." This

is a notable cause for alarm, since it suggests that the present general education courses, both online and in person, are failing to engage students.

The findings of the current study indicated that college students experienced a significant level of academic boredom during online classes, with the majority of this boredom being related to the class itself. The participant college students reported feeling mentally disengaged and physically tired during online classes. This finding is consistent with previous research, such as the study by Cui et al. (2017), which also found that class-related factors were the primary cause of boredom in academic settings. This earlier study supports and strengthens the reliability of the results of the current study. This suggests that online education presents certain challenges in terms of engagement and motivation for students, and that addressing these class-related factors is crucial in improving the overall experience of online learning for college students.

The current study also revealed that the participant college students commonly used cognitive strategies, primarily positive reframing, to combat boredom in online classes. This is consistent with previous research which has also found that cognitive-approach strategies are prevalent in dealing with academic boredom. The study by Tze et al. (2012) found that Canadian students primarily used cognitive-approach coping in addressing boredom, whilst research by Eren (2016) found that Turkish students likewise mostly adopt cognitive-approach coping strategies in combatting boredom. One possible explanation for its prevalence is that cognitive strategies involve actively engaging with and reinterpreting the situation, rather than passively receiving it. This approach is clearly considered to be effective. In fact, Nett et al. (2011) revealed that those who prefer cognitive-approach strategies, also known as *reappraisers*, are less likely to experience boredom and have more positive emotional, motivational, and cognitive outcomes compared to *criticizers* and *evaders*.

In the current study, the college students faced significant challenges in the form of academic boredom while participating in online classes. They believed that the current online learning environment was lacking in engagement. As a result, they were not able to fully absorb and retain the lessons taught. To help overcome this, the students called for changes in the way online classes are conducted, with a focus on making them more interactive, stimulating, and collaborative. Also, they expected clear goals and objectives, and consistent alignment of coursework and feedback. By creating a more dynamic and supportive online learning environment, they hoped to maintain their focus and motivation, and thereby ultimately achieve a higher level of academic success.

Several implications can be drawn from the findings of this study. First, since the findings revealed a high prevalence of boredom among students during online higher education, it indicates a need for improvement in the design and delivery of online courses. This could include incorporating more interactive and engaging materials, such as group projects and virtual discussions, to help keep students motivated and engaged. Second, this study's findings have expanded the understanding of academic boredom in the Philippine context through providing valuable insight into the unique challenges faced and experiences of its students. Finally, the study may have a significant impact on the Philippine education system. It could help to guide the development of policies and programs aimed at addressing academic boredom and improving the overall online learning experience of students in the Philippines.

6. LIMITATIONS AND RECOMMENDATIONS

This study has some limitations that need to be acknowledged. One limitation is that the sample size used was not representative of a larger population of students, whilst another was the use of convenience sampling. In order to address these limitations, researchers may opt to use a larger representative sample of the population in future studies, and to also involve instructors so as to provide a holistic view of the situation and to see how academic boredom and coping interact with one another. In terms of increasing the robustness of the study, incorporating other levels of education such as K-12 and graduate students is recommended for future works, as well as examining other geographical regions.

Despite these limitations, the current study still could also provide guidance to educators, institutions, and support staff on how to better meet the needs of students. The study's findings could also be used to advocate for increased resources and support for online education in the Philippines in order to ensure that students receive the best possible learning experience.

DECLARATIONS

Author Contributions: LG conceived the study, spearheaded the planning, prepared the instrument, interpreted the data, contributed to report writing, and edited the manuscript. JJS, EKA, MAB, and MJR participated in the design and coordination of the study and contributed to report writing. All authors read and approved the final manuscript.

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Ethical Approval: The study has undergone appropriate ethics protocol.

Data Availability Statement: The dataset obtained and analyzed during this study is available from the corresponding author upon reasonable request.

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