Fighting boredom and frustration

The significant role of perceiving teachers as supportive

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Expectation: students flourishing and learning

Reality: students are frequently bored and frustrated!

They report being bored more than half of the time ...
(Pekrun et al., 2017; Goetz et al., 2024)

... which leads to less attention, lower motivation, effort, self-regulation, and academic performance
(Pekrun et al., 2017)

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Assumptions from Control-Value Theory

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  - We experience these depending on how much we perceive a sense of **control** over the activities and how important/**valued** the activities are for us

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- Environment factors could help! (Goetz et al., 2010)

  - Perceived support from teachers and peers lowers boredom (and frustration?) (Forsblom et al., 2021)

Aims

This study investigates:

1. How much does boredom/frustration associate with participation across situations and lessons?

2. How much does student-perceived teacher support and classroom atmosphere influence the relationship between boredom/frustration and students' participation?

3. Do students' boredom/frustration mediate the relations between teacher support and participation?
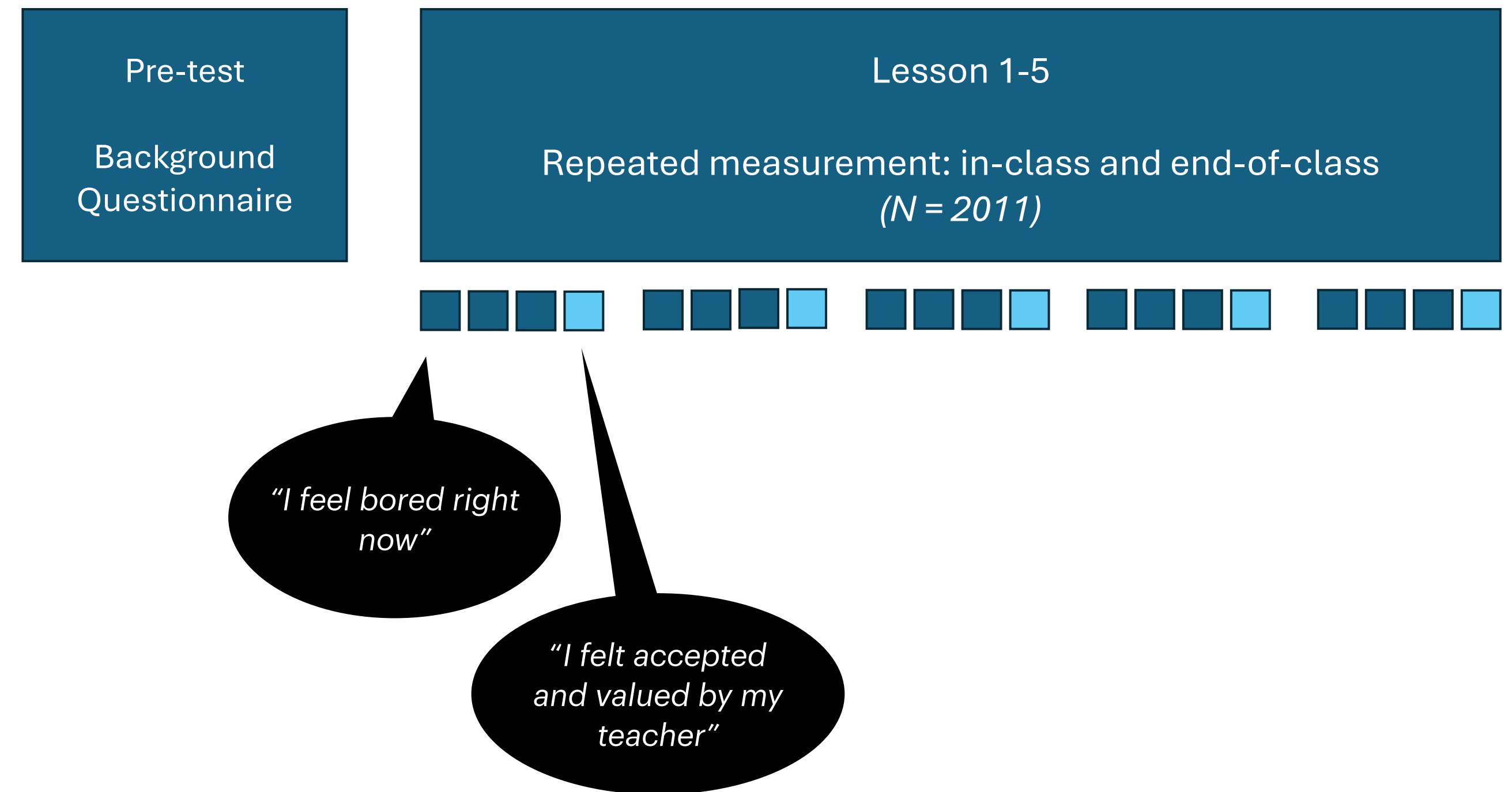
Methods

Sample

9 different classrooms in two upper secondary schools in Helsinki, Finland

222 students (Mage = 16.09 years old),

approx. 50% girls, 44% boys, 6% other or no answers.

Methods

Procedure

We followed a physics module with 5 lessons:

- *During each lesson,* students received three prompts ("beeps") every 20 minutes to report their current level of **boredom frustration**, and **participation**.

- *At the end of each lesson,* students were asked to reflect on their experience throughout the lesson (including **atmosphere** and **teacher support**).
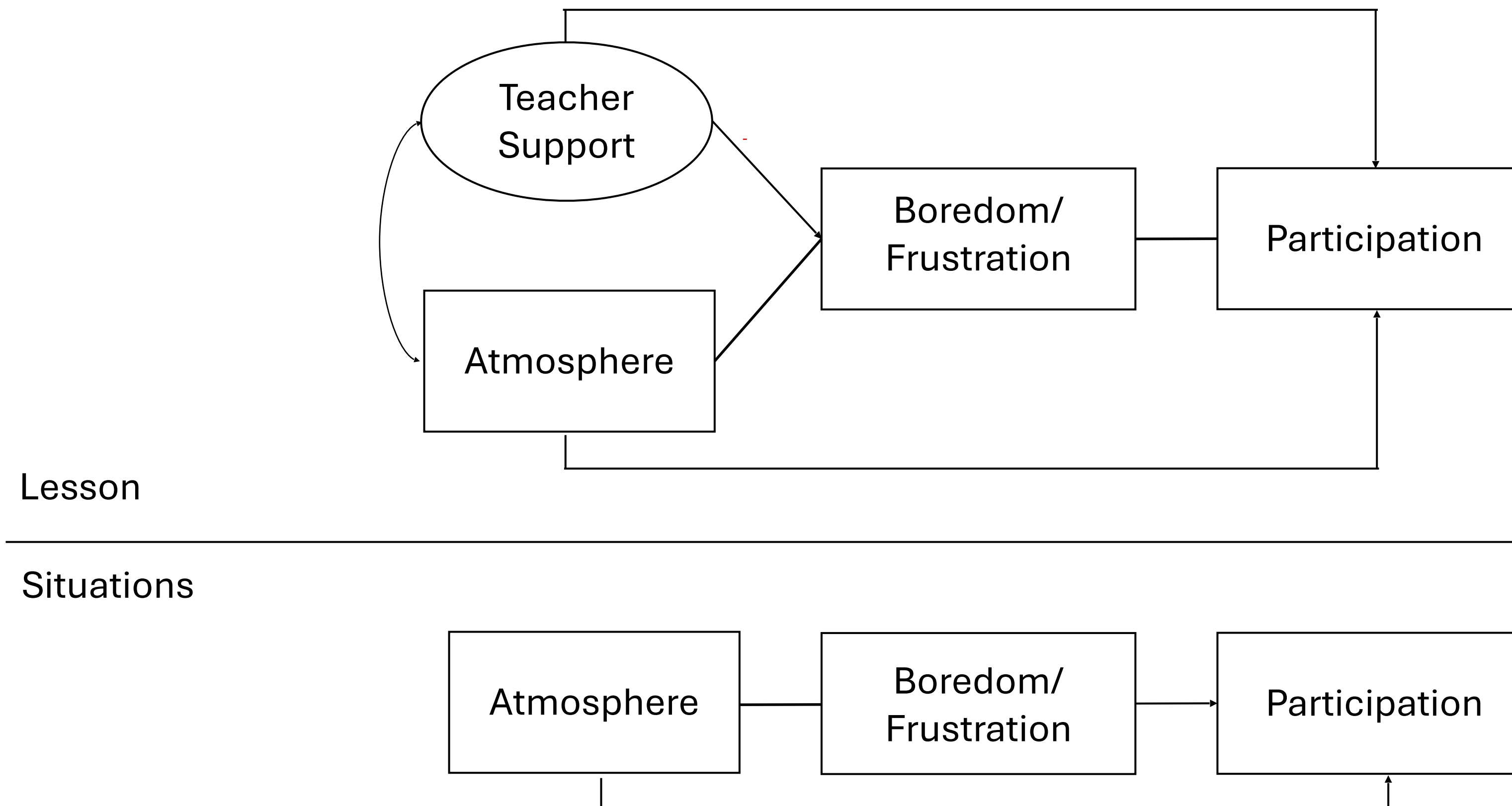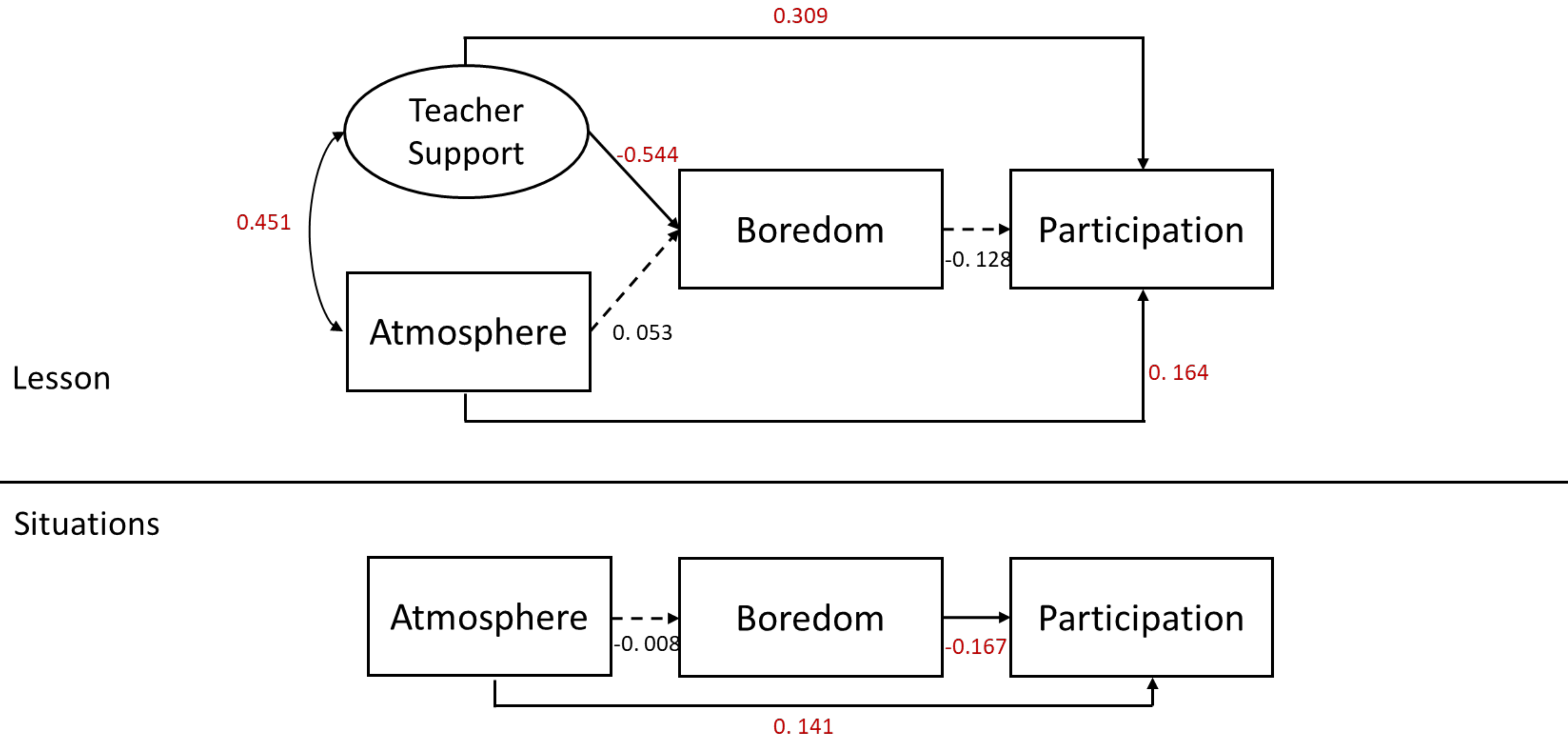
Methods

Analysis Strategy

Multilevel Structural Equation Modeling

Results

Boredom
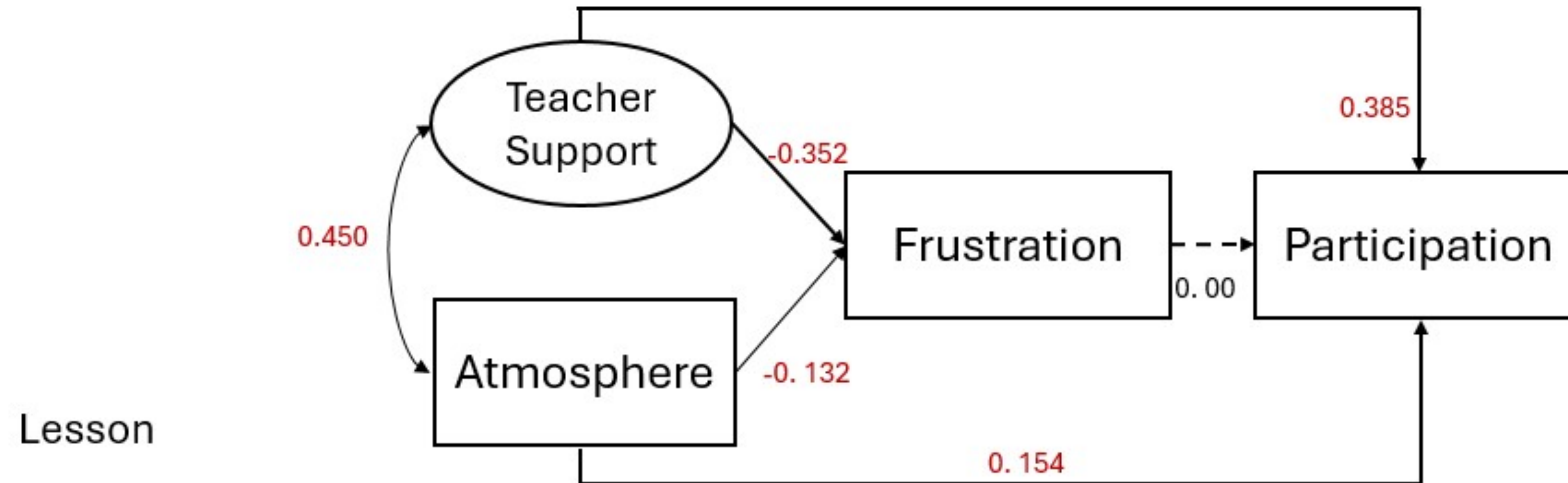

Lesson

Situations

Model Fit: CFI 0.984, TLI 0.965
RMSEA: 0.030
SRMR: 0.000 (WITHIN), 0.022 (BETWEEN)

Dotted lines represent non-significant paths

Results

Frustration

Model Fit: CFI 0.984, TLI 0.964
RMSEA: 0.029
SRMR: 0.000 (WITHIN), 0.022 (BETWEEN)

Dotted lines represent non-significant paths

Discussion

Sufficient positive support in students' environment helps in fighting boredom and frustration!

- Expands our understanding of frustration in the classroom:

  - It lowers participation!

- We can see this more clearly through data from situation to situation

Discussion

Sufficient positive support in students' environment helps in fighting boredom and frustration!

- Teachers' support and a friendly atmosphere plays a crucial role:

  - Lowering students' negative emotions,

  - Improve their participation

    - Although it may not show an effect immediately across learning situations

Discussion

Limitations & further exploration

- These are preliminary results!

  - We are continuing the exploration and insights: *between-student relations, control variables*

  - *These are based on Finnish data — what might this look like for other contexts?*

- *Thoughts and feedback?*

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For contacts, slides, more information:
https://keziaolive.github.io

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