

ABSTRACT

The doctoral thesis concerns boredom and boredom coping problematics in the context of school and free time. The main research aim is to capture the most complex picture of boredom experience and to grasp the background dynamics of boredom coping in secondary school students using the mixed methods research design interconnecting quantitative and qualitative research techniques. Using the scales and closed questions capturing different boredom and boredom coping aspects, selected motivational, volitional and attitudinal personal characteristics and open questions mapping different aspects of boredom experience in particular boredom situations described by students. The portrait of boredom and boredom coping was captured based on interconnecting results emerging from different levels of data analysis within the frame of four particular follow up research studies as a part of a wider research aim of this doctoral thesis. Both empirically grounded and subsequently validated by proved diagnostic methods the model of boredom coping proposal was presented that is based on four basic patterns of boredom experience and coping, within which more or less adaptive, context specific variant types of coping strategies were further elaborated. The doctoral study presents, in certain point of view, new and nontraditional way of looking at boredom experience and coping dynamics within the context of specific affective constellations, and offers numerous implications both for further research in this field of expertise and for educational and clinical practice.