

The Relationship of Boredom and Belonging with Anxiety and Depression Among Gifted Students

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Many gifted students love school.
Are there patterns for those who do not?

- I hate school
- We always go over the same thing
- This stuff doesn't matter
- It is so boring
- I don't have any friends
- No one gets me

“When I'm with other gifted kids I fit in, when I'm not I don't”

Boredom

- An “**aversive experience** of wanting, but being unable to engage in satisfying activity” (Eastwood et al., 2012, p. 482)
- An **unpleasant feeling** (Pekrun et al., 2010) that has been given little attention (Preckel et al., 2010)
- Experienced as **under-arousal** (Larson & Richards, 1991) and a perception of the **slow passage of time** (Fahlman et al, 2013)

Belonging

- A **basic human need** (Maslow, 1970)
- Described as **fitting in** (Anderson-Butcher & Conroy, 2002)
- Feeling part of and connected to...

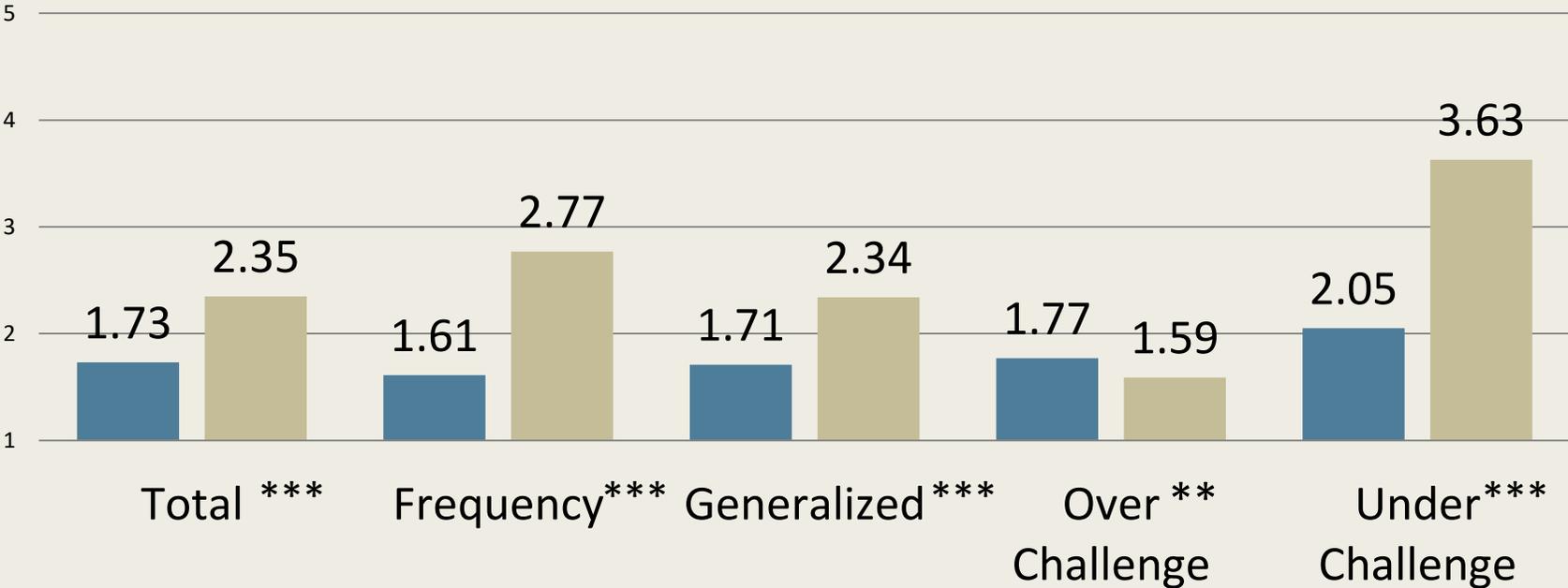
Precursors to Boredom Scale

(Daschmann et al., 2011)

	<i>Possible Range</i>	<i>M</i>	<i>SD</i>	<i>α</i>
Boredom in Gifted	1 - 5	1.73	0.54	.94
Frequency of Boredom	1 - 5	1.61	0.76	.90
Generalized Boredom	1 - 5	1.71	0.58	.92
Over Challenge	1 - 5	1.77	0.71	.87
Under Challenge	1 - 5	2.06	0.85	.84
Boredom in Regular	1 - 5	2.35	0.68	.93
Frequency of Boredom	1 - 5	2.70	1.25	.91
Generalized Boredom	1 - 5	2.33	0.75	.92
Over Challenge	1 - 5	1.59	0.71	.79
Under Challenge	1 - 5	3.63	1.19	.88

Setting Differences

Boredom



■ Gifted Class ■ Regular Class

* < .05; ***p* < .01; ****p* < .001

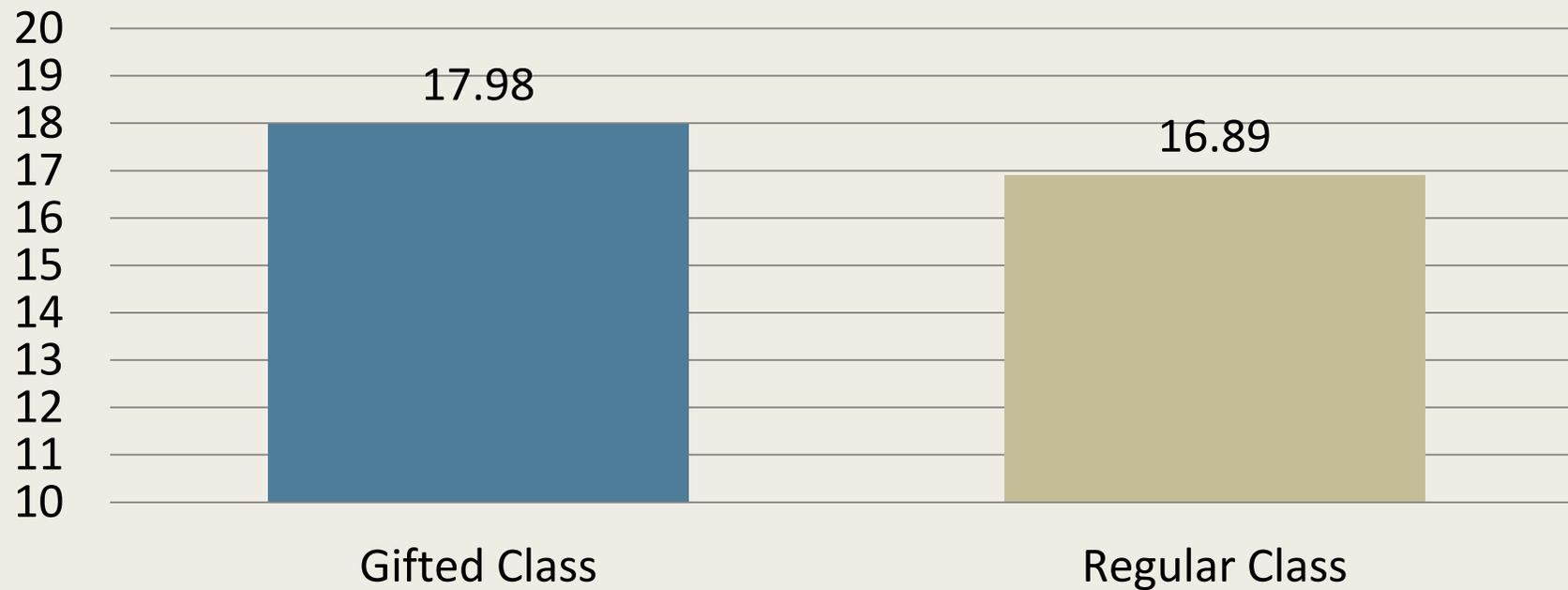
Sense of Belongingness Scale

(Anderson-Butcher & Conroy, 2002)

	<i>Possible Range</i>	<i>M</i>	<i>SD</i>	<i>α</i>
Belonging in Gifted	5 - 20	17.98	3.10	.88
Belonging in Regular	5 - 20	16.89	3.00	.83

Setting Differences

Belonging



$p = .002$

Summary of Dependent Variables

	<i>Possible Range</i>	<i>M</i>	<i>SD</i>	<i>α</i>
Depression: CDI-2:SR(S)	0 - 24	2.70	2.69	.75
Anxiety: MASC-10	0 - 30	12.54	5.13	.76
Behavior: VRS-P-B	0 - 24	14.55	4.87	.90

Correlations between Boredom and Belonging with Anxiety, Depression, and Behavior

	Total Boredom in Gifted Class	Total Boredom in Regular Class	Bored Freq in Gifted Class	Bored Freq in Regular Class	Belonging in Gifted Class	Belonging in Regular Class
Depression	.30***	.44***	.26**	.31***	-.27***	-.41**
Anxiety	.32***	.35***	.22**	.19*	-.27***	-.39***
Behavior	.20*	.16*	.11	.09	-.23**	-.32***

p < .05; **p < .01; *p < .001*

Unstandardized *B* for Boredom and Belonging

	Depression (range 0 - 24)	Anxiety (range 0 - 30)	Behavior (range 8 - 32)
Total Boredom in Gifted	1.40**	2.47**	1.89*
Total Boredom in Regular	1.73***	2.61***	1.01
Frequency of Boredom in Gifted	0.86**	1.08	0.85
Frequency of Boredom in Regular	0.67***	0.83*	0.29
Belonging in Gifted	-0.22**	-0.36**	-0.38**
Belonging in Regular	-0.37***	-0.64***	-0.56***
*p < .05; **p < .01; ***p < .001			

R^2 Change Explained by Boredom and Belonging

	Gifted Class	Regular Class
Total Boredom		
Depression	7%**	19%***
Anxiety	6%**	12%***
Behavior	4%*	2%
Frequency of Boredom		
Depression	6%**	9%***
Anxiety	3%	4%*
Behavior	2%	1%
Belonging		
Depression	6%**	15%***
Anxiety	4%**	13%***
Behavior	6%**	11%***

* $p < .05$; ** $p < .01$; *** $p < .001$

Boredom and Belonging Matter

Higher boredom and lower belonging correlated significantly with higher depression and anxiety scores.

Additional factors

- Does it matter if gifted students are served?
Does it matter how they are served?
- Does it matter if the work is too hard or too easy?
- Does the number and quality of friendships matter?

Does service matter?

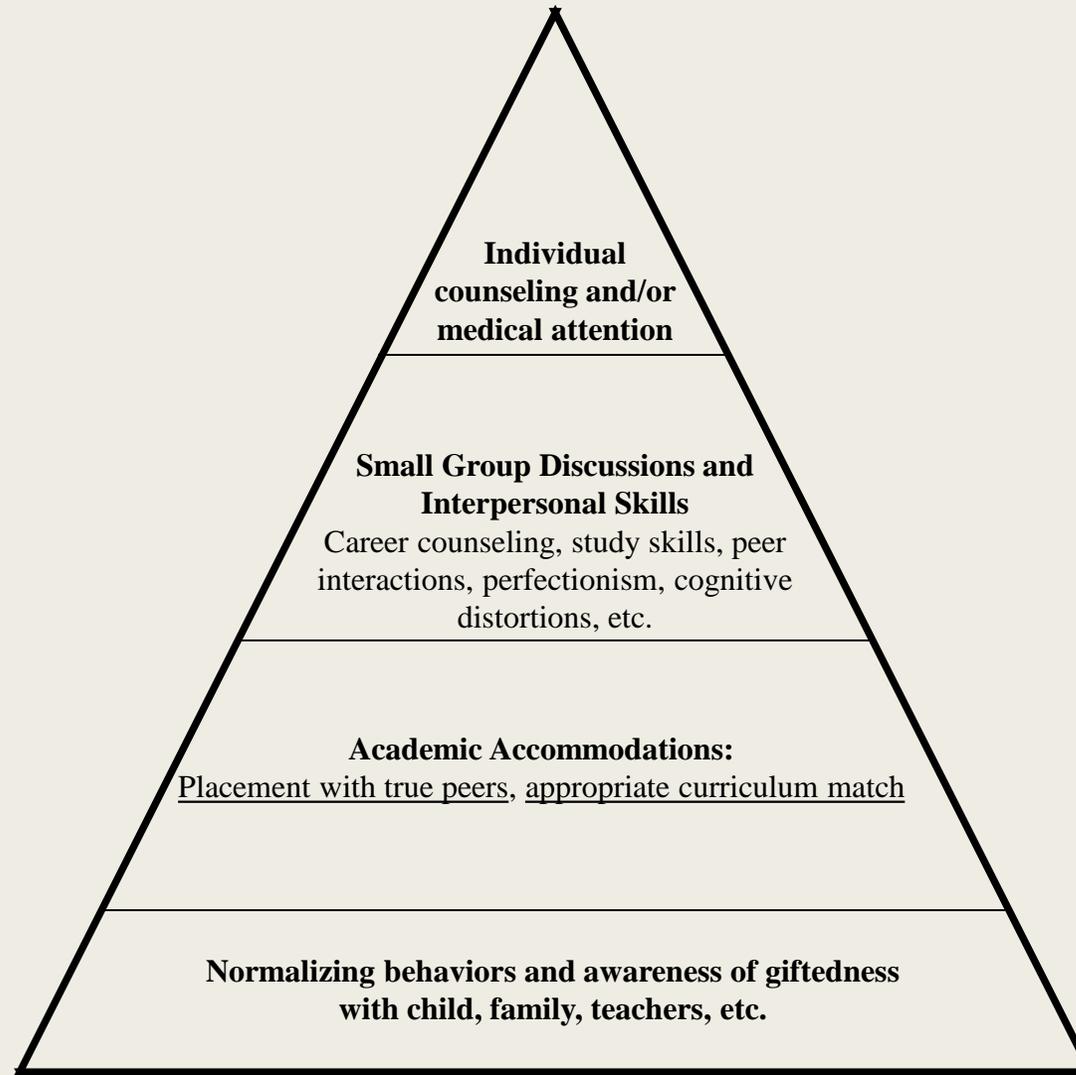
- Students who were **served** and those served with challenge they thought was “**just right**” reported lower boredom ($B = -0.66$ on a scale of 1-5) and higher belonging ($B = 4.48$ on a scale of 5-20).

What about the level of challenge?

- Students who reported the level of challenge was *just right* in gifted class reported less boredom in gifted class. When they said it was *just right* in regular class, they reported less boredom in regular class.
- Belonging did not change significantly whether students thought the challenge was *just right* in gifted class
- However, if students thought the challenge was *just right* in regular class, they reported more belonging in both the regular and gifted class settings

Do friendships matter?

- No critical mass
- The higher the number of friends, the lower the boredom scores and the higher the belonging scores
- The more satisfied students were with how close they were to friends the less boredom and the more belonging students reported



(Stambaugh & Stambaugh, 2009)

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