An Annotated Bibliography Regarding Social-Emotional Learning and Academic Stress

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How to Use this Bibliography

This annotated bibliography was prepared at Stanford University under the supervision of faculty from the Law School and the School of Education working in collaboration with Challenge Success. It is not intended to be all-inclusive. If you are aware of articles, books, or other materials that should be included, please send an email to Professor Michele Dauber at mldauber@gmail.com. Please feel free use this bibliography and cite it or the materials in it.

You can use it several ways.

1. If you know the topic you are interested in (i.e., depression), you can scroll down and read the “Summary Findings by Topic,” and then locate the cited articles by searching the document on the author’s name, searching chronologically.
2. You can also search this document for the keyword “depression” and read the abstracts of the articles that contain that keyword.
3. You can scan the most recent research by reading the most recent abstracts in the “Annotated Bibliography of Sources in Reverse Chronological Order.

Summary Findings by Topic

I.  Homework and Test Anxiety

• Internationally, students that are not academically burnt out tend to have higher GPA scores and self-esteem than students that are academically burnt out (Lee et al., 2010).
• Studies show an important relationship between increased school work and decreased sleep, as well as the relationship between decreased sleep and increased feelings of anxiety, depression, and fatigue (Fuligni & Hardway, 2006).
• Longitudinal studies show an increasing pressure placed on children and adolescents in terms of expected time spent on school and school-related work, which could result in less time for things like extracurricular activities, sleeping, and spending time with family (Juster, Ono, & Stafford, 2004).
• Researchers have found that teachers who assign more homework tend to spend more time in class going over that homework, and therefore less time on direct instruction. A study conducted on the TIMSS 2003 math scores indicated that countries with students who spend more time on homework tend to have lower scores on the TIMSS math test, whereas countries with less homework tend to have students with higher math test scores (Mikki, 2006).

• Tests and schoolwork have been found to be important sources of stress for youth (Kouzma & Kennedy, 2004; Kouzma & Kennedy, 2002).

• The amount of homework assigned to students is not a useful predictor of student achievement. The more useful predictor of student achievement is homework completed. Homework can be useful for students when it is completed, and when the amount and content of homework is developmentally appropriate (Cooper, Lindsay, & Greathouse, 1998).

• Children’s negative feelings toward homework content, amount, and pressures predict greater physical and psychological maladies (Cheung, Leung Ngai, 1992).

• Students’ subjective experience while doing homework has been found to be more negative than doing class work, especially when doing homework alone (Leone, Richards, 1989).

• Test anxiety has been found to be inversely related to students’ self-esteem and directly related to students’ fears of negative evaluation, defensiveness, and other forms of anxiety (Hembree, 1988).

II. Depression

• Studies indicate how depression and anxiety may decrease a student’s belief in his/her academic abilities, which tends to be related with lower academic achievement (Cole et al., 1999).

• Research conducted on both American and Korean students demonstrates that spending less time on active leisure activities and having more negative affect states during schoolwork, socializing, and passive leisure activities is related to higher depression (Lee & Larson, 2000).

• Stressful school events can cause depression in youth, especially when youth have a tendency to negatively interpret/perceive events (Hilsman & Garber, 1995).

• Stressors relating to school environment, academic expectations, and workload have been found to be potential contributors to heightened depression (Yadusky-Holahan & Holahan, 1983).

III. Stress (and Coping)

• As there has been an increase in psychological distress for students over time, there has also been an increase in school disengagement and worries about school (Sweeting et al., 2010).

• A combination of studies indicate that 20-25% of youth in the United States report various symptoms indicating emotional distress (Knopf et al., 2009).

• Many studies find a relationship between increased testing and academic workload, and increased physical, psychological, and emotional distress and stress for youth (Robinson
et al., 2009; Galloway & Pope, 2007; Connor, 2003; McDonald, 2001; Hui, 2000; Elias, 1989; Sarnoff et al., 1958).

• Studies show that students tend to experience more stress in relation to academic struggles instead of typical adolescent concerns. Additionally, research demonstrates that students tend to manifest worse (mental and physical) outcomes due to academic-related stress (Suldo et al., 2009).

• Research shows that students in more academically challenging programs tend to perceive more stress than students in general education, and they differ in terms of coping strategies and mental health outcomes from students undergoing general education (Suldo et al., 2008).

• Academic stressors are associated with both increases in depressive and aggressive symptoms, and this varies depending on gender (Little & Garber, 2004).

• Students report above average levels of stress, and the sources of stress most frequently reported are concerns regarding one’s future goals, followed by school-related items like tests and homework (de Anda et al., 2000).

• Research finds a relationship between increasing school distress and increased risk of psychosomatic symptoms, such as headache, stomachache, backache, etc. (Natvig et al., 1999).

• Particular groups of students have been found to be more vulnerable to examination-induced distress. The most significant contribution to distress has been found to be anxiety proneness, followed by lower socio-economic status, self-confidence, academic and verbal self-concepts and perceived ability to cope (Hodge et al., 1997).

• Higher academic stress and less emotional support from family have been related to lower academic self-concept. Additionally, higher peer stress and less companionship support from peers has been associated with lower social self-concept (Wenz-Gross et al., 1997). There is an inverse relationship between stress and self-concept (Garton & Pratt, 1995).

• Findings from a study based on interviews with 141 first-grade, third-grade, and kindergarten students indicate that the primary stressors perceived by these students are school work and peer relationships. The coping strategies most often mentioned by these children were social support and acceptance, direct action, and distraction (Dickey & Henderson, 1989).

• Research shows that students experiencing high levels of anxiety cope with this anxiety by means of social support, whereas students with lower levels of anxiety may benefit by having a reduced workload, or they may avoid demands (Suldo et al., 2008).

• Findings from the latest Stress in America survey indicate a disconnect between what children say they’re worrying about and what their parents think they are worrying about. Thus, student stress is at risk of going unnoticed and untreated (Munsey, 2010).

• A longitudinal study found a gender gap emerging in relation to worries about school performance, with females worrying more than males (West & Sweeting, 2003).

IV. Development

• Some studies conducted internationally demonstrate how having limited free time, and only passive free time activities, can be deleterious to physical, mental, and emotional development of adolescents (Lee, 2003).
• Some researchers argue that optimal development takes place when there is good stage-
environment fit between the needs of developing individuals and the opportunities afforded them by their social environments. There can be negative effects of the decrease in personal and positive relationships with teachers after the transition to junior high school during early adolescence when children are in special need of close relationships with adults outside of their homes. Also, researchers have documented an increase in ability grouping, comparative and public evaluation, and whole-class task organization at a time when young adolescents have a heightened concern about their status in relation to their peers (Eccles et al., 1993).

V. Suicide

• There has been an increase in suicides, attempted suicides, and self-inflicted injuries requiring emergency medical attention for youth in the United States (CDC, 2011).
• Research shows that both stress and depression are positive and significant predictors of suicidal ideation (Ang & Huang, 2006).

VI. Sleep

• Significant benefits of later start times in schools include an increase in continuous enrollment and attendance rates, and a decrease in falling asleep in class and student-reported depression (Wahlstrom, 2002).
• Studies show an important relationship between increased school work and decreased sleep, as well as the relationship between decreased sleep and increased feelings of anxiety, depression, and fatigue (Fuligni & Hardway, 2006).
• The conflict between early school start times and adolescent sleep patterns (later sleeping and waking times) can result in sleep deprivation, which has been related to memory lapses, attention deficits, depressed mood, and slow reaction times (Carskadon, 1999).

VII. Positives of Social Emotional Learning

• There is a positive association between SEL programs in schools and increased socioemotional skills and academic achievement for students (Durlak et al., 2011).
• School connectedness has been shown to dispel feelings of depression for American youth (California Healthy Kids Survey, 2011).
• Based on findings garnered from middle school students, task goals and perception of one’s school as emphasizing task goals were related to positive psychological well-being. Conversely, ego goals and perceiving one’s school as emphasizing ego goals were related to negative psychological well-being (Kaplan & Maehr, 1999).
• Intervention programs that target students’ subjective school experiences have been shown to improve academic achievement and lessen the achievement gap in a lasting way. These interventions focus on telling students that they are valued and have efficacy in their scholastic environment (Yeager & Walton, in press).
• Research suggests that high performing urban schools have certain factors in common, including solid leadership, a positive and supportive school culture and good teaching. Student engagement has also been identified as a key factor related to school academic
success (Alpern, 2008).

- Studies show that school programs targeting stress management or coping skills are effective in reducing stress symptoms and enhancing coping skills for students (Kraag et al., 2006).
- Parental involvement has a positive influence on all youth, and peer support has a positive influence on high-risk youth in particular. Consistent discipline has been found to be both a promotive and protective factor for youth as well (Gutman et al., 2002).
- Social support from a teacher can decrease the risk of psychosomatic symptoms among girls, whereas social support from other pupils can reduce the risk of psychosomatic symptoms among both genders, but especially among boys (Natvig et al., 1999).
- Research finds that students’ perception of a supportive and caring middle school environment positively relates to student adaptation, cognition, affect, and behavior. Perceiving a task goal structure in middle school is positively related to academic self-efficacy, whereas perceiving an ability goal structure is related to academic self-consciousness. Perceiving positive teacher-student relationships predicts positive school-related affect and this relation is mediated through feelings of school belonging. Feelings of academic efficacy and school belonging in turn are positively related to final-semester academic grades (Roeser et al., 1996).

VIII. Cheating and Disengagement

- Studies show that students who feel increasing pressure and workload in school tend to be more exhausted, more disengaged, and have more mental and physical health problems (Pope, 2010/2011).
- There is an increase in academic dishonesty on homework and exams among gifted adolescents. This dishonesty is associated with increased workload and pressure to succeed for these adolescents (Geddes, 2011).
- Adolescents have cited academic pressures and pressure to succeed as causing them to utilize academically deceitful means in order to remain in very competitive elite scholastic programs (Taylor et al., 2002).

IX. School Environment

- Research shows that elementary students who are in classrooms lacking resources, with teachers who are lacking respect, tend to have more mental health problems. Student behavior, mental health, etc. seems to be improved in resource rich classrooms and with teachers who receive respect and support from the surrounding community (Milkie & Warner, 2011).
- Studies show that student perception of an emphasis on competition and differential treatment by ability in their school environment are related to diminished academic values, feelings of self-esteem, and academic achievement; and increases in school truancy, anger, and depressive symptoms over time (Roesler & Eccles, 1998).
- Studies show that students may perform worse on academic tasks as a result of stereotype threat. Therefore, academic environments that perpetuate feelings of stereotype threat may negatively influence student achievement (Rydell et al., 2010).
- Studies examine how to decrease the stress in school environments. Broadly speaking,
research shows the need for shared leadership and a coordinated approach to changing the culture and environment of a school (Richards, 2009).

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- Some researchers argue that optimal development takes place when there is good stage-environment fit between the needs of developing individuals and the opportunities afforded them by their social environments. There can be negative effects of the decrease in personal and positive relationships with teachers after the transition to junior high school during early adolescence when children are in special need of close relationships with adults outside of their homes. Also, researchers have documented an increase in ability grouping, comparative and public evaluation, and whole-class task organization at a time when young adolescents have a heightened concern about their status in relation to their peers (Eccles et al., 1993).

- School and classroom environments can impact student motivation. Middle grade school math teachers tend to control students more, provide fewer opportunities for student decision-making, and feel less efficacious than elementary school teachers. Ability grouping between classrooms also tends to increase in middle school versus elementary school. Many of these changes are related to declines observed in student motivation in middle school, which is why some researchers suggest that there is often a mismatch between characteristics of the classroom environment in traditional middle grade schools and early adolescents' developmental level (Eccles et al., 1993b).

- Researchers have found that changes in perceived competence across the transition to a new (middle) school environment to be related to changes in motivation and to school-related affect and anxiety after the transition (Harter et al., 1992).

- Research in kindergarten classrooms show that children in a developmentally inappropriate classroom tend to exhibit significantly more stress behaviors than children in a developmentally appropriate classroom (Burts et al., 1990).

X. **Play time, Down time, Family time**

- Research shows that there has been a decrease in free time outside of structured activities and the school day for youth in the United States. Research has also shown that the greater the amount of time students reported participating in activities, the higher their self-reported level of anxiety tended to be (Melman et al., 2007).

XI. **Substance Abuse**
Research has found that suburban youth report significantly higher levels of substance use than inner-city youth, and this is more strongly linked to suburban youth’s perceived maladjustment indices (Luthar & D’Avanzo, 1999).
According to research gathered by the Centers for Disease Control and Prevention (CDC), suicide is the third leading cause of death in youth ages 10 to 24, with around 4400 lives taken yearly in the United States. Though these statistics are important, it is also important to include information on attempted suicides. A nationwide survey of high school students (grades 9-12, both public and private schools) report that 15% report seriously considering suicide, 11% report having a plan for suicide, and 7% report attempting suicide in the year preceding the survey. The National Youth Violence Prevention Resource Center found similar results in its survey of high school students, with 20% of teenagers having thought about suicide, 17% of teens having planned for suicide, and over 8% of teenagers having attempted suicide in the past year. Approximately 149,000 youth between the ages of 10 and 24 receive emergency medical care for self-inflicted injuries each year across the United States. These overwhelming statistics have important implications for the health of our youth. More research needs to be done in order to determine causes of these health issues, whether these health issues are related to academic stresses, and the role that schools can play in suicide prevention.


Keywords: social emotional programs, academic achievement

A meta-analysis was conducted of 213 various school-based universal social and emotional (SEL) programs that involved 270,034 kindergarten through high school students. Some of these SEL programs were administered by regular school staff simultaneously with the academic curriculum, and some SEL programs were administered by nonschool personnel and were supplemental to students’ normal coursework. In comparison to control participants, those students in SEL programs demonstrated statistically significant improved social and emotional skills, attitudes, behaviors, and academic performance. This academic performance was reflected in an 11-percentile-point gain in achievement. The analysis found that classroom teachers were successful at implementing these SEL programs and integrating them into the classroom, and the programs were effective at all levels of schooling. Though there were factors that moderated these results, such as four recommended practices for developing skills, as well as implementation problems, this study is useful in adding to existing empirical evidence concerning the positive relationship between SEL programs and academic achievement.

Keywords: academic dishonesty, gifted students, high school
Gifted high school students are essentially absent in the research concerning academic integrity; however, over the past few years, educators of gifted students have noticed an increase in the occurrences of academic dishonesty among students in gifted classrooms (Abilock, 2009). This research may be analyzed to provide some insight into the motivation for gifted and high-achieving students to commit acts of academic dishonesty. Academic dishonesty was prevalent among gifted and high-achieving students in this study, with the primary incidents of cheating occurring on homework assignments and exams. Students attributed their motivation for cheating to GPA pressure, peer pressure, and the demands of a heavy workload. These gifted and high-achieving students reported that they were capable of being successful without cheating, but succumbed to academic dishonesty due to the external factors. This study and existing research reveal that open dialog and discourse on expected academic behavior and student/family counseling on balancing academic and extracurricular commitments are essential in reducing undue stress and guiding the gifted to do honest work.


Keywords: depression, school connectedness
This report relies on data from the California Healthy Kids Survey on “depression-related feelings,” by gender and grade level, 2006-2008. Though this survey does not measure clinical depression, it does measure who (of 7th, 9th, and 11th grade California students) reported that, in the past 12 months, felt so sad and hopeless every day for two weeks that they stopped doing their normal activities. The data includes information on grade, gender, race/ethnicity, and level of connectedness to school (which measures things such as feeling as if one is treated fairly, or feels happy or safe at school). Results indicate that females were more likely to report “depression-related feelings” than male students, and non-traditional students (those enrolled in Community Day Schools or Continuation Education) were most likely to report these feelings. Other findings include: from the 2003-05 period to 2006-08, the percentage of students reporting feelings of depression decreased among 11th-grade and non-traditional students and increased slightly for 7th graders; there was no clear trend among 9th graders. Students who are highly connected to their schools are much less likely to report persistent sadness or hopelessness than students with low levels of connectedness to school (23% compared to 45% in 2006-08). Among racial/ethnic groups, Caucasian/White and Asian American students were least likely to report feelings of depression (29% and 30%, respectively), while Pacific Islander and Native American students were most likely to do so (37% and 36%, respectively. These results are consistent with data collected at the national level, and these findings are therefore useful in demonstrating the importance of school connectedness in dispelling feelings of depression of youth, as well as describing which types of students are more likely to experience these feelings, so that mental health services can be anticipated and provided for them.

**Keywords:** first grade children, mental health, race, school environment, teachers

The researchers of this study employ a social structure and personality-stress contagion perspective and use a nationally representative sample of first graders ($N = 10,700$) to assess how the classroom learning environment affects children’s emotional and behavior problems. Findings demonstrate that children in more negative environments—such as classrooms with fewer material resources and whose teachers receive less respect from colleagues—have more learning, externalizing, interpersonal, and internalizing problems. Additionally, children in classrooms with low academic standards, excessive administrative paperwork, disruptive behavior, and low skill level of peers have more problems across one or more outcomes. Some school effects vary across race and ethnicity. This study has important implications regarding the associations between a scholastic environment, the stress levels of a teacher, and the mental health of first grade students. Resource-rich classrooms and positive, respectful educational communities therefore seem important for both teachers and their students. Studies such as this one demonstrate that not only can student stress be harmful for student mental health, but teacher stress can also have a negative influence on student mental health.


**Keywords:** social-psychological interventions, student achievement

This article reviews the theoretical basis of several social-psychological interventions. These interventions have been tested in randomized experiments, and demonstrate that “small” social-psychological interventions that target students’ thoughts, feelings, and beliefs in/about school can lead to large gains in student achievement and reduce achievement gaps in a lasting way. These interventions do not focus on academics, but instead on making students feel like they are valued in school and have academic efficacy and potential. Some examples are interventions where students were told things such as intelligence is malleable, or were shown examples of students that overcame academic difficulties with hard work and by focusing on values that are important to them. The review emphasizes the lasting effects that such interventions have because they target students’ subjective school experiences, are persuasive and subtle, and because they tap into recursive processes that are prevalent in educational environments. This review thus concludes that such psychological interventions, though context dependent, are powerful and educational researchers should consider how to overcome challenges in scaling such interventions up.

**Keywords:** Korean adolescents, burnout, academic and self-efficacy

This study used a cluster analysis procedure and the Maslach Burnout Inventory–Student Survey to identify different types of burnout patterns among 338 Korean students. Four different clusters were identified: (1) distressed group; (2) laissez-faire group; (3) persevering group; and (4) well-functioning group. Results indicate that those students that are burnt out generally feel a lack of efficacy in the classroom. More distressed students tend to feel less self-efficacy, have lower self-esteem, and have lower GPA scores. On the other hand, students that are not experiencing burnout (in the well-functioning group) tend to have higher GPA scores and self-esteem. Though this study has the limitations of using self-report surveys and having a volunteer sample of students (which may result in selection bias for the types of students that agreed to take the survey), important implications can be made. This research illuminates the fact that there are different patterns of burnout, and therefore there should be strategies for identifying burnt out patterns, then working to prevent or intervene in order to help student levels of wellness and academic efficacy.


**Keywords:** stress, children, psychological and physical symptoms

Findings from the latest Stress in America survey indicate a disconnect between what children say they’re worrying about and what their parents think they are worrying about. A sample of 1,206 children, ages 8 to 17, report worrying about doing well in school, getting into good colleges and their family's finances. They also report suffering from headaches, sleeplessness and upset stomachs. Findings from the research demonstrate that these stresses and symptoms often go unnoticed by parents. More than one in three children reported experiencing headaches in the past month, but only 13 percent of parents think their children experience headaches as a result of stress. While 44 percent of children reported sleeping difficulties, only 13 percent of parents think their kids have trouble sleeping. The survey also found that about one-fifth of children reported they worry a great deal or a lot, but only 3 percent of parents rate their children's stress as extreme (an 8, 9 or 10 on a 10-point scale). Finally, almost 30 percent of children worried about their families' financial difficulties, but just 18 percent of parents thought that was a source of worry for their children. These findings have important implications because stress that goes unnoticed and therefore untreated can contribute to long-lasting psychological and physical problems for these children.

**Keywords:** high school students, school disengagement, poor physical and mental health

A study of over 5,000 students in 13 high-achieving public and private middle and high schools in the United States found evidence of disengagement and poor physical and mental health. The students in the study were exhausted, many getting significantly less than the recommended nine hours of sleep each night. More than 70% of the high school students reported that they felt often or always stressed by their schoolwork, and many admitted to taking illegal stimulants to stay awake to study and complete the lengthy homework assignments each night. Students said that they wished their school experiences could be different, but they felt powerless. Some students dealt with this pressure by "opting out"--choosing not to do the work or only doing the absolute minimum necessary. Others became, in their words, "zombies"--memorizing and then "spitting back" large chunks of information without taking time to reflect or think critically about the content. An initiative, named Challenge Success, works with schools to design and implement site-based policies and practices that reduce student stress and promote greater student engagement, academic integrity, and physical and mental health. Over the past six years of the initiative, schools make many positive changes to reduce student stress and increase engagement. If success means healthy, engaged, thriving students who can think critically, creatively, and collaboratively, then schools turn their attention to the components described in this article in order to help yield these results.


**Keywords:** gender, math, visual search

When a member of a group fears that his/her performance will reinforce an existing negative performance stereotype, and consequently sees a decrease in their performance, this is called stereotype threat (ST). This study shows that ST prevents perceptual learning, defined in the researchers’ task as an increasing rate of search for a target Chinese character in a display of such characters. Displays contained two or four characters and half of these contained a target. Search rate increased across a session of training for a control group of women, but not women under ST. Speeding of search is typically explained in terms of learned “popout” (automatic attraction of attention to a target). Did women under ST learn popout but fail to express it? Following training, the women were shown two colored squares and asked to choose the one with the greater color saturation. Superimposed on the squares were task-irrelevant Chinese characters. For women not trained under ST, the presence of a trained target on one square slowed responding, indicating that training had caused the learning of an attention response to targets. Women trained under ST showed no slowing, indicating that they had not learned such an attention response. This study therefore adds to the literature on the negative effects that ST can have for learning, and reinforces the need to create academic environments that reduce ST.

**Keywords:** gifted adolescents, stress, coping strategies

Individuals respond to threats to affiliation and achievement needs through drawing on a repertoire of coping strategies specific to a given situation. Gifted adolescents in college-preparatory high school programs may be faced with novel stressors, and may have unique coping strategies to manage these challenges. The current study considers responses to surveys of stress and coping as well as focus group interviews of gifted and high-achieving students enrolled in an academically intense curriculum, the International Baccalaureate (IB) Diploma Program. Findings of this secondary analysis of archival data sets indicate gifted students experience levels of stress similar to their IB classmates not identified as gifted. Additionally, gifted students were similar to IB peers not identified as gifted with respect to how they cope with school; likenesses included positive reframing, time and task management, avoiding tasks, and seeking social support. However, gifted IB students differed from IB classmates with respect to anger coping, humor, and problem-solving approaches. Putting the research to use with the growing interest of International Baccalaureate Programs throughout the United States, educational personnel, researchers, and administrators are considering the social-emotional needs of gifted and high-ability students served in these challenging academic programs.

Understanding the needs of this unique population of students is critical to supporting the cognitive and affective growth of IB students, and this study provides a glimpse into the thoughts of IB learners with respect to their stress and coping. The findings of this study suggest that gifted students in IB and their IB peers experience similar stressors and coping responses, though some differences in anger coping, humor, and problem solving were unique among gifted IB students in this sample.


**Keywords:** adolescents, psychological distress, school disengagement

This empirical study looks at how psychological distress has changed over time, from 1987 to 2006, for 15 year olds in West of Scotland. Psychological distress was measured using the General Health Questionnaire, which was self-reported for the 3,276 adolescents that partook in the study. Various potential explanatory factors were explored, however, the results indicate that one explanatory factor that is related to an increase in psychological distress over time is school disengagement and worry about school. This study relies on self-reported information, and uses cross-section data, which makes it impossible to claim causality. Despite this limitation, the increasing relationship between school disengagement and worry about school to psychological distress still has interesting implications.

**Keywords:** adolescents, academic expectations, stress

This study conducts a cross-cultural comparison between 289 Canadian and 310 Singaporean adolescents, examining levels of academic stress that are associated with various expectations (self-expectation and other expectation). The researchers use confirmatory factor analysis in order to provide evidence for the validity of the two-factor structure of the Academic Expectations Stress Inventory (AESI). Their methods indicate that the model being used is comparable across groups and can be comprehended by adolescents, which in turn supports the validity of the finding that Singaporean adolescents reported a significantly higher level of academic stress arising from self expectations, other expectations, and overall academic stress, compared to Canadian adolescents. Additionally, results from the t-tests indicate a larger cross-cultural effect was associated with academic stress arising from other expectations compared with academic stress arising from self-expectations. This study is useful in terms of testing the validity of the AESI measure. Additionally, there are interesting implications regarding the relationship between other expectations and academic stress for adolescents.


**Keywords:** adolescent mental health, United States

This report is a compilation of findings from various studies in the United States regarding the mental health of adolescents. Though there are some limitations to individual studies that were drawn upon in this report (such as under reporting due to mental health stigma, or over reporting in order to receive special services) the fact that the report includes studies with a variety of methodologies helps in gaining a holistic, nationally representative perspective of how adolescents are doing. Results show the sizable portion of youth in the United States that are experiencing things like depression, anxiety, eating disorder, substance abuse, etc. Overall, 20-25% of youth experience symptoms of emotional distress. Results of this report imply the need to establish indicators that accurately assess need for mental health services across age, gender, culture, context, and use those indicators to formulate and implement effective policies.


**Keywords:** academic stress, high school, case study
This qualitative case study focused on what the researcher learned as a participant-observer during the planning and implementation stages of the Stress Reduction Committee's work to examine and address an academic stress problem at Jewel-on-the-Hill High School. The observations illuminated the various perspectives individuals carried on the naming of the stress problem, how they overcame challenges in the work, the new learnings they developed, and the results the initiative created. The study examined the scope and complexity of the stress issue, the importance of distributed leadership and coordinated school change, and the challenges of shifting the culture of a school.


**Keywords:** examinations, psychological distress, Australian secondary students, sleep

This study looks at Australian students in Year 12, one month prior to their examination, the South Australian Certificate of Education (SACE). The researchers approached 240 psychology students to partake in the study and fill out questionnaires regarding protective factors, subjective stress, symptoms of anxiety, stress, depression, and adequacy of sleep. The study aimed to build off of prior studies to further understand the relationship between the high-stakes SACE exam and levels of stress, sleep deprivations, anxiety, etc. Further, the study aimed to understand what protective factors could help adolescents counteract the stress that is incurred due to this assessment. The protective factors that were included in the study were as follows: self (confidence, meaning introspection, freedom from negative cognitions, social skills, empathy), family (availability, connectedness), peers (availability, connectedness), school (supportive environment, connectedness), and community (connectedness). Results of the study found that protective factors explained much of the variance seen in student levels of psychological distress (especially the protective factor of freedom from negative cognitions), though not a significant amount of variance was explained in the levels of sleep. This study is useful in supporting the idea that psychological distress increases for Year 12 students, and many students report that a large part of this distress is due to concern about the exam. The study also demonstrates that some protective factors explain variance in psychological distress, however, it is still unclear how different protective factors support different people during times of stress. Further studies would be useful for examining the relationship between high-stakes testing, sleep levels, and factors that may help adolescents withstand psychological stress during the preparation stages.


**Keywords:** environmental stressors, psychological adjustment, high school students

Navigating puberty while developing independent living skills may render adolescents particularly vulnerable to stress, which may ultimately contribute to mental health problems (Compas, Orosan, & Grant, 1993; Elgar, Arlett, & Groves, 2003). The academic transition to
high school presents additional challenges as youth are required to interact with a new and larger peer group and manage greater academic expectations. For students enrolled in academically rigorous college preparatory programs, such as the International Baccalaureate (IB) program, the amount of stress perceived may be greater than typical (Suldo, Shaunessy, & Hardesty, 2008). This study investigated the environmental stressors and psychological adjustment of 162 students participating in the IB program and a comparison sample of 157 students in general education. Factor analysis indicated students experience 7 primary categories of stressors, which were examined in relation to students' adjustment specific to academic and psychological functioning. The primary source of stress experienced by IB students was related to academic requirements. In contrast, students in the general education program indicated higher levels of stressors associated with parent-child relations, academic struggles, conflict within family, and peer relations, as well as role transitions and societal problems. Comparisons of correlations between categories of stressors and students' adjustment by curriculum group reveal that students in the IB program reported more symptoms of psychopathology and reduced academic functioning as they experienced higher levels of stress, particularly stressors associated with academic requirements, transitions and societal problems, academic struggles, and extra-curricular activities. Applied implications stem from findings suggesting that students in college preparatory programs are more likely to (a) experience elevated stress related to academic demands as opposed to more typical adolescent concerns, and (b) manifest worse outcomes in the face of stress.

**Keywords:** urban high schools, student engagement and achievement, school practices

While there is considerable research on the elements needed for successful schooling, the research is more limited for what is needed to create and sustain successful urban high schools. However, there is a growing body of research that suggests that high performing urban schools have certain factors in common, including solid leadership, a positive and supportive school culture and good teaching. Student engagement has also been identified as a key factor related to school academic success. This mixed methods case study attempts to link student engagement with identified school practices that result in high student achievement.


**Keywords:** coping strategies, high school students, International Baccalaureate program

Students who are enrolled in academically challenging curricula face a multitude of stressors related to increased academic demands in addition to the developmental and biological challenges that are normative to adolescence. This article presents results of a qualitative study conducted to uncover the coping styles of students in a rigorous curriculum and determine which strategies are associated with varying levels of psychopathology (specifically, low and above-average anxiety). Forty-eight students from an International Baccalaureate (IB) diploma program participated in eight focus groups, in which participants were grouped by level of anxiety. Following transcription analysis using grounded theory methodology, researchers identified coping strategies and the frequency of these approaches; active problem-solving and avoidance of demands were reported most often among all IB students in this investigation. Students with above-average levels of anxiety discussed seeking social support more often, whereas students with low anxiety more frequently discussed avoiding demands, reducing one's workload, and seeking positive emotions.


**Keywords:** stress, coping, mental health, high-achieving high school students

This study investigates the relationships among stress, coping, and mental health in 139 students participating in an International Baccalaureate (IB) high school diploma program. Mental health was assessed using both positive indicators (life satisfaction, academic achievement, academic self-efficacy) and negative indicators (psychopathology) of adolescent social-emotional and...
school functioning. Findings include that students in an IB program perceive significantly more stress than a sample of 168 of their general education peers, and that specific coping styles are differentially related to mental health outcomes in this subgroup of high-achieving high school students. Furthermore, coping styles (specifically, anger and positive appraisal) moderate the influence of stress on global life satisfaction and internalizing symptoms of psychopathology.

**Keywords:** homework, goal orientation, adolescent mental health

The three research questions guiding this study were: (1) Do students report homework as a primary source of stress in their lives? (2) Is amount and quality of homework related to students’ mental and physical health? (3) How do students’ goal orientation and achievement play a role in academic-related stress and general mental health? To answer these questions, surveys were distributed to 496 adolescents in two upper middle high schools in the San Francisco Bay Area. The forty-minute survey assessed students’ self-reported mental and physical health, stress over schoolwork, homework load, perceptions of homework usefulness, goal orientation, school achievement, and perceptions of home and school climates. Results demonstrate a significant relationship between homework and schoolwork as causes of high school student stress. Students reported having over 3 hours of homework on average each night. Students with heavier academic workloads reported more stress-related physical issues and mental health issues than other groups. Results also show a modest but consistent relationship between student perception of homework as being useful for their learning, and reporting fewer academic worries, fewer stress-related physical symptoms, and more positive mental health. Students doing more than 3.5 hours of homework a night report giving up hobbies that they find enjoyable, and they were more likely to report exhaustion and weight gain. Finally, Asian students reported more academic worries than European-American students, though this didn’t indicate poorer mental health in these students. In sum, though the data is limited in that it relies on student self-report surveys, the findings are useful in understanding the relationship between amount and quality of homework, adolescents’ perceived stress and health levels.


**Keywords:** scheduled activities, adolescents, anxiety

The past 20 to 30 years has seen an increase in the time children and adolescents spend in structured activities outside of the regular school day. This has resulted in a significant reduction in the amount of free time children and youth have for leisure time activities. While much discussion has been given to this topic in the popular press, little systematic research has been conducted addressing this issue. The purpose of this study was to identify whether there is a relationship between the number of regularly scheduled activities in which adolescents are involved, the amount of time adolescents spend participating in these activities, and self-reports of anxiety, depression, and physical complaints. Results indicated that the greater the amount of time students reported participating in activities both at the time of the study and for the entire
year, the higher their self-reported level of anxiety tended to be. Similar results were not observed for depression or somatization.

**Keywords:** academic stress, depression, suicide

This study examined relations among academic stress, depression, and suicidal ideation in 1,108 Asian adolescents ages 12-18 in a secondary school in Singapore. The researchers tested the hypothesis that adolescent depression mediated the relationship between academic stress and suicidal ideation in a four-step process. The significant relationship that was found in a previous study was reduced due to the multiple regression analyses used in this study. However, though the coefficient for stress was reduced, it remained a significant predictor. Because stress is a cause of depression, it is difficult to know how to set up a model to analyze such a relationship. Regardless of such difficulties, the conclusion from this study is that both stress and depression are positive and significant predictors of suicidal ideation. This study offers up important implications for the mediation effects within child psychology and psychiatry.


**Keywords:** adolescent activities, psychological well-being, sleeping patterns

This study of 750 9th graders found that academic demands had a modest but consistent relationship to sleep deprivation, depression, anxiety, and fatigue. The researchers utilized the daily diary method, which entailed having 750 9th grade students (ages 14-15) complete short diary checklist every night before going to bed for a two-week period. The checklist asked students to report their sleep time, activities, and psychological well-being for that day. This method is useful because by filling out a checklist nightly, there are fewer errors in reporting, and the researchers could control for feelings/activities from prior days and associate them with behaviors/emotions of subsequent days. Results from this study of an ethnically diverse sample of students in Los Angeles showed that studying and stressful demands during the day were modestly, but consistently associated with less sleep that evening. Additionally, receiving less sleep at night was modestly but consistently related to higher levels of anxiety, depressive feelings, and fatigue. There were only a small number of differences in these patterns seen across gender and race. Finally, variability of sleeping patterns from day to day are just as important for adolescent psychological well-being as is the average amount of sleep attained in a given period. This study is useful in demonstrating the important relationship between increased school work and decreased sleep, as well as the relationship between decreased sleep and increased feelings of anxiety, depression, and fatigue.

Keywords: meta-analysis; primary prevention; mental health; school-based; stress-management; coping; educational programs

This meta-analysis evaluates the effect of school programs targeting stress management or coping skills in school children and tentatively concludes that school programs targeting stress management or coping skills are effective in reducing stress symptoms and enhancing coping skills. The researchers systematically selected and included articles that used randomized controlled trials or quasi-experimental studies only. Experimental groups were groups that either received an intervention of (a) relaxation training, (b) social problem solving, (c) social adjustment and emotional self-control, or (d) a combination of these interventions. The overall pooled effect size was calculated and the pooled effect sizes of improvement on stress, coping, (social) behavior, and self-efficacy by random effects meta-analysis. The dependence of the results on study characteristics (i.e. methodological quality and type of intervention) was evaluated using meta-regression analysis. Results from the meta-analysis found that overall, the effect size for the programs was positive (−1.51 [95% confidence interval (CI) −2.29, −0.73]). However, there was some variation, and further analysis demonstrated that this heterogeneity could be related to the study quality or the type of intervention. Future research should use clear quality criteria and strive for less diversity in methodology and outcome assessment. Despite these limitations, this study is still useful in demonstrating the positive effect that such programs could have in schools and on students.


Keywords: homework, student achievement, international comparison

This analysis of the TIMSS 2003 mathematics results correlated higher scores on the TIMSS test with less homework being assigned for the students in that country. Conversely, students in countries that assigned the most homework tended to score lower on the TIMSS math test. Researchers examining this found that teachers who assign more homework tend to spend more time in class going over that homework, and therefore less time on direct instruction. These findings have important implications for the nuanced ways in which homework can impact student achievement. (Couldn’t access this study’s methods)
2005


**Keywords:** academic stress, student mental and physical health

The authors argue that increased focus and pressure for high academic achievement, particularly among more highly-motivated and successful students, may have serious negative consequences. They present a number of strategies designed to help reduce both causes and consequences associated with academic stress and improve students’ mental and physical health and well-being.

**Keywords:** homework, time in school and on schoolwork

Findings from this study demonstrate the increased time that American youth spend in school and on school-related work. The Child Development Supplement is a nationally representative longitudinal study of children and their families. This supplement is part of the University of Michigan’s U-M Institute for Social Research, and it has analyzed the way that children spend their time today and compare these data with how children spent their time anywhere from five to twenty years ago. Although there is some missing data at different stages throughout this study, and although there is less data from twenty years ago, attrition rates have been relatively low, and the information has interesting implications for how children spend their time, and how this may be related to adolescent health and overall well being in the United States. Over the last 20 years, American children between the ages of 6 and 17 have increased their time spent in school and doing schoolwork. In 2002/2003, data shows that American children spend 6-7 hours a day in school, depending on their age/level of schooling. Twenty years prior, data shows that time spent in school ranged from 5-6 hours a day in school. This demonstrates the increasing pressure placed on children and adolescents in terms of expected time spent on school and school-related work, which could result in less time for things like extracurricular activities, sleeping, and spending time with family.


**Keywords:** Australian secondary students, stress

This report uses the Academic Stress Questionnaire to compile information regarding the main sources of stress for 423 Australian high school students in their final year of secondary school. The report indicates that the main sources of stress were related to school, and the highest sources of stress were due to examinations and outcomes, in addition to things like worrying over the future, making choices, and the need to do well (imposed by others or oneself). This report has important implications regarding the increasing trend towards stress, much of which has to do with academic factors in secondary students’ lives.


**Keywords:** depression; aggression; adolescence; school transition; stress

The current study examined the contributions of gender, interpersonal and achievement
orientations, peer and academic stressors, and their interactions to the prediction of depressive and aggressive symptoms following the high-school transition of 129 ninth grade adolescents. The study found that academic stressors were associated with both increases in depressive and aggressive symptoms, though this varied depending on gender. Among girls, higher levels of interpersonal and achievement orientations were associated with increases in depressive and aggressive symptoms, respectively, following the experience of domain-congruent stressors. The positive relation between academic stressors and depressive symptoms was significantly stronger for girls than boys. For boys, high levels of academic stressors were associated with increases in aggressive symptoms regardless of their level of achievement orientation. Though results of this study cannot be generalized, due to the sample consisting of only students that had transitioned to a new school in ninth grade, as well as students who are the offspring of depressed mothers, the results still imply a relationship between school stressors and negative behavioral/emotional symptoms in adolescents.

**Keywords:** anxiety, stress, SATs

Findings from this study reveal negative effects of SAT exams on youth, such as increased feelings of anxiety and stress for children that take the exams. This article is an update of another article published by Connor in 2001. The 2001 article used results from a survey to highlight the risk of stress among children (ages 7 and 11) who were taking the SATs. This article discusses a survey that sampled all but three of the 17 schools that were surveyed in 2001. Though the survey had its limitations in that it relied upon subjective teacher perception of student stress, and that there was potential selection bias, symptoms of stress following the round of SATs were again identified. Though this study is limited, it does offer up useful insight regarding the negative effects of SATs. The tests are much more formative than summative, and can create more anxiety and stress for children who must take the exams.


**Keywords:** Korean adolescent development, exams, free time

This paper discusses two studies that sample a total of 190 Korean adolescents and find a relationship between reduced free time, more passive free time activities, and negative effects on physical, mental and emotional development of adolescents. In Korea, adolescents spend an inordinate amount of time preparing for highly competitive university entrance examinations. This means that they have less free time than most other adolescents in other cultures, and research has shown that free time activities are generally more passive for Korean adolescents versus adolescents in other cultures. This paper first discusses findings from Lee’s study in 2000, which was conducted with Larson, and examined the relationship between high school students’ use of time and subjective states during free-time and schoolwork activities to depression. The second study, conducted by Lee in 2001, examined the relationship between middle school students’ time-use profiles and aggressive behavior. The findings from both studies, which are discussed in this paper, imply that both the amount of free time, and the nature of free time activities for Korean adolescents, may not be beneficial for their development. The findings from these studies relied upon samples of students from urban middle-class adolescents, and can therefore not be generalized to adolescents from different backgrounds. However, this study is important in that it demonstrates how having limited free time, and only passive free time activities, can be deleterious to physical, mental, and emotional development of Korean adolescents.

This longitudinal study found a gender gap emerging in relation to worries about school performance, with females worrying more than males. Researchers examined two cohorts of 15-year-olds in the West of Scotland who were surveyed in 1987 and 1999. The 12-item version of the General Health Questionnaire (GHQ) was employed to measure psychological distress, along with items and indices of personal and performance worries. The survey data from 1999 revealed a relationship between proximity to exams and general health, but only for females. Thus, increases in psychological distress among young females across time may be explained by increased educational expectations. These elevated levels of stress in females should be kept in mind, as they have adverse consequences for mental health. This study has important implications for the deteriorating mental health of adolescents in West of Scotland, with the deterioration varying across social class and across gender.

**Keywords:** adolescence, gender, mental health, academic stress

**Keywords:** African American, early adolescence, academic achievement, resilience, risk factors, protective factors

This study examined the effects of numerous risk, promotive, and protective factors on three achievement-related measures (i.e., grade point average, number of absences, and math achievement test scores) for African American 7th-grade students (n = 837). Protective factors included parental involvement, democratic decision-making, consistent discipline, adult support in school, and peer support. There were 3 principal findings. First, adolescents had lower grade point averages, more absences, and lower achievement test scores as their exposure to risk factors increased. Second, different promotive and protective factors emerged as significant contributors depending on the nature of the achievement-related outcome that was being assessed. Third, protective factors were identified whose effects were magnified in the presence of multiple risks. Though certain limitations of this study prevent the researchers from making any causal claims, important findings must be kept in mind. Some of these findings include the positive influence that parental involvement has on all youth, and the positive influence that peer support has for high-risk youth in particular. Consistent discipline was also found to be both a promotive and protective factor. Thus, when thinking about how to create nurturing scholastic environments, it is necessary to keep these findings in mind and apply them appropriately and depending on the youth population being served.


**Keywords:** homework, stress, mood disturbance, gender, Australian high school students

This study sampled 369 Australian adolescents and found that female students score significantly higher than male students on measures of hours of homework, stress, and mood disturbance. Researchers examined the relationship between hours of homework, stress, and mood disturbance in senior high school students by recruiting 141 boys and 228 girls from high schools across Victoria, Australia. Participants' ages ranged from 16 to 18 years (M = 16.6, SD = .6). Students were asked to complete a one-week homework diary, a self-report stress scale, and the Profile of Mood States. Analysis showed that the number of hours spent completing homework ranged from 10 to 65 hours per week (M = 37.0, SD = 12.2). Again, independent samples / test analyses showed significant sex differences, with female students scoring higher on hours of homework, stress, and mood disturbance compared to male students. Pearson product-moment correlations were significant and positive for hours of homework with stress and for hours of homework with mood disturbance. This analysis has important implications for how amounts of homework can be related to negative emotions and behaviors. There also are interesting implications for how responses to homework amounts can vary according to gender.

**Keywords:** academic pressure, academic dishonesty, high-achieving high school students

In-depth interviews were conducted with a sample of thirty-two high school students enrolled in advanced placement and international baccalaureate programs about the pressures to succeed in school and academically dishonest practices. The primary focus of the study was concerned with the multiple pressures to achieve from parents, peers, and teachers and self-created pressures. The results showed that the vast majority of the respondents cited the above-stated pressures as causing them to utilize academically deceitful means in order to remain in these very competitive elite scholastic programs. It was further found that the student subculture played a large role in the continued use of cheating and that fear of group exclusion prevented noncheating students from informing on their peers.


**Keywords:** adolescent health, sleep benefits, school start times

This paper discusses the significant benefits that resulted from a later start time policy implemented in seven high schools in the Minneapolis Unified School District. Schools changed the start time from 7:15 am to 8:40 am in 1997 because of medical research conducted in the 1990s that reported a difference in adolescent sleep and wake patterns from those of preadolescents and adults. The significant benefits discussed in this paper included an increase in continuous enrollment and attendance rates, and a decrease in falling asleep in class and student-reported depression. This longitudinal study used a mixture of qualitative and quantitative methods, including data on 50,962 students from the school district, surveys completed by students, focus groups with students, and interviews with teachers and administrators. Though feelings of depression and students sleeping in class are based on reports of students and teachers, these results are still important indicators of the perceived benefits of later start times, as well as the statistical increases that result in attendance and continuous enrollment. This study also highlights the important relationship between sleep, school schedule demands, and adolescent emotional health.

**Keywords:** test anxiety, test performance

This paper serves mainly as a literature review that demonstrates the increasing prevalence of test anxiety, and how that anxiety is associated with test performance. Literature shows that test anxiety is increasing, likely in part due to increased testing and the increased emphasis placed on tests in schools. Another finding from the literature surveyed was that test anxiety does tend to be negatively correlated with test performance. Though this paper doesn’t offer up any new findings, it does serve to show the increase in research that is studying and finding negative effects of testing on school children.

**Keywords:** high school students, stress, coping

Findings from a survey of 333 tenth and eleventh grade Los Angeles students indicate that students report above average levels (according to norms on the State Trait Anxiety Inventory) of stress, and the sources of stress most frequently reported were concerns regarding one’s future goals, followed by school-related items (tests, homework, etc). The researchers employed the survey to determine the degree of stress experienced, the stressors encountered most frequently, and the frequency with which specific coping strategies were employed along with their perceived effectiveness for the high school students. Not only did all respondents in the sample score above the norms for their age on the State Trait Anxiety Inventory, but up to one third of the sample reported high levels of daily stress. No gender differences were found in degree of stress or most frequent stressors. White students reported experiencing personal and school-related stressors more often than African American or Latino students. Latino students experienced family stressors more often than their cohorts in other ethnic groups. The frequency with which coping strategies were employed was low, with no ethnic differences and females employing adaptive coping strategies more often than males. Gender and ethnic differences were found with respect to specific adaptive coping strategies. Comparisons with regard to stressors and coping strategies were also made between students reporting high levels of stress and those reporting moderate to low levels of stress. The implications of this study are not only that school-related factors are an important source of stress for adolescents, but also that some adolescents experience high levels of stress frequently, and thus intervention programs in schools should not target the norm, but specific youth that are more at-risk. Some limitations with the sample necessitate further studies to show what adolescent populations feel higher levels of stress and therefore would benefit most from intervention programs.


**Keywords:** Hong Kong adolescents, academic achievement, personal concerns

This study surveyed 2,103 secondary school students (Year 1 to Year 3) in Hong Kong and found that academic achievement is the most pressing concern among students, and Hong Kong students tend to blame themselves for academic difficulties more so than they blame other people/factors. The survey examined personal concerns and causes of difficulties perceived by these students. Results demonstrated that adolescent perceived concerns and causes are multidimensional. However, academic achievement was perceived as the most pressing concern, more pressing than problems at home and maladjusted behavior. Students tended to attribute their difficulties more to personal deficiencies and less to family factors. The results from this study showed significant gender, age, and school banding effects (banding is streaming students into different schools based on their abilities). Thus, when addressing developmental needs of
adolescents, it is also important to address academic needs, as academic achievement is the most pressing concern of these adolescents in Hong Kong.


**Keywords:** depression, time use, international comparison

This study was a cross-cultural examination of whether higher rates of clinical depression found in Korean adolescents over American adolescents can be related to time spent on schoolwork and homework used to prepare for the Korean high-stakes college entrance exam. 56 Korean and 62 American high school seniors provided time-sampling data regarding amount of time spent on activities and affect states during those activities. Results show that Korean students spend more time on homework than their American counterparts, and generally report more negative attitudes felt during this activity than their American counterparts. When combining data gathered on both American and Korean students, results demonstrate that spending less time on active leisure activities and having more negative affect states during schoolwork, socializing, and passive leisure activities is related to higher depression. Though this has interesting implications for the relationship between time spent on school related activities and depression, one must keep in mind the different cultural contexts of Korea and the United States before making any generalizations.
1999


**Keywords:** adolescent sleep patterns

This article discusses research that has been conducted on sleep patterns for adolescents, and how these patterns can be disrupted by certain societal demands of adolescents. This paper reviews various studies that have been conducted regarding adolescents and sleep, and studies indicate that adolescent sleep patterns change developmentally, and this change is consistent in North America and other industrialized countries and continents. During adolescence, adolescent bedtime and rising time both occur later. This biological pattern can conflict with the time that students need to wake up for school, resulting in a reduction of sleep during the week for adolescents, as well as a larger discrepancy between amounts of sleep on weeknights versus weekends. The conflict between early school start times and adolescent sleep patterns can result in sleep deprivation, which has been related to memory lapses, attention deficits, depressed mood, and slow reaction times. The article concludes that school districts should consider having later start times in order to be more aligned with biological sleep patterns of adolescents, to ensure that students are learning under optimal conditions.


**Keywords:** academic competence, anxiety, children, depression

This study examined the relationship between children’s (third grade through eighth grade) over- and underestimation of their academic competence and levels of depression and anxiety. From the 807 students in the study, findings indicated that there are gender differences; female students tend to underestimate their academic competence, whereas male students tend to overestimate. The study measured students’ reported levels of academic competence, as well as their levels of depression and anxiety. The students were assessed on these measures twice a year for three consecutive years. Additionally, teachers were to report on their perceptions of their students’ behavior twice a year. The gender discrepancies regarding estimation of academic competence increased from fourth or fifth grade through eighth grade. Self-reported depression and anxiety tended to predict increasing underestimation of academic competence for students (though this is a weak relationship if the variables are reversed). Though this study is limited in the fact that it relies on self-reported measures from students, and potentially biased reports of the students from their teachers, the study still has interesting implications regarding how depression and anxiety may decrease a student’s belief in his/her academic abilities, which tends to be related with lower academic achievement.

Keywords: achievement goals, middle school student well-being

This study examines the relationship between types of goals in a school environment, and the association of those goals with students’ psychological well-being. The researchers rely upon “goal theory” and differentiate between task goals and ego goals. Task goals are goals surrounding mastery or learning of a concept. Ego goals are more related to ability and performance. Based on findings garnered from the surveys that 168 6th grade middle school students completed, task goals and perception of the school as emphasizing task goals were related to positive psychological well-being. Conversely, ego goals and perceiving the school as emphasizing ego goals were related to negative psychological well-being. This pattern was found for both African American and Euro-American students. However, researchers employed a path analyses, which pointed to possible different processes as operating for the African Americans and the Euro-Americans in the sample. Though this study relies on a relatively small sample, there are telling implications about the association between types of goals, and student well-being. Thus, not only have task goals been related to student achievement and engagement, this study now associates task goals as being positively related to student well-being.


Keywords: substance use, school environment, suburban and inner-city youth

This study had a sample of 488 10th grade adolescents and found that suburban youth report significantly higher levels of substance use than inner-city youth, and this is more strongly linked to suburban youth’s perceived maladjustment indices. Objectives in this research were to examine contextual differences in correlates of substance use among high school students. The focus was on two broad categories of adjustment indices: personal psychopathology (internalizing and externalizing problems) and behaviors reflecting social competence (academic achievement, teacher-rated classroom behaviors, and peer acceptance or rejection). Associations between drug use and each of these constructs were examined in two sociodemographically disparate groups: teens from affluent, suburban families (n = 264), and low socioeconomic status adolescents from inner-city settings (n = 224). Results indicate that substance use is more problematic for youth that are typically considered low-risk, and this can be associated with perceived pressure to succeed. Researchers found that comparable negative associations involving grades and teacher-rated behaviors were found in both groups, and among suburban males only, substance use showed robust positive associations with acceptance by peers. Though this study is limited in that it relies on cross-sectional data and self-reported substance use, it is still important in illuminating negative substance behaviors in a suburban youth population (as compared to inner-city youth), and exploring how those behaviors are related to various contextual factors.

Keywords: Norwegian adolescents, school-induced stress, psychosomatic symptoms

This study collected and analyzed questionnaires completed by 862 Norwegian adolescents, ages 13-15, to find a relationship between increasing school distress and increased risk of psychosomatic symptoms (such as headache, stomachache, backache, etc). Associations between psychosomatic symptoms and school-induced stress, and personal and social resources were analyzed for these adolescents, who were participating in the WHO project, “HealthPromoting Schools.” Stress related factors were represented by the average of scores of 3-12 items. Both in combined and separate analyses of each psychosomatic symptom, increasing school distress, the most direct measure of stress experience, was associated with increased risk. A similar relationship was found with school alienation, though not significant for all symptoms. Findings demonstrated that social support from the teacher decreased the risk among girls, whereas social support from other pupils reduced the risk among both genders, but especially among boys. No consistent associations were seen between psychosomatic complaints and general or school-related self-efficacy or decision control. In some analyses, however, these factors seemed to modify the association with school distress or school alienation. Though this study relies on self-reported information from the participants, the results have important implications regarding how stressful school environments are related to adolescent health, and how facilitating supportive relationships between students and teachers, as well as between peers, can help decrease the risk of psychosomatic symptoms.

**Keywords:** homework, student attitudes, student achievement

This study relied on a voluntary sample of students (n=709), parents, and teachers (n=82) who completed a questionnaire concerning amount of homework assigned by teachers, portion of assignments completed by students, and attitudes about homework. Student achievement measures were also collected. Weak relations were found between the amount of homework that teachers assign and student achievement. However, positive relations were found between the amount of homework students completed and achievement, especially at upper grades (6-12). At lower grades (2 and 4), teacher-assigned homework was related to negative student attitudes. At upper grades, teachers with more positive attitudes toward homework and those whose students performed more poorly on standardized tests reported assigning more homework. A path analysis for lower grades indicated that class grades were predicted only by standardized test scores and the proportion of homework completed by students. At upper grades, class grade predictors also included parent, teacher, and student attitudes. This study draws an important distinction between homework assigned and homework completed, the latter proving to be a more important predictor of student achievement. Though this study relies on a voluntary sample, and the data is all based self-report questionnaires, there are some important implications. These implications are that homework can be useful for students when it is completed, and when the amount and content of homework is developmentally appropriate.


**Keywords:** adolescents, depression

This study uses a nationally representative sample of 1,769 adolescents and young adults to examine the prevalence, comorbidities (meaning the simultaneous presence of two chronic diseases), and cohort effects of DSM-III-R major depression (MD) and minor depression (mD). The participants completed the National Comorbidity Survey, and the findings indicate that lifetime prevalence of MD and mD are 15.3% and 9.9% respectively, whereas 30-day prevalence are 5.8% and 2.1% respectively. Most cases reported recurrent episodes for both types of depression, and significant levels of impairment, including attempted suicide. Additionally, the majority of lifetime cases reported comorbidity, or another chronic disease that was happening simultaneously, with depression usually occurring after the other chronic disease. Results also showed that the number of disorders, more so than the type of disorders, was more important when predicting subsequent depression. Cohort effects were found for depression, meaning that depression was more or less prevalent in general for a given age group. Results of this study are useful when understanding the state of adolescent mental health, so that the need for mental
health services can be accurately assessed and subsequently provided.


**Keywords:** student perceptions, middle school environment, academic and psychological adjustment

This is a longitudinal study of 1,046 adolescents in 23 middle schools that examined relations between adolescents' perceptions of their middle school learning environment during 8th grade (school goal structures, autonomy provisions, positive teacher regard) and changes in their academic motivation, achievement, and psychological adjustment from 7th to 8th grade. Student perceptions of an emphasis on competition and differential treatment by ability in middle school (school ability goal structure) were related to diminished academic values, feelings of self-esteem, and academic achievement; and increases in school truancy, anger, and depressive symptoms over time. The researchers used hierarchical regression analyses, which showed that adolescents' school perceptions significantly predicted their academic and psychological adjustment at the end of 8th grade, after controlling for their demographic characteristics, prior academic ability, and prior adjustment assessed at the beginning of 7th grade. Student perceptions of positive teacher regard and an emphasis on individual effort and improvement in school (school task goal structure) were associated with increases in academic values, feelings of academic competence, and academic achievement; and decreases in depressive symptoms from 7th to 8th grade. Perceived teacher regard also predicted diminished anger and school truancy and increases in self-esteem over time. The developmental significance of adolescents' perceptions of middle school for multiple aspects of their adjustment is discussed. This study is useful in understanding the important relationship between student perceptions of a school environment, academic achievement, behavior, and emotions.


**Keywords:** student motivation, achievement, and emotional functioning, middle school perceptions

“Adopting a motivational perspective on adolescent development, these two companion studies examined the longitudinal relations between early adolescents' school motivation (competence beliefs and values), achievement, emotional functioning (depressive symptoms and anger), and middle school perceptions using both variable- and person-centered analytic techniques. Data were collected from 1041 adolescents and their parents at the beginning of seventh and the end of eight grade in middle school. Controlling for demographic factors, regression analyses in Study 1 showed reciprocal relations between school motivation and positive emotional functioning over time. Furthermore, adolescents' perceptions of the middle school learning environment (support for competence and autonomy, quality of relationships with teachers) predicted their eighth grade motivation, achievement, and emotional functioning after accounting for demographic and prior adjustment measures. Cluster analyses in Study 2 revealed several
different patterns of school functioning and emotional functioning during seventh grade that were stable over 2 years and that were predictably related to adolescents' reports of their middle school environment. Discussion focuses on the developmental significance of schooling for multiple adjustment outcomes during adolescence.”

**Keywords:** exams, exam-induced anxiety, Australian students

This study employed a random sample of 445 students in their last two years of secondary schooling and examined the different factors that contribute to examination-induced distress. Findings show that particular groups of students are more vulnerable to distress surrounding examinations. The most significant contribution to distress associated with the examination (which was the Higher School Certificate examination in New South Wales, Australia) was made by the personality trait, anxiety proneness. Lower socio-economic status, self-confidence, academic and verbal self-concepts and perceived ability to cope were also found, to a lesser extent, to be associated with increased distress. The interactions sex with ethnic background and year with ethnic background were also interesting, because students who were male and had an English speaking background, and students in year 11 who had an English speaking background were least likely to experience distress than others in the context of the examination. This study sampled approximately equal numbers of males and females from a diverse range of ethnic backgrounds. The analysis was carried out using principal components analysis and multiple regression. Though the results of this study must be treated with caution and are not causal, it can be inferred that certain groups of students are more vulnerable to examination-induced anxiety than other groups of students. This should be kept in mind for future policies and further research.


**Keywords:** middle school stress, social supports, student academic self-concept, depression, and liking of school

This study examined middle school stress, social supports, and adjustment of 482 sixth, seventh, and eighth-grade adolescents and found that higher academic stress and less emotional support from the family were related to lower academic self-concept. Additionally, higher peer stress and less companionship support from peers were associated with lower social self-concept. Multiple regression analyses were used to relate differing types of stress and social support to students' self-concept, feelings of depression, and liking of school. The effects of adolescent characteristics (gender, grade level, grade point average, and education placement status) also were assessed. In addition to the findings cited above, researchers also found that emotional support from the family moderated the influence of peer stress on feelings of depression. Problem-solving support from adults outside the family moderated the effects of teacher/rules stress on adolescents' liking of school. Thus, this study is important in its examination of the multiple types of stresses and supports in an adolescent’s life, and how those variables can increase or moderate feelings of low academic self-concept, depression, or dislike of school.
Future research could use longitudinal data and a more diverse sample population in order to add to this study’s findings.

**Keywords:** goals, feelings of belonging in school, perceptions of school environment, school-related beliefs and affect and achievement, 8th graders

This study employed sequential regression analyses on data collected from a sample of 296 8th-grade middle school students to examine how students’ perception of a supportive and caring middle school environment positively relates to student adaptation, cognition, affect, and behavior. The authors examined the role of personal achievement goals and feelings of school belonging in mediating the relation between perceptions of the school psychological environment and school-related beliefs, affect, and achievement. Sequential regression analyses indicated that perceiving a task goal structure in middle school was positively related to academic self-efficacy and that this relation was mediated through personal task goals. Perceiving an ability goal structure was related to academic self-consciousness and this relation was mediated through personal relative ability goals. Perceiving positive teacher-student relationships predicted positive school-related affect and this relation was mediated through feelings of school belonging. Feelings of academic efficacy and school belonging in turn were positively related to final-semester academic grades. Though this study is correlational in nature and one cannot infer anything causal about the variables under examination, these results still have interesting implications regarding the relationship between school environment and student perceptions, feelings, and behaviors.

**Keywords:** adolescents, stress, self-concept

This study examines the relationship between stress and self-concept in 1482 10 to 15 year olds and confirmed previous research stating an inverse relationship between stress and self-concept. Researchers used a focus group methodology, and from there a questionnaire, to analyze levels of stress, self-concept, and mental and physical health among young adults. Analyses also indicate that females experience more stress than males, and that self concept is the strongest predictor of young adults experiencing stress, as well as its negative effects. Though there are inherent limitations in using focus groups, and though some of the daily hassles young adults experience could confound the relationship between larger stressful events and self concept, this study still has important implications. The main implication is the confirmation that higher stress levels tend to correspond with lower self-concept, and vice versa.


**Keywords:** stressful school events, youth depression

This study sampled 439 children in grades 5 and 6 to test the cognitive diathesis-stress model of depression. Findings show that stressful school events are associated with depression in youth, especially when a student tends to negatively interpret events. It has been postulated by previous studies that negative cognition, or the way that one processes or interprets something, can interact with negative life events and contribute to the onset and maintenance of depression. In this study, researchers assessed depressive symptoms 1 week before a potentially stressful event (receiving unacceptable grades on a report card), the morning after the event, and 5 days later. The results replicated and confirmed a 1987 study, showing that stressor level and negative cognition predict depressive symptoms the morning after the stressful event. This study controlled for initial symptom levels to ensure that the depression was not linked to previous events. Students who reported negative cognition, or negative explanatory style and lack of academic control, expressed more distress after receiving unacceptable grades than the students without negative cognitions. Though this study was somewhat limited in that depression and reaction of parents were self-reported instead of externally observed, this study has important implications for how stressful school events can cause depression in youth, especially when youth have a tendency to negatively interpret/perceive events.

**Keywords:** school transition, adolescent self-system, school and peer context

(couldn’t access this article, below was abstract online)

“This study examined the effects of school transition (*n* = 580) during early adolescence on the self-system and perceived school and peer social contexts of poor, black (*n* = 161), white (*n* = 146), and Latino (*n* = 273) youth in the public school systems of 3 eastern urban cities. The results revealed negative effects of the school transition on the affective and behavioral domains of the self-system. These declines in self-esteem, class preparation, and grade-point average (GPA) were common across race/ethnicity and gender. Concurrently, the school transition was perceived to be associated with changes in the school and peer contexts. Daily hassles with the school increased, while social support and extracurricular involvement decreased over the transition. Daily hassles with peers decreased, and peer values were perceived as more antisocial. These changes in the school and peer microsystems were also common across race/ethnicity and gender. In addition, transition-associated school and peer changes and, in particular, changes in daily hassles with the school were associated with changes in the academic dimensions of the self-system, that is, academic efficacy expectations, class preparation, and GPA. The results are discussed within a developmental mismatch framework.”

Keywords: junior high school environment, adolescent motivation and self-perception

This article reviews multiple studies to advance the hypothesis that some of the negative psychological changes associated with adolescent development and the “storm and stress” period result from a mismatch between the needs of developing adolescents and the opportunities they have in their school and family environments. One of the studies reviewed in this article was a large-scale, two-year, four-wave longitudinal study of the impact of changes in the school and classroom environments on early adolescents' achievement-related beliefs, motives, values, and behaviors (The Michigan Study of Adolescent Life Transitions [MSALT]). The sample was drawn from 12 school districts located in middle-income communities in southeastern Michigan. Approximately 1,500 early adolescents participated at all four waves of the study, moving from the sixth grade in an elementary school into the seventh grade in a junior high school.

Findings from this study, and others explored in the article, demonstrate that this mismatch develops in the school environment and can be associated with negative age-related changes in adolescent motivation and self-perception. These studies show that the declines often reported in studies of early adolescents' motivational orientation are not inevitable. Instead, these declines are associated with specific types of changes in the nature of the classroom environment experienced by many early adolescents as they make the junior high school transition. The studies also show that a transition into more facilitative classrooms can induce positive changes in early adolescents' motivation and self-perceptions. The researchers argue that optimal development takes place when there is good stage-environment fit between the needs of developing individuals and the opportunities afforded them by their social environments. They provided evidence of the negative effects of the decrease in personal and positive relationships with teachers after the transition to junior high school and argued that this decline is especially problematic during early adolescence when children are in special need of close relationships with adults outside of their homes. Also, the researchers documented an increase in ability grouping, comparative and public evaluation, and whole-class task organization at a time when young adolescents have a heightened concern about their status in relation to their peers. The authors described studies that suggest that the first year of junior high school is characterized by a decrease in the emphasis on higher level thinking skills at a time when cognitive development would suggest the need for more complex academic tasks.

Therefore, the studies reviewed in this article demonstrate how a developmentally inappropriate scholastic environment can be linked to negative consequences for early adolescent school motivation and self-concept.

Keywords: middle school environments, student motivation

In this paper, the authors discuss the decline in early adolescents' academic motivation after the transition to middle grade schools and review work on how school and classroom environments in traditional middle grade schools could be responsible for these declines. The authors summarize results from a longitudinal study that examines the influence of school and classroom environments on student motivation, finding that middle grade school math teachers tend to control students more, provide fewer opportunities for student decision-making, and feel less efficacious than elementary school teachers. Ability grouping between classrooms also tends to increase in middle school versus elementary school. Many of these changes are related to declines observed in student motivation in middle school, which is why the authors suggest that there is often a mismatch between characteristics of the classroom environment in traditional middle grade schools and early adolescents' developmental level. This paper highlights environmental factors that relate to student motivation, such as teacher discipline and control practices, teacher-student relations, opportunities for student decision making, teachers' sense of efficacy, and between-classroom ability grouping. Though the study presented in this paper has its limitations, future research is needed to demonstrate the potential negative impact of traditional middle school environments on student motivation.


Keywords: student stressors and coping, stress measurement, stress-intervention programs

This article reviews the nature, sources, symptoms, and treatments of stress in children and youth grades 1-12, with particular attention being directed to the school setting. The review of the relevant literature demonstrates that there is a paucity of research on stress in children as compared to research on stress in adults. The reviewers present a model for understanding stress, which is the inequality between perceived demands and perceived resources. Student stressors are identified in the family and school environments. Coping with these stressors is conceptualized as problem-focused, emotion-focused, or appraisal-focused strategies that make use of personal, social, and cognitive resources. The authors then identify physical, emotional, and behavioral symptoms of ineffectual coping efforts, such as problems with physical and mental health and relationships. After gender differences in stressors and coping are noted, such as boys being more stressed about failing grades and work, and girls being more stressed about appearances and more able to employ coping strategies, instruments measuring stressors, coping strategies, and coping resources in children and youth are reviewed. Finally, representative intervention programs developed for school-aged youth, such as relaxation training or developing social skills, are described and evidence of their efficacy is presented. This article is a useful review of what family and school factors have been identified as being sources of stress and means for coping in youth. The article concludes that more research needs to be conducted specifically on stress and children, as opposed to stress and adults.

**Keywords:** homework-induced stress, somatic symptoms, youth depression and anxiety

This study’s aim was to determine whether stressors related to homework predict somatic symptoms (such as stomachache, headache, breathing problems, appetite loss, and faintness) and other symptoms of depression and anxiety in children. A survey was distributed to 1,983 primary three to six students in Hong Kong and findings show that the amount, content, and pressures surrounding academic workload predict more somatic, anxiety, and depression symptoms among students. These students reported the time they needed to finish homework each day, the stressors they experienced during homework time, and whether/what kind of somatic, depression, and anxiety symptoms manifested. Results demonstrated that workload was heavy, and this heavy workload, the content of the work, and the social pressures surrounding homework all predict more somatic, anxiety, and depression symptoms among the students. For the somatic symptoms, feelings of exhaustion were the greatest contribution to variance in the data. For the depression symptoms, the most significant factor was receiving a poor homework grade. Anticipation of negative reactions from peers, parents, or teachers regarding homework performance generated greater anxiety in the children survey. The implications of this study demonstrate that children’s feelings toward homework content, amount, and pressures predict greater physical and psychological maladies.


**Keywords:** school transition, student self-concept, motivation, anxiety, school-related affect

These researchers conducted two studies to examine the effects of changing educational environments on a total of 801 middle school children's academic self-concepts and motivation. Overall, the findings of the factor analyses suggest that changing emphases in the educational environment, of which children seem to be well aware, have complicated academic outcomes, depending on the individual resources children bring with them into the school environment. In the first study, the researchers examined the effects of transitions to a new grade or a new school on children's perceptions of their scholastic competence, their motivational orientation, and their anxiety and general affect about school performance. Four groups of children were examined longitudinally as they made the transition to a new grade, some changing schools and some remaining in the same school: (a) fifth to sixth grade, same school; (b) fifth to sixth grade, new school; (c) sixth to seventh grade, same school; and (d) sixth to seventh grade, new school. As was predicted, the researchers found changes in perceived competence across the transition to be related to changes in motivation and to school-related affect and anxiety after the transition. In the second study, they examined whether the hypothesized grade-related changes in the educational environment were actually experienced by children. The large majority of middle school students in the sample did report an increasing emphasis on grades, competition, and
performance evaluation with each new grade, fostering greater focus on their own competence. These children reported relatively more extrinsic motivational orientation and higher levels of scholastic anxiety and viewed academic success as more important than did their peers, who rated the environment to be less performance focused. Children's affective reactions to their academic performance were also related to both their perceptions of competence and their motivational orientations. These two studies are an important foundation for future studies that will examine the role of increased social comparison on student motivation orientation and perceptions of self-efficacy and academic performance.
This study was designed to explore differences in the frequency of stress behaviors exhibited by children (n = 37) in developmentally appropriate (n = 20) and developmentally inappropriate (n = 17) kindergarten classrooms. Results show that children in the developmentally inappropriate classroom exhibited significantly more stress behaviors than children in the appropriate classroom. Researchers sampled 37 kindergarten students and used three instruments for data collection; a teacher questionnaire to identify teachers using the most or least appropriate practices, another checklist used to validate responses of teacher practices reported in the questionnaire, and an observational measure used to identify children’s behaviors that commonly imply stress. In looking at stress within various activity types, higher frequencies of stress behaviors were found during whole group and workbook/worksheet activities for children in the inappropriate classroom, whereas those in the appropriate classroom had higher levels of stress during center and transition activities. Differences were also found between the two classrooms in amount of time spent in various activities. More center, group story, and transition activities were found in the appropriate classroom, whereas there were more whole group and workbook/worksheet activities in the inappropriate classroom. Marginal gender differences were also noted, with males exhibiting more over-all stress behaviors than females. Though this study has many limitations, including but not limited to a small sample size, there is still interesting evidence that implies students in developmentally appropriate school environments exhibit fewer behaviors implying stress.

**Keywords:** middle school environments, middle school students

(COULDN’T ACCESS ARTICLE, THIS IS THE ABSTRACT.)

“Middle grade schools are potentially society's most powerful force to recapture millions of youth adrift and to help every young person thrive during early adolescence. However, all too often a volatile mismatch exists between the organization and curriculum of middle grade schools and the intellectual and emotional needs of young adolescents. Recommendations to improve the educational experiences of all middle grade students include creating small communities for learning; teaching a core academic program; empowering teachers and administrators to make decisions about the experiences of their students; and improving academic performance through fostering the health and fitness of students. Also recommended were staffing middle grade schools with teachers who are expert at teaching young adolescents, reengaging families in the education of young adolescents, and connecting schools with communities.”


**Keywords:** stress, coping, elementary school students

(COULDN’T ACCESS ARTICLE, THIS IS ONLINE ABSTRACT)

“Findings from a study based on interviews with 141 first-grade, third-grade, and kindergarten students indicate that the primary stressors perceived by these students are school work and peer relationships. The coping strategies most often mentioned by these children were social support and acceptance, direct action, and distraction.”


**Keywords:** school environments, student stress

(ABSTRACT NOT A RESEARCH-BASED ARTICLE, MORE LIKE LIT REVIEW)

“An analysis of factors leading schools to be a significant source of stress to children is presented. Debilitating school stress is seen as linked to forces, including some in prominent movements for school “reform,” that push schools to overemphasize academic acceleration, competition, evaluation, and test-based accountability. The paradoxical effects of these forces are to impede acquisition of academic skills and minimize opportunities for children to develop crucial competencies needed for citizenship, responsible adulthood, parenthood, and management of the complex world of work. Recommendations based on developmental and empirical considerations are presented to reduce the debilitating stress in our schools. The tenacious leadership and coordinated, sustained planning required to enact some of these
recommendations is noted and encouraged.”


**Keywords:** homework, class work, student subjective experience

This study found that students' subjective experience while doing homework was more negative than doing class work, especially when doing homework alone. Researchers used the Experience Sampling Method to investigate the amount of time young adolescents spent doing class-work and homework, as well as their inner subjective experience while doing so. Results revealed that students spent 15.5 hours per week engaged in schoolwork and 6 hours per week doing homework, with increased homework time associated with better academic achievement. In addition, students primarily completed homework alone or in classes, as opposed to doing homework with parents. Implications of these findings are that negative feelings may be associated with homework for students, and doing work with peers may help to counter some of those negative feelings.

**Keywords:** test anxiety, academic performance, student self-esteem

This study was a meta-analysis of 562 studies examining the nature, effects, and treatment of academic test anxiety. Findings show that test anxiety (TA) is related to poor performance. Additionally, test anxiety is inversely related to students’ self-esteem and directly related to students’ fears of negative evaluation, defensiveness, and other forms of anxiety. Some potential reasons for differential test anxiety relate to student ability, gender and school grade level. Finally, results from this meta-analysis show that numerous treatments are effective in reducing test anxiety (such as helping students to become test-wise). Contrary to prior perceptions regarding TA, results from this analysis demonstrate that improved test performance and grade point average (GPA) consistently accompany TA reduction. Some of the methods employed in this meta-analysis are as follows: effect sizes were computed through the method invented by Glass (Glass, McGaw, & Smith, 1981). Correlations and effect-size groups were tested for consistency and significance with inferential statistics by Hedges and Olkin (1985). This study draws important implications regarding how test anxiety can both hinder academic performance and student self-esteem.

**Keywords:** student stress and burnout, gifted students

This study used a “one shot” survey design on a sample of 121 preadolescent and early adolescent gifted students to examine classroom stress and burnout. Findings show that the student's age, sex, birth order, IQ, and achievement level bore little relationship to either stress or burnout. Poor self-esteem, externalized loci of control, high levels of state and trait anxiety, poor school life quality, and tedium were significant predictors of classroom stress. These, plus classroom stress, also predicted classroom burnout. Low self-esteem levels, poor behavioral/academic self-esteem, creative personality typology, and state anxiety predicted preadolescent stress, while poor self esteem, state and trait anxiety, and poor school life quality predicted early adolescent stress. An externalized locus of control, trait anxiety, poor school life quality, and student stress predicted preadolescent burnout, while poor self esteem, poor school life quality, classroom tedium, and student stress predicted early adolescent burnout. The researchers assessed stress and burnout in combination with seven background, five personal, three general anxiety and stress, and two organizational variables. In conclusion, a student’s background has little to no relation with stress and burnout levels, preadolescents and adolescents have the same number of sources of stress, but the type sources of stress may change from preadolescence to adolescence for gifted students. Further research must be done to determine other important predictors of stress and burnout for this population of students.

**Keywords:** middle school transition, sources of stress and support, perceptions of school

(COULD ONLY ACCESS ABSTRACT)

“Evidence was reviewed suggesting that children entering middle school are undergoing a life transition with considerable stress-inducing and pathogenic qualities. Middle school administrators and children entering middle school were surveyed about stressors encountered, perceptions of school, and sources of support during the transition. The data illuminated a distinct set of stressors and prototypical patterns of linkage and the impact of these stressors. A possible mismatch in administrators and children's views of sources of support was seen as especially significant. Implications for clinical and preventive research and intervention, particularly around substance abuse, were discussed.”

**Keywords:** academic stress, student anxiety and depression, living situation, gifted students

The primary goal of this study was to understand the relationship between living situation (living alone or with a roommate) and anxiety and depression for high-ability, high-achieving students. Findings show that stressors relating to the school environment, academic expectations, and workload were found to be potential contributors to heightened depression. The study had various hypotheses, including the prediction that increased anxiety and depression levels would be found for those students that lived alone, because they were lacking peer support. The participants included sixty twelve-grade students who attended a competitive public school. Thirty of these students lived alone, and thirty had chosen to live with roommates. Measures were taken to limit environmental effects, and three instruments were used to gather three separate tests over a five month period. These instruments included The Depression Adjective Check Lists, the IPAT Anxiety Scale, and the Mooney Problem Check List. The data was gathered before school started, in the middle of the semester, and just before final examinations. Results showed that depression was significantly higher mid-semester versus beginning of the semester, except for females with roommates. Males with roommates and females without roommates reported significantly higher levels of depression during the final exam period. Stressors relating to the school environment, academic expectations, and workload were found to be potential contributors to this heightened depression. Other findings were that only women in single rooms had increased levels of academic stress as the semester progressed (though this may have been due to environmental factors). In sum, this population demonstrated a link between academic stress and depression. This finding, as well as other finding pertaining to living situations, imply that there needs to be increased social interaction in residential living schools to help students cope and gain peer support in a high-stress environment.

**Keywords:** stress, college applications, student, parent, and school characteristics

This study examined the relationship between student, parent, and school characteristics and the stress of college applications. Data from 254 high school students in an affluent private high school revealed that student and parent characteristics influence the experience of stress during college applications. Students with lower socioeconomic status, higher seniority in the school, or whose parents were most heavily involved in school affairs demonstrated the greatest blood pressure increases. The researchers employed two studies, the first was to assess cardiovascular changes caused by the SAT among eleventh grade students, and the second study involved interviewing students (grades nine through twelve) to elicit cardiovascular responses to the stress of college applications. Though the results of this study cannot be generalized to other types of school environments, there are important implications regarding the influence that student/parent characteristics and school environments have on stress levels surrounding the college application process.

**Keywords:** test anxiety, general anxiety, international comparison

This study demonstrates that the link between examinations and anxiety are longstanding. The researchers involved in this study attempted to validate a measure of anxiety, which had been used in their previous studies. The researchers were able to see if correlates of test anxiety were similar across two different cultures, as well as examine the effects that a school examination has on test anxiety. English children must take the “eleven plus” examinations, which determine their educational future and (at that time) had no counterpart in American culture. After distributing the Test Anxiety Scale and the General Anxiety Scale to equivalent groups of English and American children, results confirmed the hypotheses of the study. English children had higher test anxiety scores than American children, because of the greater importance of their school exams. The children in both countries had similar scores for general anxiety. As school grade increased, the importance of test examinations increased as well. Finally, girls had higher scores on both types of anxiety than boys in both countries, which researchers attributed to more social acceptability of girls to express fear and distress. Again, this study’s findings demonstrate that the link between examinations and anxiety are longstanding. The increasing importance of tests in both cultures could imply the increasing levels of anxiety in children.