

## Boredom and low motivation

Researchers from Quebec, Canada investigated the different types of at risk students regarding early leaving from education and they found that the biggest group of involved students are those that are the most similar to non at risk ones. These youngsters are not specifically low achievers or bad behaved, but uninterested in school and unmotivated. This result shows clearly that the especially problematic students who many times impossible to be saved from dropout are only the minority. There is a much bigger and much more conform group of bored students. And the question pops up: how to grab their attention?

Further literature in English:

Fortin, L., Marcotte, D., Potvin, P., Royer, E., & Joly, J. (2005): Typology of Students at Risk of Dropping out of School: Description by personal, family and school factors. *European Journal of Psychology of Educatio.* XXI. 4. 363-383.  
<http://link.springer.com/article/10.1007%2FBF03173508#page-1>

Judit Juhasz (2015): *Final report on Crocoos – Cross-sectoral cooperation focused solutions for the prevention of early school leaving project background research.* Tempus Public Foundation, Budapest. Ch. IV.-V.  
[http://oktataskesztes.tka.hu/content/documents/CroCooS/Final%20research%20report\\_Early%20school%20leaving%20policies\\_Crocoos.pdf](http://oktataskesztes.tka.hu/content/documents/CroCooS/Final%20research%20report_Early%20school%20leaving%20policies_Crocoos.pdf)

### Do schools follow up this as a signal?

In Europe boredom and low motivation as a distress signal is highly missing from most of the policy and practice however overseas there is a tradition of researches and literature of this issue. Ireland is a contra example where there is an official follow up of the listed: unwillingness to go to school or participate on classes, not able to concentrate, or loss of enthusiasm in school. It means that they do not consider demotivation as a natural part of school life and realized the importance of following up this signals. According to experiences there are many methods that strengthen the motivation of students towards school. One of these is out of school, extra-curricular programs that involved students from the organization and provides a social event. Furthermore many students appreciate practical approaches in learning and much more motivated with some actual work with the hand instead of solely theoretical knowledge sharing.

Further literature in English:

European Commission (2013a): *Early warning systems in Europe: practice, methods and lessons.* Thematic Working Group on Early School Leaving (TWG on ESL), Brussels.  
[http://ec.europa.eu/education/policy/strategic-framework/doc/europe-warning-systems\\_en.pdf](http://ec.europa.eu/education/policy/strategic-framework/doc/europe-warning-systems_en.pdf)

Jelena Joksimovic, Juhász Judit, Mihályi Krisztina, Tomcsik Dóra (2014): *Early warning systems in six European countries*. Desk research report on study visit countries in the framework of CROCOOS– Cross-sectoral cooperation focused solutions for the prevention of early school leaving project. Interim report. Tempus Public Foundation, Budapest

[http://oktataskepzes.tka.hu/content/documents/CroCooS/Early%20warning%20systems%20in%20six%20European%20countries\\_interim%20report.pdf](http://oktataskepzes.tka.hu/content/documents/CroCooS/Early%20warning%20systems%20in%20six%20European%20countries_interim%20report.pdf)

Crain-Dorough, M. L., (2003): *A study of dropout characteristics and school-level effects on dropout prevention, Dissertation, USA*. [http://etd.lsu.edu/docs/available/etd-0710103-021510/unrestricted/Crain-Dorough\\_dis.pdf](http://etd.lsu.edu/docs/available/etd-0710103-021510/unrestricted/Crain-Dorough_dis.pdf)

Potvin, P., Marcotte, D., Fortin L., Royer, É., Leclerc, D., Blondin, D. (2002): *A comparison of dropout students, at risk students and regular high school students*, Université du Québec à Trois-Rivières, Trois-Rivières, Canada; Université de Sherbrooke, Sherbrooke, Canada; Université Laval, Québec, Canada; Université du Québec à Montréal, Montréal, Canada, 63rd Annual Convention of the Canadian Psychological Association University of British Columbia, Vancouver. <http://www.pierrepotvin.com/6.%20Publications/vanc02.pdf>

European Commission/EACEA/Eurydice/CEDEFOP (2014): *Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures*. Eurydice and CEDEFOP Report. Publications Office of the European Union, Luxembourg. [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/175EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/175EN.pdf)

John Hattie, based on his research in Australia, was searching for the distinguishing features of the excellent teacher. After having proved that teacher is the second most important factor in students' achievement after students themselves he concluded as well that excellent teachers keep the motivation of their students in mind, besides high achievement.

Further literature in English:

Hattie, J. (2003): *Teachers make a difference*. Paper delivered at the 2003 ACER Conference 'Building Teacher Quality'. [http://www.acer.edu.au/documents/RC2003\\_Hattie\\_TeachersMakeADifference.pdf](http://www.acer.edu.au/documents/RC2003_Hattie_TeachersMakeADifference.pdf)

tags: distress signals, identifying at risk students, support at risk student, classroom behaviour, classroom management, boredom, motivation

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