

SCIENCE FAIR PROJECT

TOPIC: How Psychology Affects a Student's Performance and behaviour at school?

LONG PRESENTATION LINK:

https://drive.google.com/file/d/1Sk5f2Gf1zP-euFNW6JLb9Z77E72_mW9/view?usp=sharing

SHORT PRESENTATION LINK:

<https://prezi.com/v/tt0eq2keouxf/>

<https://prezi.com/v/b7po63zyzrlp/>

PREZI LINK: <https://prezi.com/view/SaxPH2r463xqGoT6NYlt/>

LOGBOOK LINK:

<https://docs.google.com/spreadsheets/d/1B8u0Vka1fK3qc4o5SwsZDEhAPbiRV90mpiN9kqzb5Js/edit?usp=sharing>

By: Raima.D & Kashish M

EVOLUTION OF SCHOOLS: Raima

Sources : <https://www.preceden.com/timelines/331186-history-of-education>

- **First Known school: they invented 2000 BC** → Cuneiform mathematic textbooks, implying that there was a schooling they knew former schools to exist in China
- **0455-431 BC** → most Greek city states adopted a formal education system. Sparta trained children for effective military support while Athens focused on intellectual/aesthetic lessons
- **A50 BC-200 AD: roman schools** → Romans were influenced by Greek and many children, after learning to read and write, attended a school to study Latin, literature, history, math, music, and dialectics. These Latin schools are very similar to secondary schools in the 20th century.
- **400 - 1000: the dark ages** → since people were politically and religiously oppressed, formal education was not an option for most but certain people in the church and in wealthy families could receive education and make small advances.
- **1225 - 1274** → catholic priests taught most people and Thomas Aquinas changed the church's view on how commoners should learn and grow in knowledge.
- **1350 - 1700** → the renaissance caused people's thirst for more knowledge and spread through Europe, which led to the revival of the learning "humanism"
- **1630-1640** → first colonial college (Harvard) was established in 1636 and a few years later yale, Princeton, Dartmouth, and brown were established
- **1632-1704** → John Locke (philosopher) shared his views on the mind and how people learn influenced the educational system
- **1647** → the old deluder Satan act said that every town of 50+ families needs a schoolmaster who would teach the town's children to read and write and that all towns of at least 100

families need to have a Latin grammar school teacher who would prepare students to attend Harvard.

- 1751 → Benjamin Franklin founded the American Academy, an educational institution. Its curriculum was both classical and modern, which included lessons in history, geography, navigation, surveying, and languages.
- 1791 → states gained the right to control education
- 1801 → James Pillans invented the blackboard
- 1867 → Christopher Sholes invented the modern typewriter
- 1892 the National Education Association formed → to establish a standard secondary school curriculum
- 1926 → The Scholastic Aptitude Test (SAT) was first administered in 1926.
- 1959 → first computer used in school
- 1960 → First African American Child to Attend All White Elementary (ruby bridges)
- 1970 → first handheld calculator. This first calculator was originally concerned with teachers, as they feared it would undermine students' learning.
- 1998 → required institutions and states to produce report cards about teacher education performance.
- 2001 → law mandates high-stakes student testing, holds schools accountable for the students' achievement levels, and punishes schools that do not make adequate yearly progress toward meeting the goals of NCLB.
- 2009 → they launch Common Core State Standards Initiatives, which details what K-12 students should know at the end of the year.

TEACHING METHODS: Kashish

Grade 12:

- Favorite Teaching Style - Drawing diagrams and explaining as lessons are being taught.
 - grade 12 students feel that when teachers provide analogies and relatable examples during lessons, they grasp the concept better
- Least Favorite Teaching Style - self-study, assigning, reading
 - students pointed out that not everyone can understand the material by just reading it, instead they would prefer a class discussion

Grade 11:

- Favorite Teaching Style - interactive lessons
 - grade 11 students say they learn better when teachers provide engaging and challenging activities during class.
- Least Favorite Teaching Style - traditional lectures

- the attention span of a student is around 30 minutes, so when teacher lecture for 1 hour and 30 min, the information is not actually being learned by all students

Grade 10:

- Favorite Teaching Style - visual, interactive/hands-on, brief lectures followed with work time
 - grade 10 students appreciate when they are given a work block after brief lectures so they can practice what they just learned
- Least Favorite Teaching Style - self-learning/lazy, lectures, documentaries, teachers that are unsympathetic to personal problems
 - students don't benefit when teachers are not flexible with dates, especially when students are overloaded, this leads to the work they submit to not be to the best quality(doesn't properly reflect the students' understanding.

Grade 9:

- Favorite Teaching Style - lectures followed with discussion, simulations, power-points, hands-on
 - when given the opportunity to have a class discussion about the lecture that was given, grade 9 students feel they are more invested in their learning
- Least Favorite Teaching Style - learning through assignments without explanation, frequent tests
 - Students feel that when teachers give frequent tests, they don't have enough time to understand the material yet are forced to memorize information so that they don't get a mark that will drop their grade.

Grade 8:

- Favorite Teaching Style - hands on, some students enjoy lectures
 - students in Grade 8 appreciate well planned lectures, yet find more interest in hands-on projects where they can apply their learning in actual world situations
- Least Favorite Teaching Style - routine in methods of teaching, not adapting to students-
 - students struggle to learn when material is constantly being taught in the same way, because when they don't understand they need different explanations.

Grade 7:

- Favorite Teaching Style - hands-on learning majority, lectures minority
 - students in grade 7 have learned better when t
- Least Favorite Teaching Style is - teachers that are inflexible of pupils
 - students at that age just changed where school is a bit more rigorous, so it's hard for them to adapt when teachers are not willing to be flexible.

Grade 6:

- Favorite Teaching Style - hands-on and fun visual learning
 - Students in grade 6 are young and have short attention spans, so when at school they prefer to be given projects and have one-one lessons from time to time with the teacher. They tell us it helps them to remember the material and the projects allow them to understand the information relevance in the actual world.
- Least Favorite Teaching Style - when asked to read textbook material
 - Some students are amazing at reading and enjoy doing so, yet there are a handful of kids that get bored with reading and would rather do activities. From this I can acknowledge that at a young age it's important for the teacher to adapt to each kid's style of learning.

Grade 5:

- Favorite Teaching Style - when teachers are interactive and provide mind maps.
 - After surveying kids in grade 5, we learned that they really enjoy when the teacher tells stories relating to the material that is being taught. They feel as if they can strengthen links in their mind, so when time comes they can apply the knowledge.
 - Least Favorite Teaching Style - being given worksheets
 - Students at this age find worksheets boring and not effective. To create a more engaging space for students, it's better to incorporate challenges to get a competitive nature going is a good way to inspire learning. We can also start off lessons with stories, songs, and media that they can relate with.
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STUDYING HABITS : Kashish

Sources : <https://www.youtube.com/watch?v=IIU-zDU6aQ0>

Current Studying Misconceptions

Sources :

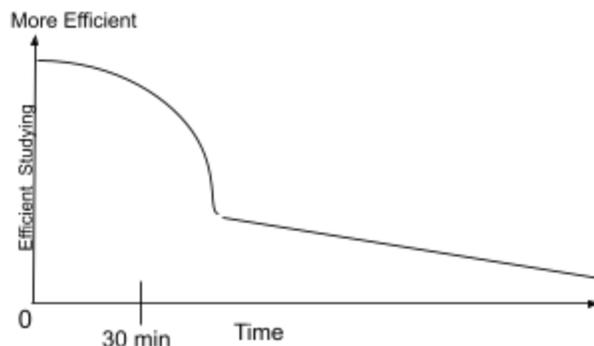
- <https://courses.lumenlearning.com/waymaker-collegesuccess/chapter/text-studying-myths-busted/>
- <https://www.oxbridgeacademy.edu.za/blog/10-myths-everyone-believes-about-studying/>
- “Studying longer means my work is more effective”
- “If i spend more time studying, I will get better grades”
- “I don't want to be an A -Grade student because they dont ever have any dun or free time”
- “I take better notes on a computer than i do by writing them down”
- “If I revise for exams too early, I'll just forget the work before I actually need to start studying”
- “Only talented people can study”
- “I only need one good method for studying”

- “Planning My Learning Is a waste of time”
- “If I memorize enough to pass the test. I've learned it!”
- “The best way to study is to keep reading your notes”
- “I can only study by cramming”
- “No matter what, I'm going to blank out when i start the exam”

Suggested Studying Habits

How long do you estimate the typical student can read material in their book or in their notes and effectively be learning what they are reading?

- An Experiment done by University of Michigan tells that the longest that a typical student studies completing focus is between 25-30 minutes.
- This is similar with class lectures as after listening to the teacher for 25 minutes it is proven that a student is not as attentive as they were before.
- Note that this is something that teachers should take into consideration, at wcs the time period for each class is 1 hour and 20 min, yet probably most of the learning happens in the first 25-30 minutes.
- When students fall into the misconception that, if you study non-stop for a long period of time every night of the week then you are sure to ace everything. Yet what the result for some looks like a 0 is all their classes.
 - We should not tell people to study more because in some cases it might actually worsen their performance



- Here's how we can avoid that from happening:
 - 1) The moment a student feels that they are no longer focusing while studying, your feel as if you are”shoveling against the tide”, **YOU NEED TO TAKE A BREAK**
 - (a) You can study for $\frac{1}{2}$ hour, but you don't need a $\frac{1}{2}$ break to recharge, all you need is 5 minutes
 - (i) During these five minutes you go away and do something fun.

- (b) Now when you go back to studying, your efficiency is nearly a 100% again
 - (i) By repeatedly doing this we can in fact achieve along period of serious studying while also having around 30 minutes of total break time
- What do you do after your done studying(using that technine):
 - It is key that you give yourself a treat, Whenever your studying time is done, plan something special.
 - If a student plans their day right, it is possible to have little study breaks and reinforce your studying.

- In conclusion:
 - After following this process for a while you will see that your more efficient time becomes extended, you will now be able to study for 30,40,50, an hour, an hour and a half.
 - This is a technique that will benefit you while you go onto university and purse degrees and do
 - This will let you train your brain and if you do it right it becomes progressively easier
- How many students have a dedicated study or library in your place of residence?
 - Among wcs students we commonly heard that many of them study in their bedroom. We also heard a handful of students that study at the dining table/kitchen table. And the rest of our peers said they studied in the living room/family room(where your tv may be) or better so drove to the school or library
- What exactly happens when studying in your bedroom:
 - Most of us sit/lie on our bed while studying and a while
 - later our eyes start closing and the bed starts looking real comfortable. This resulted in these kids finally going, oh i'll just lie down for a little bit. The next thing you know its morning and you have no work done
 - The main function of your bedroom is for sleeping, the main function of your dining table is for eating, and the main function for your living room is socializing.
 - Note, that we as humans are hugely controlled by environmental cues
- Studies have shown that you can actually study effectively with environmental constraints.
 - A study done by the university of hawaii, did an experiment, they made every student label a lamp “study lamp” you could only use this lamp for studying, nothing else. The students who did this got 5 percent higher at the end of the year compared to the other kids
 - This is an effective studying strategy. Everyone gets a lamp and when you're studying in your bedroom, turn your desk away from the bed. Once your back is to the bed make sure that your books are ready so you don't waste any time.
 - The moment u lose your momentum, turn the lamp off, get up and leave the desk, this will train your mind to study while seated in that desk, then it will become an automatic good habit

- If you're singing along to your favorite song, you are not studying. Your brain has to be focused while studying, not time sharing back and forth between singing and studying.
- In conclusion:
 - 2 studying habits:
 - 1) Break your study up into little pieces with reinforcement
 - 2) Create a study area,

Conclusion

- The more active you are in your learning, the more effective it is.
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FRIENDS & FAMILY (RELATIONSHIP) : Kashish

Sources :

<https://www.grin.com/document/384998>

<https://raisingchildren.net.au/pre-teens/behaviour/peers-friends-trends/teen-friendships>

<https://www.ecoleglobale.com/blog/importance-of-healthy-competition-in-school/>

<https://parents.au.reachout.com/common-concerns/everyday-issues/peer-pressure-and-teenagers>

Family

- more highly educated parents actively encourage their children to develop higher expectations of their own. students perform better in school if their parents are actively involved in their education. The home provides an environment for learning and is an element for students' life that can also affect academic performance. Providing opportunities to learn outside the school helps to facilitate student's success in the school environment
 - But if you're not educated that's okay, it's more important to take interest in your child's learning, ex. When they tell you about a cool science project that they're doing, take part in the conversation.
- Parents want the best for their children. They often dream of their children attending the best of universities and then securing a most respectable job in modern society
 - While a secure and happy family environment is considered a bare necessity for healthy growth and development, there is a fine line between caring and caring too much. Parental pressure has led to the most horrible scenarios
 - When students are burdened with such high expectations, good intentions go astray. Children are expected to score high in order to make their parents proud. But what happens when they are crushed by overly high expectations and are unable to achieve?
 - this leads to the child no longer learning for themselves yet just to put a smile on their parents face
 - Sleep deprivation, eating disorders, excessive worrying, cheating, burnout, loss of interest in hobbies and withdrawal from friends and family can be among the consequences of excess pressure.

Children with engaged parents are more likely to:

- Earn higher grades or test scores
- Graduate from high school and attend post-secondary education
- Develop self-confidence and motivation in the classroom
- Have better social skills and classroom behavior

They are also less likely to:

- Have low self-esteem
- Need redirection in the classroom
- Develop behavioral issues

Friends

For teenagers, good friends can be like a personal support group.

Friends and friendships give teenagers:

- a sense of belonging, a feeling of being valued and help with developing confidence
- the sense of security and comfort that comes from being with others going through similar experiences
- information about the changes that puberty brings, and what's going on physically and emotionally
- a way to experiment with different values, roles, identities and ideas
- a social group to do new things with, especially things that are different from what families do.

There's nothing like a little healthy competition in the classroom. It motivates students and drives them to put forth their best effort. It sparks interest, passion and ignites a fire within:

- Healthy competition brings out the skills and talents of students.
- Because of healthy competition, students learn new techniques and many more things like teamwork, positive attitude.
- In healthy competition, students learn problem-solving skills.
- In healthy competition, students have fun and enjoy.
- Healthy competition builds confidence in students.
- In healthy competition, we became innovative and creative because it always pushes us to do better things.

In healthy competition, students need teamwork and positive participation. From *healthy competition* students are encouraged to improve themselves and learn new techniques. If the competition is between the groups, then the teamwork is necessary for the achievements, and it is also the effective way to grow friendship between students

- Youth are drawn to the immediate rewards of a potential choice and are less attentive to the risks.

- sometimes this leads to a negative energy between peers and friends
- the people that you surround themselves with, have great power in shaping the person you become
- Peer pressure forces students to adopt a particular type of behavior, dress, or attitude in order to be accepted as part of a group of your equa
- Knowledge is power; understanding anything makes it much easier to deal with. The same holds true with peer pressure. Knowing what it is, grasping why it happens, and learning how to spot it can empower students to better handle it.

Negative effects of peer pressure include:

- pressure to use alcohol, cigarettes or drugs
- pressure to engage in risk taking behaviours
- distraction from schoolwork
- distance between family and existing friends
- drastic changes in behaviour and attitudes.

This can ultimately distract a student from their education

MENTAL HEALTH : Raima

Sources:

- <http://www.acmh-mi.org/get-help/navigating/problems-at-school/>
- <https://www.npr.org/sections/ed/2016/08/31/464727159/mental-health-in-schools-a-hidden-crisis-affecting-millions-of-students>

In WCS (survey):

- Stress levels from 1-10

- Elementary (5-6) → 5.3/10
- Middle school (7-8) → 4.8/10
- High school (9-12) → 7.6/10
- **We asked students why they find school stressful**
 - Elementary → homework, assignments, grades, tests
 - Middle school → parental pressure, tests, homework
 - High School → grades, work load, fear of failure/future, exams
- **We asked students whether or not school helps with mental health**
 - Elementary → 50% okay, 50% good
 - Middle school → good enough but could be better
 - High school → 33.3% said yes, 14.8% said okay, 29.6% said no
 - Other: yes, but students are hesitant to ask, depends on school, depends on extent of help needed
- **Note-worthy observations**
 - The most stressful year is grade 11 (8.2/10)
 - The least stressful year is grade 8 (3.5/10)
 - Majority of grades 10 and 11 don't think that schools provide a safe space and mental health support (33.3% per grade)
 - All grades found tests, future, grades, and homework stressful
 - elementary and middle school found mental health to be okay/good until high school where there were varying answers
- **Likes about school**
 - Elementary → option classes, discussions, experiments
 - Middle school → friends/people, some assignments
 - High school → course selection, socialization, flexibility, staff (WCS specifically in comparison to public schools)
- **Dislikes about school**
 - Elementary → assessments and stressful tests
 - Middle school → curriculum, test formatting, lack of better facilities
 - High school → : fail to teach real-life skills, support, assessments, work load
- **Note-worthy observations**
 - Grade 10s had a hard time thinking about what they like about school causing majority of them to say nothing or n/a
 - A lot of complaints on how we need to learn real life skills for the future including taxes, time management and financial stability
 - All grades dislike how assessments are formatted and taken in
 - ◆ In a classroom of 25 students, 5 of them may be struggling with depression, anxiety, and substance abuse
- Nearly 80% of children who need mental health services don't get them
- In America , 40% of students with emotional, behavioral and mental health disorders graduate from high school, compared to the national average of 76%, Over 50% of students with emotional and behavioral disabilities ages 14 and older, dropout of high school. This is the highest dropout rate of any disability group

- Children's mental health can affect young people in a variety of ways to varying degrees in the school environment. One child's symptoms may be really hard to manage at school while another child with the same condition may not have much difficulty. In addition, like all of us, kids with mental health challenges have good days and bad, as well as, times periods when they are doing really well and times when their mental health symptoms become more difficult to manage.
 - Children with mental health needs often need a variety of types of supports in school for them to be successful. It is also helpful to look at how mental health symptoms may affect a child in the classroom and the accommodations that may help.
 - Possible accommodations or strategies that may help include:
 - Allowing flexible deadlines or letting the student have an option to re-do work so they feel more confident turning it in.
 - Helping the teacher to recognize escalating anxiety in a child and equipping them with the tools to intervene and help the child to implement strategies that help manage their anxiety.
 - Pre-planning for group discussions to help reduce their anxiety about what they will share or say.
 - Make a plan for what to do when they are unable to focus due to worries.
 - Allow for breaks or opportunities to de-stress.
-

SLEEP SCHEDULE : Raima

Sources :

- <https://www.sleepscore.com/how-to-rest-your-way-to-less-stress/#:~:text=Sleep%20is%20a%20powerful%20stress,you're%20well%2Drested.>
- https://healthcare.utah.edu/the-scope/shows.php?shows=0_49he136u#:~:text=When%20kids%20are%20sleep%2Ddeprived,on%20class%20assignments%20and%20tests.
- <https://www.tutordocor.com/blog/2014/november/lack-of-sleep-leads-to-poor-academic-performance/>
- <https://www.helpguide.org/articles/sleep/getting-better-sleep.htm>

Adolescents should get at least 8-10 hours of sleep

Sleep schedules within WCS:

- Grade 5 and 6 (elementary) had an average of 8.3 hours of sleep and lost around 1.3 hours of sleep due to school
- Grades 7 and 8 (middle school) had an average of 7.8 hours of sleep and lost around 1.3 hours of sleep due to school
- Grades 9-12 (high school) had an average of 6.3 hours of sleep and lost around 2 hours of sleep due to school
- All students averaged around 7.2 hours with around 1.6 hours lost

Time spent on homework:

- Elementary (5-6) → 1.5 hours

- Middle school (7-8) → 2.8 hours
- High school (9-12) → 3 hours

Note-worthy observations:

- There is a significant decline in sleep from grade 8 to 9 with a loss of 2 hours (8.5 to 6.5)
 - Grades 8 and 9 have the big jump in sleep lost (1.5-2.3)
 - Grades 10 and 11 have a big hump in sleep lost (1.8-2.7)
 - Grade 11s have lost the most amount of sleep (2.7 hours)
 - Grades 11 and 12 have the least amount of sleep (6 hours)
 - Grades 6 and 7 have a big jump in homework (1.5-2.5)
 - Grades 9-11 have a interesting pattern in work (3.6--2.3--3)
- Poor sleep is linked to physical problems such as a weakened immune system and mental health problems such as anxiety and depression.
- Having a regular sleep schedule calm and restores the body, improves concentration, regulates mood, sharpens judgment and decision making, makes it easier to cope with stress
- Lack of sleep affects mental clarity, concentration, emotional reactivity, impulsivity, sensitivity
 - Overtired kids work slower since it's hard for them to remember and space out more frequently since sleep-deprived brains lapse into sleep in brainwave patterns
 - The national sleep foundation found that 60% of high school students suffered from extreme daytime fatigue
 - Lack of sleep also increases vulnerability to the immune system causing sick day and missing lessons

Common reasons for sleep deprivation:

- In certain times, our biological clocks keep us up and make us resistant to sleep. This is called phase delay and occurs before and during puberty
- Using electronics before sleep creates sleep procrastination and can reduce sleep
- A busy after-school schedule can cut into sleep time. Teens involved in extracurriculars, jobs, social commitments can have late timing which affects the time for homework/studying which cuts into sleep
- The presence of stress raises cortisol levels, hormones that stimulate alertness and vigilance, rise in heart rate and pressure. High cortisol levels interfere with the release of melatonin which is a hormone that is associated with the sleep to wake cycle. Stress has been shown to decrease time spent in light and deep sleep, and increase time spent in REM sleep. REM is an important sleep stage for restoring mental function, a phase when the brain processes emotions and memories. These changes to your normal sleep architecture cause disruptions to the normal patterns of brain waves that occur during REM and the other stages of sleep. Stress can cause the brain waves related to concentration, creativity, and dreaming to change. Too much time in REM sleep can also cause daytime sleepiness and fatigue, which can further disrupt normal sleep cycles and mood.

Tips to sleep better:

- Keep in sync with your sleep-wake schedule
 - Helps set your body's internal clock by choosing a time to sleep and wake everyday. This applies to weekends so it's best to avoid sleeping in. Limiting naps to 15-20 in the late afternoon is better as napping can mess up your cycle.
- Controlling exposure to light

- Melatonin is a hormone that is controlled by sunlight and so when exposed to sunlight it makes your brain more alert and when it's dark your brain secretes more making you sleepy
- During the day expose yourself to sunlight during the day
- During the night avoid bright screens 1-2 hours prior to sleeping, make sure the room is dark when sleeping and when you wake up in the middle night (instead use something dim for safety)
- Exercise during the day
 - People who work out regularly tend to sleep better but it generally takes a few months. Exercise speeds up metabolism, elevates body temperature, and stimulates hormones like cortisol. This isn't a problem if you're exercising in the morning or afternoon, but too close to bed and it can interfere with sleep.
- Be cautious about your food intake
 - Limit caffeine, nicotine, big meals later in the night, alcohol, refined carbs and sugary foods since it triggers wakefulness
 - If you want to eat something in the night, then you can eat yogurt, milk, whole-grain/low sugar cereal, banana or a half turkey sandwich
- Wind down and clear your head
 - Managing stress levels can make it easier to unwind at night. Developing a relaxing bedtime ritual to help you prepare your mind for sleep, such as practicing a relaxation technique, taking a warm bath, or dimming the lights and listening to soft music or an audiobook.
- Improve your sleep environment
 - Keep your room dark, quiet, and cool to help with quality of sleep
- Learn ways to fall back asleep
 - Try to do breathing exercises, try relaxation techniques, and try to avoid worrying and thinking

PROJECT STRUCTURE : Kashish

Descriptive analysis

- A statement that describes the world
 - ◆ State or properties of the world

Causal Claim

- If a than b
 - ◆ Ex. if you take the vaccine than you
- CAUSALITY
 - ◆ Power - Who has the control in the situation
 - ◆ Incentive - this explains why people react the way they do to phenomena
 - ◆ Structural dynamics - what limits the system from doing things

Normative Claim

- A value judgment
 - ◆ What is visually aesthetic(pleasing) and not visually aesthetic(pleasing)

We need to ask questions

- And answer them

Outcome

- Why does the outcome matter
 - who (different groups) does it impact
-

GRADE 5-12 SURVEY : Kashish & Raima

Grade 5:

1. Stress scale: 4-5
2. What makes school stressful: homework
3. Sleep: 8-9 hours, 1-2 hours is lost due to school
4. Motivation to do well: self satisfaction and creating a stable future
5. Something that you like about school: option classes
6. Something you dislike about school: assessments, some activities, and lack of more learning strategies
7. Favourite teaching styles: interactive
 - a. Least fav → lectures
8. Mental health support: okay/good (could be better)
9. Study habits: notes

Grade 6:

1. Stress scale: 5-7 → average is 6
2. What makes it stressful: homework, assignments, grades, tests
3. Sleep: 6-10 → average is 8
4. Amount of homework: 0-3 hours → 1.5 hours average
5. Motivation: parents/teachers, goals, the future
6. Likes about school: discussions, experiments, books
7. Dislikes about school: stressful tests, listening to kids, and wanting a playground
8. Favourite teaching styles: hands-on and visual learning
9. Mental health support: 50-50 on okay and pretty good
10. Study habits: notes, practice problems, study guides

Grade 7:

1. Stress scale: 2-5 → average of 3.5
2. What makes school stressful: parental pressure
3. Sleep: 6-9 hours → 7 hours average
4. Amount of homework: 1-4 → 2.5 hours
5. Motivation: jobs, parents, money, friends, university
6. Likes about school: friends, some assignments
7. Dislikes about school: short lunch, better facilities, test formatting
8. Favourite teaching styles: hands-on learning majority, lectures minority
9. Mental health support: good but could be better

10. Study habits: notes

Grade 8:

1. Stress scale: 5-7 → average of 6
2. Cause of stress: homework, procrastination, tests
3. Sleep: 7-10 → 8.5 hours, 1.5 lost
4. Amount of homework: 2-4 → 3 hours
5. Motivation: self-satisfaction, free-time when work is done, extracurriculars
6. Likes about school: people, some assignments, staff in comparison to public schools
7. Dislikes about school: curriculum, lack of field trips
8. Favourite teaching styles: hands on, some said lectures
9. Mental health support: good enough but could be better
10. Study habits: notes

Grade 9: Response 10,12,14,15,17,18

1. Stress scale: 8,6,7,9,8,7 → average of 7.5
2. Cause of stress: amount of work, short deadlines, educational pressure,
3. Sleep: 5, 7,7,5.5, 8 → 6.5 hours average
 - a. lost: 3, 3.5, 2,1.5, 1.5 → 2.3 hours average
4. Amount of homework: 4-6, 4-6, 6+, 2-4, 2-4, 2-4 → 3.6 hours average
5. Motivation: uni, parents, future,
6. Likes about school: flexible, people, clubs/options, organized
7. Dislikes about school: well-being of students, harsh teachers, curriculum (lack of real life skills), workload
8. Fav teaching styles: lectures followed with discussion, simulations, powerpoints, hands-on
 - a. Least favourite: learning through assignments without explanation, frequent tests,
9. Mental health support: no, okay, yes,yes, yes, yes → 66.6% yes, 16.7% no, 16.7% okay
10. Study habits:notes, in groups, in breaks

Grade 10: Response 1,3,4,5,6,7,13,16,19,20,21,24,25,29,30

1. Stress scale: 8,8,8,8,8,7,7,7,6,6,10,10,10, 9,9, 3 → average of 8.2
2. Cause of stress: homework/assignments, work load, exams, grades, deadlines, fear of failure/personal expectations, educational pressure,
3. Sleep: 7, 7.5, 6, 8,6.5,6,5,6,6,9.5,8, 5,8,4 → average of 6.6 hours
 - a. Lost: 3,1, 2.5,1,2,1 → average of 1.8 hours
4. Amount of homework: 2-4(nine ppl), less than 2 (five ppl),4-6 → 2.3 hours average
5. Motivation: future, fear of failure, parents, self-satisfaction
6. Likes about school: teachers (at wcs), flexibility, socialization, course selection, the effort (most people said nothing)
7. Dislikes about school: fail to teach real-life skills, support, assessments, listening, breaks
8. Fav teaching styles: visual, interactive/hands-on, short lectures followed with work time
 - a. Disliked: self-learning/lazy,lectures,documentaries
9. Mental health support: okay (2),yes(3),no(5) → 13.3% okay, 20% yes, 33.3% no

- a. Other: students are hesitant to ask, promote it but is lacking, dependant on school
10. Study habits: notes, music, work then break/spacing out

Grade 11: Response 2,8,9,11,23,27

1. Stress scale: 8,9,7,9,10 → 8.6 average
2. Cause of stress: grades, deadlines, work load, future
3. Sleep: 7, 5.5, 6, 5, 6, 7 → 6.1 hours average
 - a. Lost: 3.5, 3,4, 0.45 → 2.7 hours lost average
4. Amount of homework: 4-6 (two ppl), 2-4 (two ppl), >2(two ppl) → 3 hours average
5. Motivation: uni acceptance, fear of failure, self-satisfaction
6. Likes about school: schedule, quality of education
7. Dislikes about school: fail to teach real-life skills (taxes), better assessments, flexibility
8. Favourite teaching styles: interactive lectures
 - a. Least favourite: traditional lectures
9. Mental health support: yes(2),no(2), okay(1) → 33.3% yes, 33.3% no, 16.7 okay
 - a. Other: depends on extent of support needed
10. Study habits:scheduling time, practice problems, to-do lists, active recall, flash cards

Grade 12: Response 22

1. Stress scale: 6
2. Stress cause: balancing in and out of school, maintaining high grades
3. Sleep: 6 hours
 - a. Lost: one hour
4. Amount of Homework: 2-4 hours → 3 hours average
5. Motivation: impact on future
6. Likes about school: friends and relationships you build
7. Dislikes: teach life skills and time management that can be applied to the future
8. Favourite teaching styles: visuals and interactive lessons
 - a. Least favourite: self-study, assigning, reading
9. Mental health support: depends on the school
10. Study habits: unplugging, spaced out (breaks), instrumental music