

**Gifted Student Hopefulness:
A Goal Directed Strengths
Approach for Student
Success and Personal Well-
Being**



Janette Boazman, Ph.D.
University of Dallas

Positive Psychology

Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive.

Three central concerns:

- **positive emotions**
- **positive individual traits**
- **positive institutions**

Understanding Positive Emotions

- Study of
 - Contentment with the past
 - Happiness in the present
 - Hope for the future

“You have to have hope.”

“Don’t lose hope.”

“I hope I get good grades.”

**“I hope our experiment gives
accurate results”**

**“I hope I find friends in my
new class.”**

HOPE

- The psychological construct of hope was first given attention by Menninger (1959)
 - positive expectancies for goal attainment
 - hope, while a basic part of our daily operation, was an ill-defined and obscure notion.

What do we mean when we talk about hope in the educational setting?

How do we define hope?

How do we measure hope?

HOPE

- **Goal Directed**
- **Pathways thinking**
 - perceived routes and strategies for reaching goals. (Snyder 1994)
- **Agency thinking**
 - involves beliefs about personal capacity to begin and maintain progress toward a goal along a chosen path. (Snyder 1994)

Adult Dispositional Hope Scale

1. I can think of many ways to get out of a jam. _____
2. I energetically pursue my goals. _____
3. I feel tired most of the time. _____
4. There are lots of ways around any problem. _____
5. I am easily downed in an argument. _____
6. I can think of many ways to get the things in life that are most important to me. _____
7. I worry about my health. _____
8. Even when others get discouraged, I know I can find a way to solve the problem. _____
9. My past experiences have prepared me well for my future. _____
10. I've been pretty successful in life. _____
11. I usually find myself worrying about something. _____
12. I meet the goals that I set for myself. _____

Definitely False	Mostly False	Somewhat False	Slightly False	Slightly True	Somewhat True	Mostly True	Definitely True
1	2	3	4	5	6	7	8

HOPE

- What is hope?
 - Hopeful thought
 - Goal directed contemplation about what is desired
 - It is the link between:



Goals dreamed today



Future Attainment of those goals.

(Snyder et al, 2000)

HOPE

- Hopeful people think of themselves as being:
 - able to create ways to achieve their goals.
 - capable of initiating movement toward their goal and sustaining their course along their route to successful goal attainment.

(Snyder 1994)

HOPE – General Population

High-hoppers

- Positive thought about self
- Set higher goals
- Set more goals
- Stronger belief in goal achievement
- Focus on success

Low-hoppers

- Believe pathways are unavailable for them
- Set low goals
- Sense of uncertainty and failure
- Tendency to experience negative emotion when working toward goals

HOPE

- High-hoppers
 - have self-referential beliefs in situations of adversity
 - **Those who are hopeful have an undercurrent of internal self-statements such as:**
 - **“I can”**
 - **“I’ll make it”**
 - **“I won’t give up”**
 - trust in themselves to be able to adjust when faced with adversity (Snyder, LaPointe, Crowson, & Early, 1998).

HOPE - School Setting

- **Research on the long-term importance of hope on school outcomes is in its early stages**
- **Hope predicts variance beyond other predictors of scholastic success among university students** (Snyder et al., 1991).

HOPE - School Setting

- **Research on the long-term importance of hope on school outcomes is in its early stages**
- **High hope predicted successful school related outcomes.** (Snyder et al., 1991)

HOPE - School Setting

- **Research on the long-term importance of hope on school outcomes is in its early stages**
- **Elevated hope has been positively correlated to higher success on standardized achievement tests** (Snyder, 1997).

HOPE - School Setting

- **Research on the long-term importance of hope on school outcomes is in its early stages**
- **Higher global academic goals, as well as elevated expectancies of success, were also found in students with high hope** (Curry, Snyder, Cook, Ruby, & Rehm, 1997).

HOPE - School Setting

- **Research on the long-term importance of hope on school outcomes is in its early stages**

- **Do not belittle themselves when they are not successful**

(Snyder, Lopez, Shorey, Rand, & Feldman, 2003)

HOPE - School Setting

- **Research on the long-term importance of hope on school outcomes is in its early stages**
- **Do not let their failures affect their ultimate sense of worth**
(Snyder, Lopez, Shorey, Rand, & Feldman, 2003)

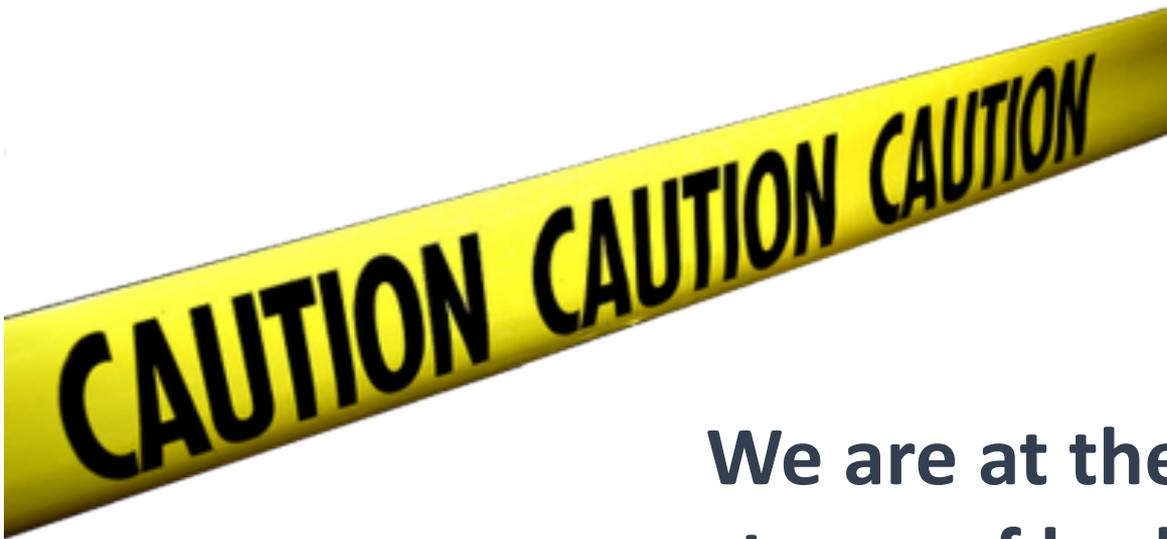
HOPE - School Setting

- **Research on the long-term importance of hope on school outcomes is in its early stages**
- **Superior academic and interpersonal satisfactions** (Chang, 1998)

HOPE

Generalizability of previous research in school setting

Be cautious - intellectual ability not factored in.



We are at the beginning stages of looking at the role hope plays for the gifted.

First Study

Hope, Personal Well-being, & Academic Success

UNT Honors College & TAMS students

- TAMS – early college entrants

Agency Thinking - Important to Personal Well-being for both Honors and TAMS students

Pathways Thinking – Important for academic success for Honors Students

Second Study

Factors that Impact Personal Well-being in Gifted Learners

- 353 traditional age college students from 2 universities in Texas
 - 219 Non-honors students
 - 134 Honors students

Constructs Examined in the

Independent Variables	Dependent Variable
Hopefulness Feelings of support from university Attachment Academic self concept Locus of control Ego identity	Personal Well-being

Analysis

- Latent class analysis
 - to identify unobservable subgroups within a population
 - Analysis is run on dependent variable (PWI-A)
 - No unobserved subgroups
 - We broke groups by observed subgroups
 - 219 Non-honors students
 - 134 Honors students

Correlates

Summary of Variable Correlations in PWI-A Analysis

Aggregate Group	<i>r</i>	Non-Honors Group	<i>r</i>	Honors Group	<i>r</i>
Hope - Total	.45**	Hope - Total	.47**	Hope - Total	.58**
Hope - Agency	.60**	Hope - Agency	.57**	Hope - Agency	.64**
Hope - Pathways	.35**	-		Hope - Pathways	.35**
Support	.42**	Support	.45**	Support	.33**
Secure Attachment	.47**	Secure Attachment	.48**	Secure Attachment	.44**
Avoidance Attachment	-.40**	Avoidance Attachment	-.31**	Avoidance Attachment	-.51**
Anxious Attachment	-.36**	Anxious Attachment	-.39**	Anxious Attachment	-.30**
Verbal Self-Concept	.16**	Verbal Self-Concept	.17**	-	
Academic Self-Concept	.36**	Academic Self-Concept	.38**	Academic Self-Concept	.35**
Math Self-Concept	.16**	Math Self-Concept	.21**	-	
Locus of Control	.29**	Locus of Control	.35**	-	
-		-		Identity Moratorium	-.74*
-		-		Identity Achieve	.21*

Note. ** Correlation is significant at the 0.01 level (2-tailed) * Correlation is significant at the 0.05 level (2-tailed)

Total Group Regression

Regression – Variables Correlated with Personal Well-being

Variable	<i>b</i>	95% CI of <i>b</i>		β	<i>p</i>	r_s^2
		Lower	Upper			
Hope - Agency	1.27	.88	1.66	.57	.001	.64
Hope – Pathways	.07	-.45	.32	.03	.738	
Identity - Achieve	.05	-.36	.26	.02	.751	
Support from University	.22	.09	.35	.22	.001	.32
Secure Attachment	.64	.30	.99	.26	.001	.39
Verbal Self-Concept	.30	-1.38	1.98	.03	.726	
Academic Self-Concept	.44	-2.36	1.47	.04	.647	
Math Self-Concept	.84	-.06	1.74	.14	.067	
Locus of Control	.03	-.28	.35	.01	.842	

R 0.75

***R*² 0.56**

F 15.824

Honors Group Regression

Regression – Variables Correlated with Personal Well-being

Variable	<i>b</i>	95% CI of <i>b</i>		β	<i>p</i>	r_s^2
		Lower	Upper			
Hope - Agency	1.17	.81	1.53	.53	.001	.74
Hope – Pathways	.03	-.32	.38	.01	.855	
Identity - Achieve	-.01	-.30	.28	.003	.959	
Support from University	.19	.07	.32	.20	.003	.20
Secure Attachment	.69	.38	1.01	.28	.001	.28
Academic Self-Concept	-.08	-1.76	1.62	.006	.928	

R 0.74

***R*² 0.55**

F 24.056

Non-Honors Group Regression

Regression – Variables Correlated with Personal Well-being

Variable	<i>b</i>	95% CI of <i>b</i>		β	<i>p</i>	r_s^2
		Lower	Upper			
Hope - Agency	.87	.599	1.14	.40	.001	.62
Support from the University	.21	.095	.319	.21	.001	.39
Secure Attachment	.51	.248	.767	.23	.001	.44
Academic Self-Concept	.39	-.822	1.609	.04	.524	
Locus of Control	.31	.068	.555	.138	.012	.24

R 0.72

***R*² 0.52**

F 40.44

Conclusion on Hope

Early work on hope is giving indication that, as an internal catalysts, the components of the construct of hope have some importance to the development of personal well-being and academic success.

Hope – Goals

Hope is goal directed. Help gifted identify the need for goals, short-term goal setting, as well as long-term goal setting.

Conclusion on Hope

Hope – Agency

- Important to personal well-being
 - All groups

Important that all those who work with gifted children help them build beliefs about their personal capacity to begin and maintain progress toward goals.

Conclusion on Hope

Hope Pathways

- Important to academic success for those who were honors college students.

Those responsible for the personal and academic development of gifted should attend to teaching the gifted how to identify, sustain movement on pathways toward goals and how to change pathways when needed.

Thank You

Janette Boazman, Ph.D.
University of Dallas
jboazman@udallas.edu