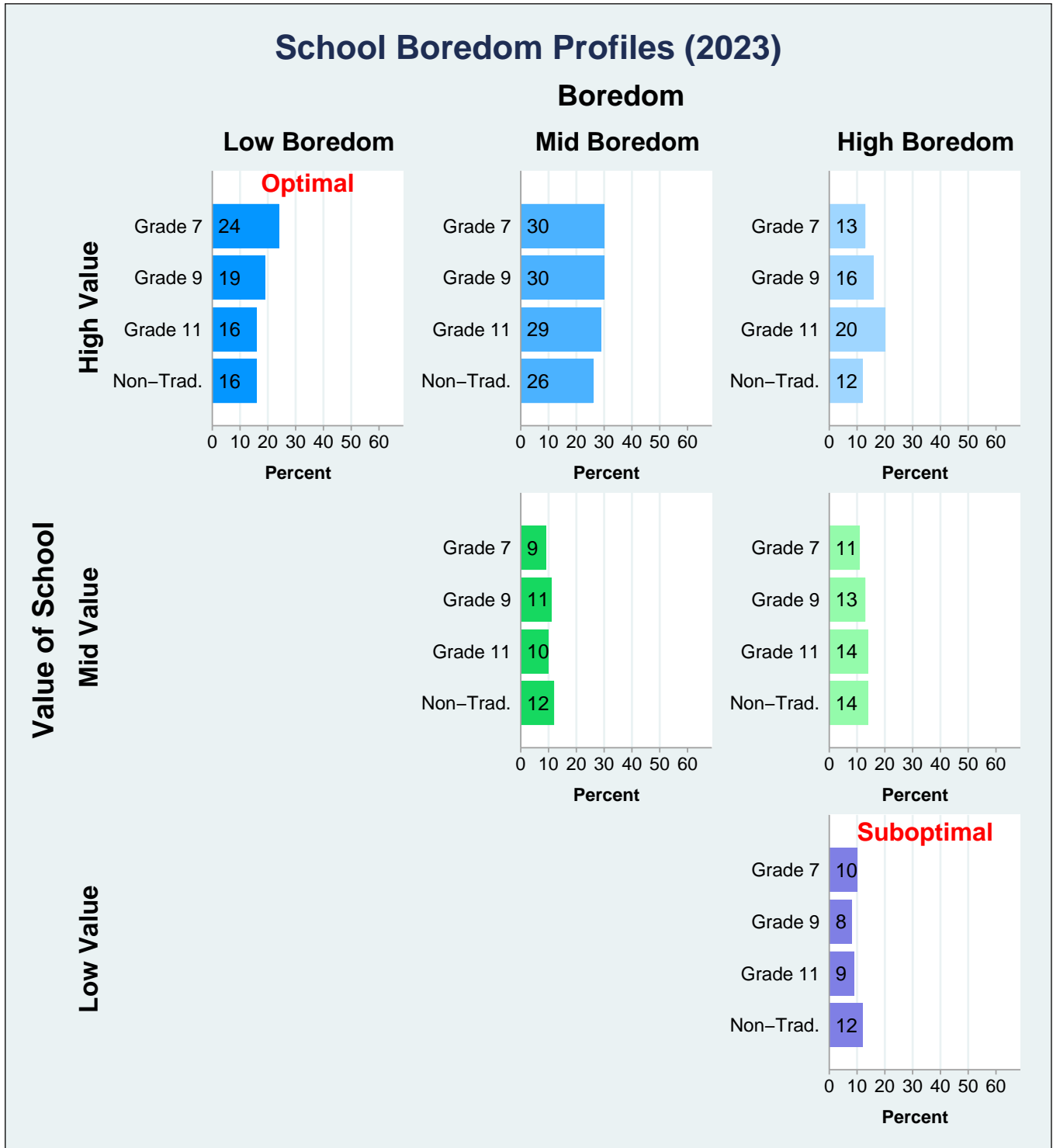# District School Boredom Profiles—2022-2023

District: California District

Date Prepared: 13 Jul 2023

No. of Schools/Eligible: 6/6 (Grade 7), 4/4 (Grade 9), 4/4 (Grade 11), 1/1 (Non-Trad.)

Number of Responses: 1,257 (Grade 7), 1,293 (Grade 9), 1,253 (Grade 11), 129 (Non-Trad.)

Response Rate: 86% (Grade 7), 89% (Grade 9), 87% (Grade 11), 89% (Non-Trad.)

School Boredom Profiles (2023)

Boredom

Value of School

Low Boredom

Optimal

High Value

	Percent
Grade 7	24
Grade 9	19
Grade 11	16
Non–Trad.	16

Mid Boredom

High Value

	Percent
Grade 7	30
Grade 9	30
Grade 11	29
Non–Trad.	26

Mid Value

	Percent
Grade 7	9
Grade 9	11
Grade 11	10
Non–Trad.	12

High Boredom

High Value

	Percent
Grade 7	13
Grade 9	16
Grade 11	20
Non–Trad.	12

Mid Value

	Percent
Grade 7	11
Grade 9	13
Grade 11	14
Non–Trad.	14

Low Value

Suboptimal

	Percent
Grade 7	10
Grade 9	8
Grade 11	9
Non–Trad.	12

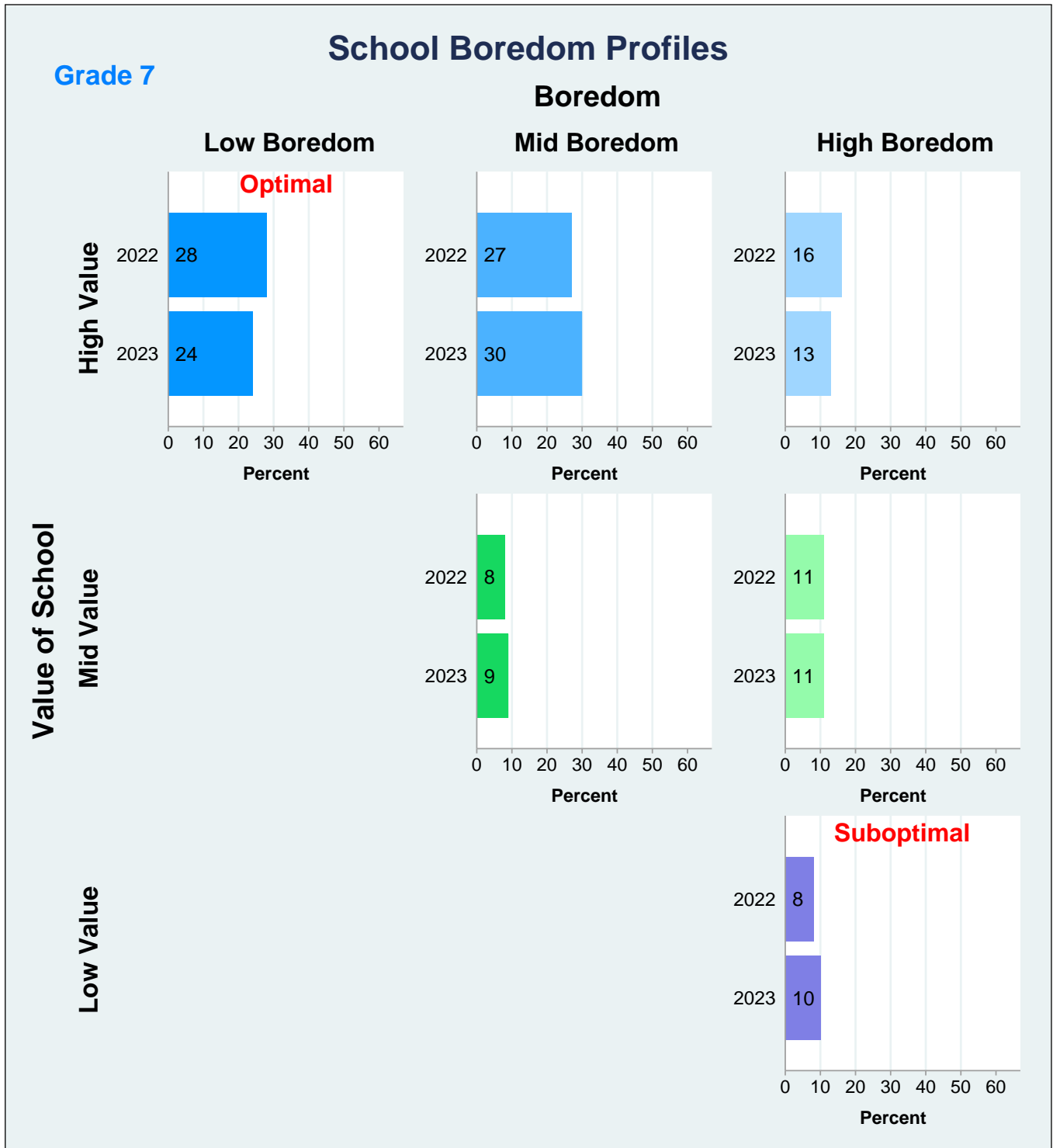# District School Boredom Profiles (Grade 7)—2022-2023

District: California District

Date Prepared: 13 Jul 2023

No. of Schools/Eligible: 6/6 (2022), 6/6 (2023)

Number of Responses: 1,219 (2022), 1,257 (2023)

Response Rate: 88% (2022), 86% (2023)

School Boredom Profiles

Grade 7

Boredom

Value of School

	Low Boredom	Mid Boredom	High Boredom
High Value	Optimal — 2022: 28, 2023: 24	2022: 27, 2023: 30	2022: 16, 2023: 13
Mid Value		2022: 8, 2023: 9	2022: 11, 2023: 11
Low Value			Suboptimal — 2022: 8, 2023: 10

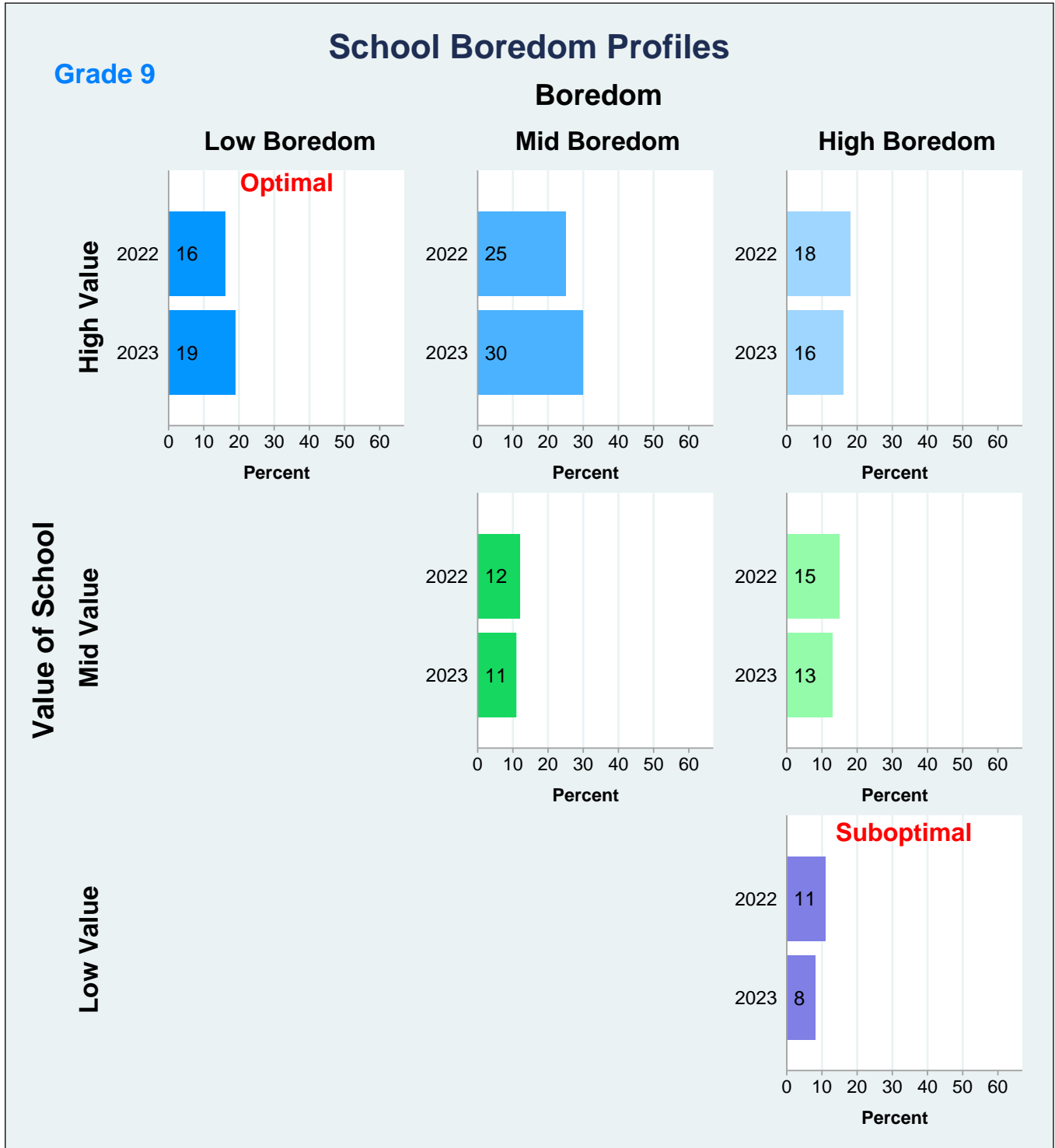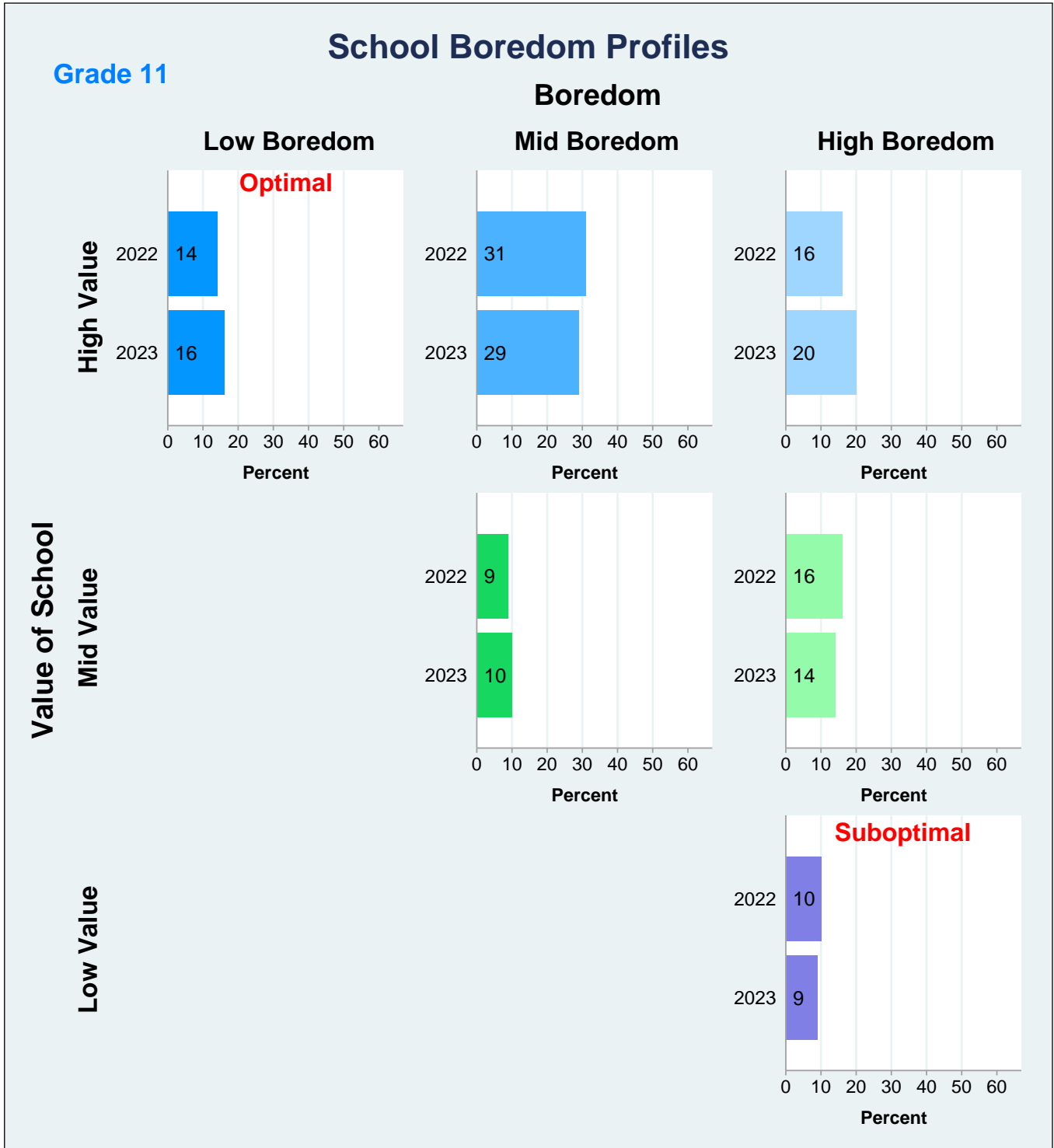# District School Boredom Profiles (Grade 9)—2022-2023

District: California District

Date Prepared: 13 Jul 2023

No. of Schools/Eligible: 4/4 (2022), 4/4 (2023)

Number of Responses: 1,341 (2022), 1,293 (2023)

Response Rate: 87% (2022), 89% (2023)

School Boredom Profiles

Grade 9

Boredom

	Low Boredom	Mid Boredom	High Boredom
High Value	Optimal — 2022: 16, 2023: 19	2022: 25, 2023: 30	2022: 18, 2023: 16
Mid Value		2022: 12, 2023: 11	2022: 15, 2023: 13
Low Value			Suboptimal — 2022: 11, 2023: 8

Value of School

District School Boredom Profiles (Grade 11)—2022-2023

District: California District

Date Prepared: 13 Jul 2023

No. of Schools/Eligible: 4/4 (2022), 4/4 (2023)

Number of Responses: 1,188 (2022), 1,253 (2023)

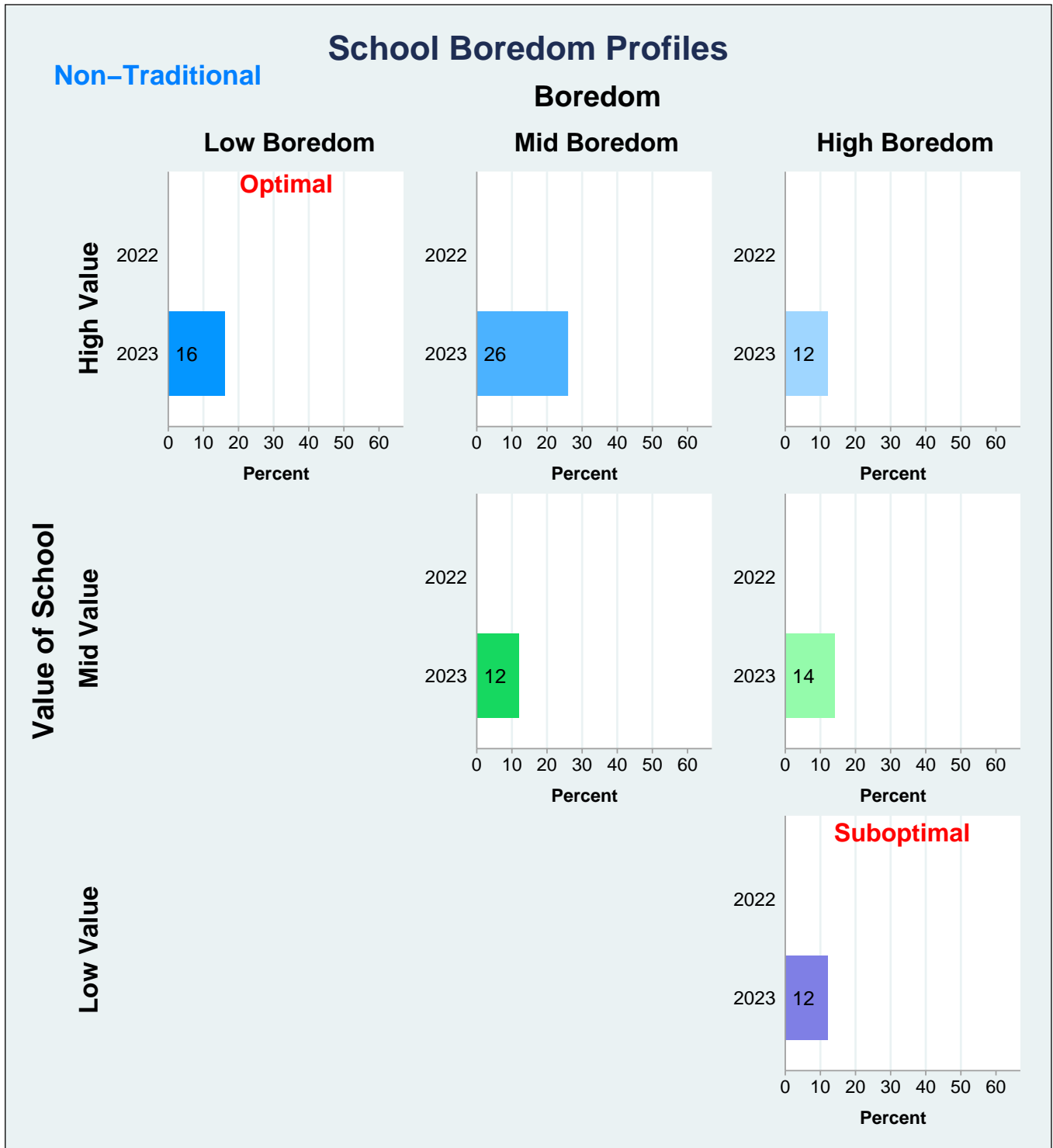Response Rate: 81% (2022), 87% (2023)

School Boredom Profiles

Grade 11

Boredom

Value of School

	Low Boredom	Mid Boredom	High Boredom
High Value	Optimal 2022: 14 2023: 16	2022: 31 2023: 29	2022: 16 2023: 20
Mid Value		2022: 9 2023: 10	2022: 16 2023: 14
Low Value			2022: 10 2023: 9 Suboptimal

District School Boredom Profiles (Non-Trad.)—2022-2023

District: California District

Date Prepared: 13 Jul 2023

No. of Schools/Eligible: 1/1 (2023)

Number of Responses: 129 (2023)

Response Rate: 89% (2023)

School Boredom Profiles

Non–Traditional

Boredom

Value of School

	Low Boredom	Mid Boredom	High Boredom
High Value	Optimal — 2023: 16	2023: 26	2023: 12
Mid Value		2023: 12	2023: 14
Low Value			Suboptimal — 2023: 12

District School Boredom Profiles—2022-2023

District: California District   Date Prepared: 13 Jul 2023

Trends in School Boredom Profiles by Grade

	2022 (%)	2023 (%)
Grade 7		
High value and Low boredom (Optimal)	28	24
High value and Mid boredom	27	30
High value and High boredom	16	13
Mid value and Mid boredom	8	9
Mid value and High boredom	11	11
Low value and High boredom (Suboptimal)	8	10
Grade 9		
High value and Low boredom (Optimal)	16	19
High value and Mid boredom	25	30
High value and High boredom	18	16
Mid value and Mid boredom	12	11
Mid value and High boredom	15	13
Low value and High boredom (Suboptimal)	11	8
Grade 11		
High value and Low boredom (Optimal)	14	16
High value and Mid boredom	31	29
High value and High boredom	16	20
Mid value and Mid boredom	9	10
Mid value and High boredom	16	14
Low value and High boredom (Suboptimal)	10	9

Note: An em dash (—) is displayed if there are no data or insufficient responses.

District: California District   Date Prepared: 13 Jul 2023

Trends in School Boredom Profiles by Grade–Continued

	2022 (%)	2023 (%)
Non-Traditional		
High value and Low boredom (Optimal)	—	16
High value and Mid boredom	—	26
High value and High boredom	—	12
Mid value and Mid boredom	—	12
Mid value and High boredom	—	14
Low value and High boredom (Suboptimal)	—	12

Note: An em dash (—) is displayed if there are no data or insufficient responses.

How are School Boredom Profiles measured?

Student experiences with boredom can be categorized into profiles that provide important information that can be used by school personnel to address their academic, social, and emotional needs.

Two CHKS questions ask about students' boredom at school and how much they value their schooling experience. Combined, these two survey questions are used to identify School Boredom Profiles.[1,2]

			School is really boring											
			Low Boredom				Mid Boredom			High Boredom				
			0 Disagree	1	2	3	4	5	6	7	8	9	10 Agree	
School is worthless, a waste of time	High Value	0 Disagree	**Optimal** 1 Low Boredom–High Value Students did not think school was boring and valued school highly				4 Mid Boredom–High Value Students valued school highly with mid-level school boredom			7 High Boredom–High Value Students indicated school was very boring, yet they valued it highly				
		1												
		2												
		3												
	Mid Value	4	2 Low Boredom–Mid Value				5 Mid Boredom–Mid Value Students with mid-level school boredom and school value			8 High Boredom–Mid Value Students indicated school was very boring, and valued it at a mid level				
		5												
		6												
	Low Value	7	3 Low Boredom–Low Value *Only a low percentage of students' responses place them in groups 2, 3, and 6.*				6 Mid Boredom–Low Value			**Suboptimal** 9 High Boredom–Low Value Students indicated school was very boring, and valued it at a very low level				
		8												
		9												
		10 Agree												

Survey questions that comprise the indicator are listed below.

(1) School Boredom (1 item)
- o   How strongly do you agree or disagree with the following statements?... School is really boring.

(2) Value of School (1 item)
- o   How strongly do you agree or disagree with the following statements?... School is worthless and a waste of time.

---

1 Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology, 5*(1), 42–64. https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf

2 See D. Michael Furlong's RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

Results are based on responses from students in grades 7, 9, and 11 and those attending non-traditional (Non-Trad.) schools on the California Healthy Kids Survey. Non-traditional schools include Adult Education Centers, Continuation High Schools, County Community, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, and Special Education Schools.

Results are not included if less than 50% of students or less than 15 respondents per grade provided data at the school or district.

What do School Boredom Profiles data tell us?

Secondary students commonly experience boredom, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or a pervasive response to school activities. Frequent boredom is related to poor educational and mental health outcomes.

Students with high school boredom and low school value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school value, an optimal profile. Moreover, students with high school boredom and high school value may be experiencing episodic or task-specific boredom, which requires different types of support than students who exhibit the suboptimal pattern. The percentage of students falling in each of these profile groups is presented in the CHKS report so that school personnel can monitor the boredom experiences of students to address their needs.

Further information about the school boredom profile groups can be obtained by contacting Cindy Zheng at czheng@wested.org. For additional resources about school boredom, see calschls.org/resources/california-student-mental-health-and-wellness-project/#the_importance_of_ school_boredom.