

HOW TO AVOID STUDENT BOREDOM?

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Teachers cannot simply blame pupils' lack of enthusiasm for classroom boredom. We must invest time, energy, and effort to genuinely involve our students and guarantee that they are learning rather than simply regurgitating knowledge back to us for an exam. It is our responsibility as educators to provide an engaging learning environment, and research shows that doing so benefits both our pupils and ourselves.

Boredom is considered as a societal reaction to school norms and limits imposed by the educational system. Boredom, as defined by Barbalet (1999), is a high arousal state characterized by restlessness and impatience. However, Harris (2000) attributes a sense of low arousal and discontent when bored to an environment that is insufficiently stimulating. As previously demonstrated, boredom can be defined in a variety of ways, making it a complicated, dynamic, and diverse phenomenon.

How can teachers combat boredom?

Students should be taught to accept boredom as a temporary absence of excitement and to understand their own needs and feelings in order to perform assignments with greater diligence, sobriety, and engagement (Eastwood et al., 2007). Boredom can be lessened by giving pupils options that allow them to feel more autonomous in the learning process. To reduce boredom, mastery goals that demonstrate the true value of perseverance can be reinforced. It makes pupils less likely to give up in difficult situations and increases their motivation to discover task-based self-improvement activities (Pekrun, 2006; Turner and Husman, 2008; Furner and Gonzalez-DeHass, 2011).

Last but really not least, teachers' excitement for their academic value and the content of their classes, in addition to respecting students' requirements and attitudes, is another aspect that helps one limit the likelihood of feeling bored. Another aspect that contributes to reduced boredom is providing students with positive affective feedback, which leads to pupils trusting in their own skills and overcoming boredom. It has also been stated that even in online classes, students have a proclivity to engage in conversations, which makes the session more engaging and challenging (Derakhshan et al., 2021).

Student ennui is an issue because it prevents students from succeeding. Students must be motivated and emotionally engaged in order to study and apply what they have learned in the actual world. Reflecting on your own teaching traits, learning activities, and student feedback will help you effectively engage all of your students. This will allow you to change your teaching style or give your students a little pause to refresh and re-engage them. Finally, it will improve everyone's learning environment and provide additional opportunity for student success.

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