

## **On Significance of Boredom in Social Life. The Phenomenon of Boredom at the University Milieu**

Probably everyone has experienced in his life moments of boredom – this is one of the basic human emotions. It is generally seen as an undesirable or even shameful condition, thus in many cases little is said about boredom. Unless our boredom is caused by someone/ something else, e.g. by teachers conducting boring classes at university or at school.

The project is a continuation and extension of previous research on boredom of students during university classes (Finkielsztein 2013). Its aim is to prove on the basis of existing research on boredom that it is a significant social phenomenon, which should be thoroughly examined, not only in psychology, a field in which the majority of research on boredom is pursuing, but also in other disciplines, including sociology. The study is also designed to describe and analyze the interactive, relational dimension of boredom. The main objective of the project is, however, a description and analysis of boredom of teachers taking university classes. It aims to answer, among others, questions about whether teachers are bored, if so, how it manifests itself, in which situations happens, how they perceive the boredom of their students, do they notice it, do they and how they react to it and how they perceive and understand boredom as such regardless of the context of the academia.

The main way to get answers to these questions will be the individual in-depth interviews with lecturers and participant observation of university classes, university staff meetings, and scientific conferences. The study will include teachers at all stages of their academic careers from PhD to professorship (the main criterion for selection will be teaching students), representing the broadest possible range of scientific disciplines taught at the university (humanities, social sciences, hard sciences and linguistics).

The main reason for taking the subject of boredom at the university is a noticeable lack of such studies and the prevalence of boredom at the university, which I have observed for several years as a student and graduate student. There is no sociological studies on boredom, and those which was published analyze this phenomenon more on the macro scale than at the level of individuals and groups. It dominates rather theoretical reflection with the historical and cultural focus and psychological studies conducted in quantitative paradigm (scales, questionnaires). What is lacking is empirical research, which can be clearly seen on the example of higher education, in particular teachers, who are one of the less studied occupational groups. The research is a part of the thematic scope of the sociology of work and sociology of emotions that have so far not investigated boredom. So this is another reason why reflection on this subject should be continued, especially that research from other disciplines show how strong impact boredom has on job satisfaction and its quality.