

Stanford Survey of Adolescent School Experiences Report

Gunn High School

**Data analysis and report writing for School Experiences Survey is a collaborative effort among members of the Challenge Success research team, including Denise Pope, Sarah Miles, Margaret Dunlap, and Jerusha Conner.*

Glossary of Terms

Mean: The average

Standard Deviation (“SD”): The amount of variability/spread in students’ answers; the larger the deviation, the greater the spread

Minimum: The lowest response given by student participants

Maximum: The highest response given by student participants

Analysis of Variance (ANOVA): Analysis to determine whether groups of students have different mean scores. Grouping variables here included gender, grade-level, and ethnicity.

Significant Group Difference: A difference among two or more groups that cannot be accounted for by chance (i.e., very high likelihood that two or more group means actually differ from each other).

Correlation (“r”): The relationship between 2 variables; a correlation will always fall between -1 and 1. A negative “r” indicates a negative relationship (e.g., students’ perception of high teacher support is related to their decreased cheating); A positive “r” indicates a positive relationship (e.g., students’ perception of high teacher support is related to their increased enjoyment of schoolwork). The larger the absolute value of “r”, the stronger the relationship

Cheating Behavior: This scale includes a total of 13 items and measures whether students have engaged in various forms of cheating behavior. Sample items include: Since coming to this school, how often have you gotten answers or questions from someone who has already taken the test?; Since coming to this school, how often have you copied material almost word for word from any source and turned it in as your own? The students rated all 13 items from 1=Never to 4=More than three times. *Note: With the exception of the physical health scale, the cheating scale and all of the remaining scales below were created by calculating a mean score for each participant on the scale’s items. For example, for the cheating scale, each student has a cheating behavior score, which is the mean of the 13 cheating items.*

Academic Engagement: Eleven items were used to measure academic engagement. These items asked how often students enjoyed schoolwork, gave effort in school, and found value and meaning in their work. The rating scale for these items was 1=Never to 5=Always.

Academic Worries: The academic worries scale asked students to report how much they worry about academic-related issues. For example: How often do you worry about taking tests? How much pressure do you feel to do well in school?; How much do you

worry that if you do not do well in school, your friends will not accept you?; How much do you worry about the possibility of not getting into a good college. There were a total of 9 items on this scale, rated from 1=None to 5=A lot.

Physical Health: We asked students to report whether they had or had not experienced a set of stress-related physical symptoms in the 30 days prior to the survey including: headaches, exhaustion, weight loss, weight gain, sweating, difficulty sleeping, and stomach problems. We then summed each student's responses to get a total physical health score.

Teacher Care and Support: This scale included 9 items to measure students' perceptions of teacher care and support. Sample items include: How many of your teachers value and listen to students' ideas? How many of your teachers are willing to help you on homework? Students selected an answer from 1= None to 5=All.

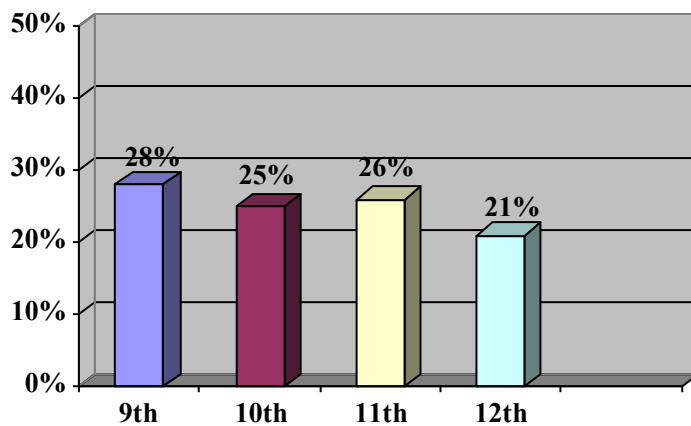
Parent Expectations: This scale included 6 items, which asked students to share the extent to which they feel they can meet their parents' academic expectations of them. Students responded from 1= not at all able to meet their expectations to 5= are able to meet their expectations.

Parent Mastery and Performance Goals: These scales included 6 items, which asked students to share how important it is to their parents that they give maximum effort, challenge themselves and deeply learn material (all mastery goals). And, how important it is to their parents that they are the best at everything, do well compared to others, and worry about getting bad grades (all performance goals). Students responded from 1=not at all important to 5=very important.

Overview of Gunn High School Participants

Overall, we received 1,594 (mostly) complete surveys. The mean age for the sample was 15.93 ($SD=1.24$). Forty-eight percent of the participants were female and 52% were male. Sixty-nine percent of the participants reported taking at least 1 AP/Honors-level course and 34% reported taking at least 3 AP/Honors courses (see Table 1). Twenty-two percent indicate that they speak English as a second language, and 18% report that they were born in a country other than the United States. See Figure 1 for grade-level distribution and Table 2 for ethnicity distribution.

Figure 1. Grade Distribution



**Table 1. AP/Honors/
Weighted Course
Taking**

0	31%
1	17%
2	18%
3	14%
4	11%
5+	9%

Table 2. Distribution by Race & Ethnicity

<i>Group</i>	<i>Percent</i>
Asian or Pacific Islander	43%
Caucasian	34%
Multiethnic/Multiracial	10%
Latino/Latina	6%
African American	1%
Other	6%

How Students Spend Their Time

We asked students how much time during weekdays and weekends they spent in various activities, including time spent on school-assigned and non-school-assigned homework (e.g. Chinese or religious school, tutoring, SAT or ACT prep homework), extracurricular activities, and using the computer/cell phone for recreational purposes (Facebook, Instagram, email, texting, etc.) We asked how they perceived the level of homework they had and how and why they participated in certain activities.

Time Spent on Homework

On average, students reported doing between 0 and 7 hours of school-assigned homework per weekday night (mean =2.85, SD =1.15) and between 0 and 7 hours of school-assigned homework on a typical Saturday or Sunday (mean =2.68, SD =1.16). On average, students reported doing between 0 and 6 hours of non-school-assigned homework per weekday night (mean=.80, SD = 1.02) and 0 to 7 hours of non-school-assigned homework on a typical Saturday or Sunday (mean=1.31, SD=1.07). Grade-level differences are shown in Table 3 below.

Table 3. Average Time (in hours) Spent on HW during School Week and Weekend

	9 th	10 th	11 th	12 th
Weekday school-assigned homework	2.77 (1.14)	2.89 (1.15)	3.21 (1.14)	2.44 (1.15)
Weekday NON-school-assigned homework	.85 (1.02)	.76 (1.05)	.97 (1.04)	.56 (1.01)
Weekend school-assigned homework	2.42 (1.15)	2.71 (1.16)	3.23 (1.16)	2.26 (1.18)
Weekend NON-school-assigned homework	1.16 (1.06)	1.29 (1.06)	1.73 (1.07)	.97 (1.06)

*The numbers in parentheses are standard deviations

Students were asked how they felt about the amount of homework they had each night.

- 56% felt they had the “right” amount of homework.
- 41% reported they had “too much” homework.

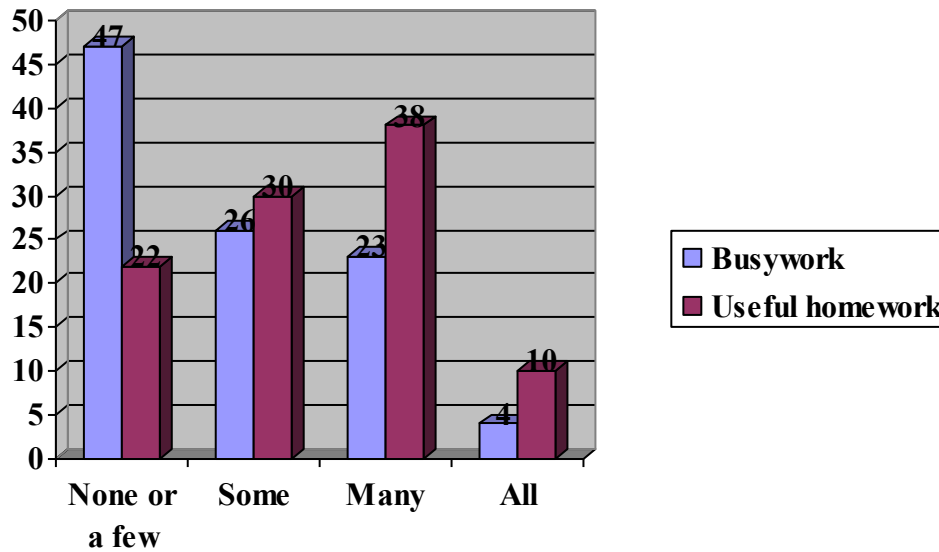
Students were also asked what else they do while doing homework:

- 63% listen to music
- 57% eating (dinner or snack)
- 41% email or text/chat on tablet/laptop
- 36% are on Facebook, Instagram, other social networking sites
- 30% talk or text on telephone/cell phone
- 28% watch TV, YouTube, Netflix
- 18% talk to family or friends in person

Perceptions of Homework

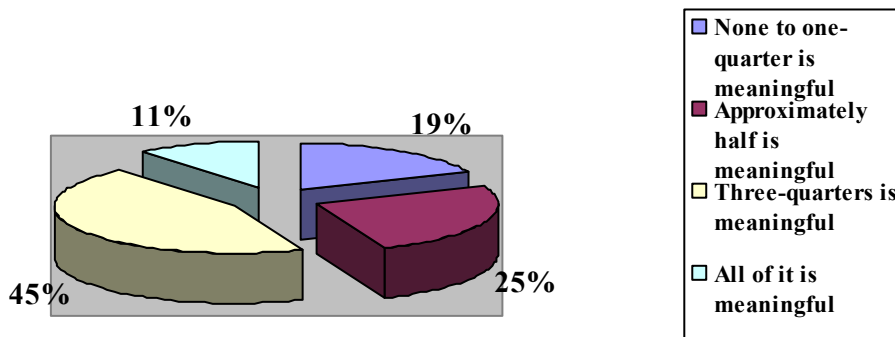
Twenty-seven percent of the participants felt that *many or all* of their classes assign busywork. Twenty-two percent reported that *none or a few* of their classes assign homework that helps them to learn the material, whereas 48% of the participants felt that *many or all* of their classes assign homework that helps them learn the material. (See Figure 2 below.)

Figure 2. Percent of Students Reporting How Many of their Classes Assign Busywork vs. Homework that Helps Them to Learn the Material.



As seen in Figure 3 below, 56% of students felt that between three-quarters and all of the homework they do during a typical week is meaningful.

Figure 3. What Percent of Students' Homework is Meaningful?



Group Differences in Homework

Comparisons of means analyses were conducted to examine differences in time spent doing homework and ratings of homework load by gender, grade level, ethnicity, and number of AP/Honors courses. All differences reported below were statistically significant.

- *School-assigned homework during weekdays:* On average, students in 11th grade reported spending significantly more time on weekday school-assigned homework than all other grades; students in 9th and 10th grades reported spending significantly more time on weekday school-assigned homework than 12th graders. Females reported spending significantly more time on weekday school-assigned homework than males. Asian students reported spending significantly more time on weekday school-assigned homework than non-Asian students of color and Caucasian students. There were no significant differences in weekday school-assigned homework by the number of AP/Honors courses.
- *Non school-assigned homework during weekdays:* On average, 9th and 11th graders reported spending significantly more time on weekday non school-assigned homework than 12th graders. Students of color reported spending significantly more time on weekday non-school assigned homework than Caucasian students. There were no significant differences in time spent on non school-assigned weekday homework by student gender or the number of AP/Honors courses.
- *School-assigned homework on weekends:* On average, 11th graders reported spending significantly more time on weekend school-assigned homework than students in any other grade; and 10th graders reported spending significantly more time on weekend school-assigned homework than 12th graders. Students taking 1 or more AP/Honors courses reported spending significantly more time on weekend school-assigned homework than students taking no AP/Honors courses. Females reported spending significantly more time on weekend school-assigned homework than males. There were no significant differences in time spent on weekend school-assigned homework by student ethnic background.
- *Non school-assigned homework on weekends:* On average, 11th graders reported spending significantly more time on weekend non school-assigned homework than students in any other grade; and 10th graders reported spending significantly more time on weekend non school-assigned homework than 12th graders. Students taking 1 or more AP/Honors courses reported spending significantly more time on weekend non school-assigned homework than students taking no AP/Honors courses. Students of color reported spending significantly more time on weekend non-school assigned homework than Caucasian students; Asian students reported spending significantly more time on weekend non-school assigned homework than non-Asian students of color. There were no significant differences by student gender.
- *Overall Homework Load:* On average, 9th through 11th graders reported significantly more of a homework load than 12th graders. There were no significant differences by student gender, ethnic background or the number of AP/Honors courses.

Extracurricular Activities

Eighty-eight percent of the respondents reported participating in an extracurricular activity. Of those students who reported participating in extracurricular activities, they spent an average of about 8 hours during the weekdays and 3 ½ hours on weekends on extracurricular activities (see Table 4).

Table 4. Approximate Time Spent on Extracurricular Activities

	0-3 hours	4 to 6 hours	7 to 10 hours	More than 10 hours
Percent of students who spent time in extracurriculars Monday through Friday	22%	23%	22%	33%
Percent of students who spent time in extracurriculars Saturday through Sunday	55%	32%	13%	--

Thirteen percent of students reported feeling *often or always* stressed by their extracurricular activities.

Types of Extracurriculars Students Do and Related Stress

- 45% School sports
- 34% Community service
- 33% Performing arts
- 31% School clubs
- 30% Club sports
- 14% Visual arts
- 14% Religious organizations
- 7% Journalism and literature
- 5% Student government

Students find school sports the most stressful (18% rated as most stressful), followed by performing arts (15% rated as most stressful), club sports (12% rated as most stressful), and school clubs (11% rated as most stressful).

Least stressful extracurricular activities religious organizations, visual arts, and journalism and literature.

Why Students are Participating in Extracurricular Activities

77% chose enjoyment as the primary reason for participating in an extracurricular activity.

9% chose resume-building (“looks good on college applications”) as the primary reason.

4% chose that “I can hang out with my friends” as the primary reason.

3% chose that their “parents/guardians want them to” as the primary reason.

28% report that it is *quite or extremely important* to their parents that they are successful in their extracurricular activities.

Group Differences in Extracurricular Activities

Comparisons of means group differences in time spent doing extracurricular activities during the weekdays and weekends by grade level, ethnicity, gender, and number of AP/Honors courses were analyzed.

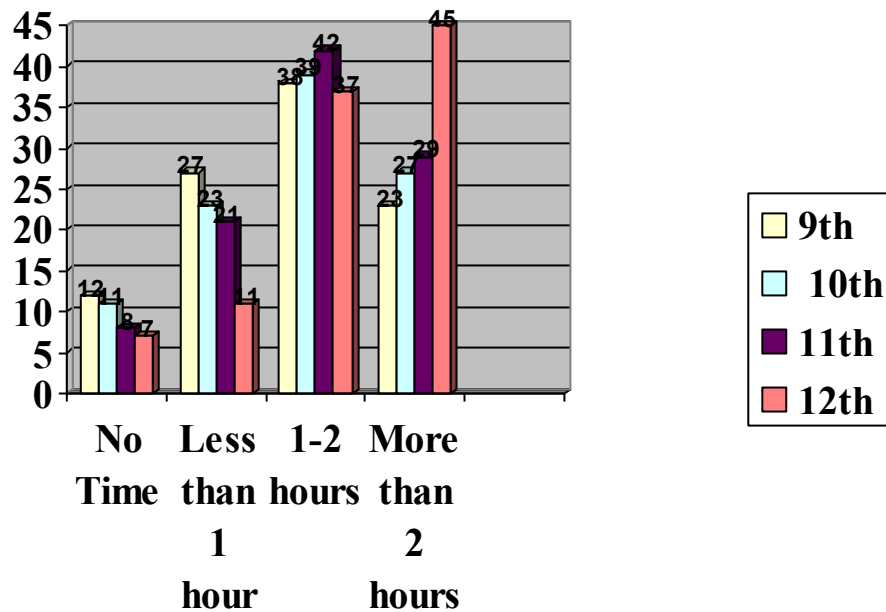
- On average, students taking 3 or more AP/Honors courses reported spending significantly more time on extracurriculars during the weekdays and weekends than students taking no AP/Honors courses.
- On average, Caucasian students reported spending significantly more time on extracurriculars during the weekdays than Asian students. There were no significant differences in time spent on extracurriculars on weekends by student ethnic background.
- There were no significant differences by student grade level or gender.

Other Activities

We asked students how much free or unplanned time they have each weekday and, generally, what they do with that time. Overall, 31% of students reported having between 0 and 40 minutes of free time on a typical weekday, 39% of students reported having approximately 1 to 2 hours of free time, and 30% reported having more than 2 hours of free time on a typical weekday.

The most common activities students reported engaging in during free time were watching television, YouTube or Netflix, texting, emailing or talking on phone, spending time on social networking sites, and spending time with friends. Figure 4 shows the amount of free time reported by grade level. And, Table 5 shows what students typically do when they have free or unplanned time on the weekdays by grade level.

Figure 4. Percent of Each Grade Reporting Amount of Free Time a Day



We also asked students if they work for pay and how much time they spend working. Approximately 12% of students reported working for pay at least one hour on a typical weekday.

Table 5. Most Common Free Time Activities by Grade

	9 th	10 th	11 th	12 th
Percent of students who text/chat with friends via phone, tablet, etc.	41%	44%	44%	46%
Percent of students who are on Facebook or other similar sites	37%	36%	38%	36%
Percent of students who watch TV, Netflix, etc.	58%	55%	60%	57%
Percent of students who play video games/Wii	22%	23%	23%	25%
Percent of students who spend time with friends	33%	40%	35%	50%
Percent of students who spend time with family	29%	32%	27%	29%

Group Differences in Free Time

Group differences in the average amount of free time were examined by grade level, ethnicity, gender, and number of AP/Honors courses. All differences reported below were statistically significant.

- On average, 12th graders reported significantly more free time than any other grade.
- On average, students taking no AP/Honors courses reported having significantly more free time than students taking 1 or 2 AP/Honors courses.
- On average, males reported having significantly more free time than females.
- On average, Caucasian students reported having significantly more free time than Asian students.

What are you proud of?

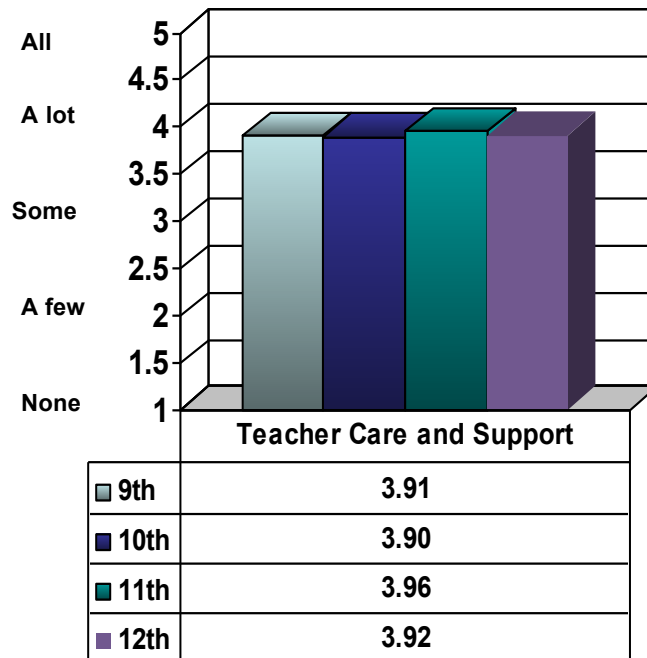
Students were asked to choose an accomplishment of which they are most proud in extracurricular, academic, or social/interpersonal arenas:

- 33% marked an extracurricular accomplishment other than sports (with 13% citing performing arts, 7% citing community service, 7% citing visual arts, 5% citing club activities, and 1% citing student government)
- 21% marked they were most proud of an academic accomplishment
- 20% marked they were most proud of an accomplishment in sports
- 7% marked social accomplishments
- 10% marked that they were not proud of anything

Teacher Care & Support

Students were asked how many of their teachers cared about them and supported them. Figure 5 shows results by grade level.

Figure 5. Students' Average Perceptions of the Number of Teachers Who Care about Them and Support Them by Grade



70% of respondents reported they have at least one adult in the school they can go to if they have problems.

Of those students who reported that they have someone to go to on campus, the following adults were the most frequent and first sources of support:

Teacher 59%
Counselor 22%
Coach 6%
ACS Counselor 5%
Other staff 8%

Students were also asked which adult would they go to **next** and the following adults were the most frequent sources of support:

Teacher 55%
Counselor 24%
Coach 6%
ACS Counselor 4%
Administrator 3%
Other staff 8%

Group differences in Teacher Care and Support

Group differences in the mean amount of teacher support were examined.

- On average, students taking 3 or more AP/Honors courses reported significantly more teacher support than students taking no AP/Honors courses.
- On average, Asian students reported having significantly more teacher support than non-Asian students of color and Caucasian students.
- On average, males reported significantly more teacher support than females.
- There were no significant differences in teacher support by student grade level.

Student Perceptions of Parents

Students were asked to report on their ability to meet their parents'/guardians' expectations of them. Additionally, we asked students to what extent they felt their parents held mastery and performance goals for them (to see definitions of mastery and performance goals as well as information about the scales used, please review the Glossary included at the beginning of this report). Table 6 includes the grade-level mean score of students' perceptions of parents' goals and expectations.

Table 6. Students' Perception of Parents' Goals by Grade

	9 th	10 th	11 th	12 th
Parent Mastery	3.94 (.81)	3.90 (.86)	3.78 (.82)	3.74 (.95)
Parent Performance	3.12 (1.09)	3.12 (1.13)	3.07 (1.13)	2.97 (1.12)
Ability to Meet Parent Expectations	3.55 (.95)	3.53 (.96)	3.54 (.97)	3.59 (1.02)

*The numbers in parentheses are standard deviations.

Group differences in Parent Goals and Expectations

Comparisons of means indicated the following significant differences in parent goals and expectations:

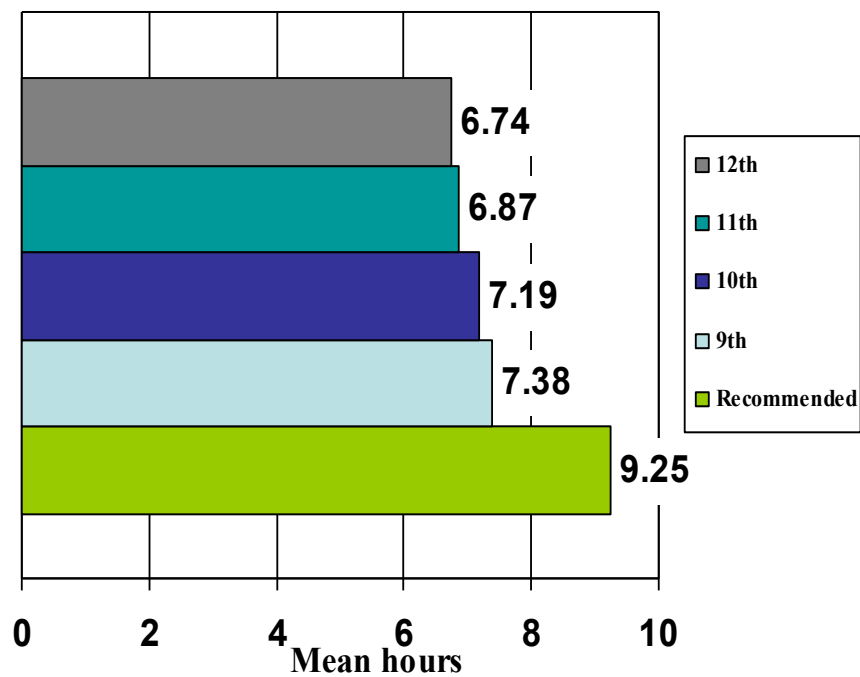
- *Parent Mastery Orientation*: On average, students taking 3 or more AP/Honors courses reported their parents as significantly more mastery oriented than students taking no AP/Honors courses. There were no significant differences by student grade level, gender or ethnic background.
- *Parent Performance Orientation*: On average, students of color reported their parents as significantly more performance oriented than Caucasian students. Males reported their parents as significantly more performance oriented than females. There were no significant differences by student grade level or the number of AP/Honors courses.
- *Parent Expectations*: On average, Caucasian students reported that they felt significantly more able to meet their parents' expectations than students of color. Students taking 1 or more AP/Honors course reported they felt significantly more able to meet their parents' expectations than students taking no AP/Honors courses. There were no significant differences by student grade level or gender.

Sleep

Research recommends that adolescents get 9.25 to 9.5 hours of sleep per night in order to maintain health. On average, students reported getting about a little more than 7 hours of sleep per night (minimum hours reported= less than an hour, maximum= 11 ½ hours, $SD=1.26$). See Figure 6.

75% of students reported going to bed later than 11:00 pm.

Figure 6. Average Hours of Sleep by Grade Level on a Typical School Night



Group Differences in Student Sleep

In comparisons of means, the following significant group differences were found:

- On average, 9th and 10th graders reported getting significantly more sleep per night than 11th and 12th graders.
- On average, males reported getting significantly more sleep than females.
- On average, Caucasian students reported getting significantly more sleep than students of color.
- On average, students taking 2 or fewer AP/Honors courses reported getting significantly more sleep than students taking 3 or more AP/Honors courses.

Academic Engagement

We asked students how often they felt engaged in school using several items regarding how often they enjoyed their schoolwork and found it interesting; how often they worked hard and put effort into their schoolwork, and how often they found their schoolwork valuable and useful. Students answered on a scale from 1=Never to 5=Always.

- 33% of students report working hard on their schoolwork and finding their schoolwork meaningful. We consider these students “purposefully engaged.”
- 31% of the students “do school”: they often or always work hard, but they rarely, if ever, find their schoolwork interesting, fun, or valuable.
- 22% of the students reported “full engagement.” These students often or always work hard, enjoy the work, and find it meaningful.
- 9% of students reported no engagement in their schoolwork. These students did not work hard, enjoy, or find value in their schoolwork.

*The remaining 5% percent marked affective engagement (enjoyment of schoolwork) and behavioral engagement (working hard) or only cognitive engagement (find schoolwork interesting).

Students were also asked to indicate what makes their classes most interesting to them (they were able to choose one or two choices). The most commonly selected answers were the following:

- When the topic is interesting
- When the teacher is enthusiastic
- When I have friends in the class
- When what I am learning is relevant to my life

Group differences in Student Academic Engagement

In a comparison of mean differences the following results were indicated:

- *Behavioral Engagement*: On average, 9th through 11th graders reported significantly more behavioral engagement than 12th graders. Students taking 1 or more AP/Honors courses reported significantly more behavioral engagement than students taking no AP/Honors courses. Females reported significantly more behavioral engagement than males. Asian students reported significantly more behavioral engagement than non-Asian students of color.
- *Affective Engagement*: On average, 12th graders reported significantly more affective engagement than 10th graders. Students taking 1 or more AP/Honors courses reported significantly more affective engagement than students taking no AP/Honors courses; and students taking 3 or more AP/Honors courses reported significantly more affective engagement than students taking 1 or 2 AP/Honors courses. Asian students reported significantly more affective engagement than non-Asian students of color and Caucasian students. There were no significant differences in affective engagement by student gender.
- *Cognitive Engagement*: Students taking 1 or more AP/Honors courses reported significantly more cognitive engagement than students taking no AP/Honors courses. Asian students reported significantly more cognitive engagement than non-Asian students of color and Caucasian students. There were no significant differences in cognitive engagement by student grade level or gender.

What factors are associated with student engagement?

We found that all three dimensions of student engagement are significantly correlated with the following factors:

- Cheating: *the more engaged students are, the less they report they are cheating.*
- Physical stress: *the more engaged students are, the less they report physical stress symptoms.*
- Sleep: *the more sleep students get, the more likely they are to be engaged in school.*
- Teacher care and support: *the more engaged students are, the more likely they are to report support from their teachers.*
- Parent Mastery Orientation: *more engaged students report that their parents are more mastery oriented.*
- Parent Expectations: *students who are more likely to report that they can meet their parents' expectations of them are more likely to be engaged in school.*

Student School Stress & Academic Worries

We asked students three questions to assess how often they feel stressed over school work and with what activities school work interferes, and eight questions regarding how often they worry about academic-related issues like college acceptance, tests, and their performance on schoolwork. Figure 7 includes mean scores on students' stress over schoolwork by grade level. Table 7 includes mean scores on the academic worries scale.

- 63% of participants reported they were often or always stressed by schoolwork.
- 57% of participants reported that schoolwork often or always kept them from having time with family or friends.
- 58% of participants reported that schoolwork often or always kept them from getting enough sleep.
- 54% have felt forced to drop an activity because of the amount of schoolwork they have.

Figure 7. Mean of How Often Students Experience Stress from Schoolwork by Grade Level

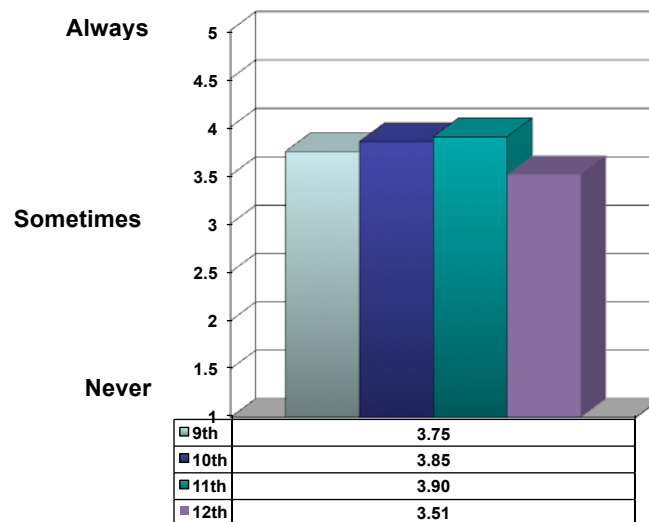


Table 7. Students' Perception of Their Own Academic Worry

	9 th	10 th	11 th	12 th
Academic Worry	3.58 (.86)	3.59 (.85)	3.54 (.87)	3.24 (.87)

*Scale from 1 (Never) to 5 (Always); the numbers in parentheses are standard deviations

Group Differences in Student Academic Worries

Comparisons of means indicated the following about student academic worries:

- On average, 9th through 11th graders reported significantly more academic worry than 12th graders.
- On average, students taking none to 2 AP/Honors course reported significantly more academic worry than students taking 3 or more AP/Honors courses.
- On average, students of color reported significantly more academic worry than Caucasian students.
- On average, females reported significantly more academic worry than males.

What factors are associated with student academic worries?

Students who reported academic worry also reported:

- More cheating ($r = .19$)
- More parent performance orientation ($r = .46$)
- More physical stress symptoms ($r = .48$)
- More time spent on homework ($r = .37$)
- Feeling less able to meet their parents' expectations ($r = -.40$)
- Enjoying their schoolwork less ($r = -.25$)
- Finding their schoolwork less interesting ($r = -.18$)
- Less teacher support ($r = -.30$)
- Less sleep ($r = -.29$)

Student Health & Well-Being

In the month prior to the survey:

- 41% of students reported that a stress-related health or emotional problem caused them to miss more than one day of school.
- 51% reported that a stress-related health or emotional problem caused them to miss a social, extracurricular or recreational activity more than once in the past month.
- Approximately 29% of students surveyed experienced exhaustion, headaches, *and* difficulty sleeping in the past month (see Figure 8 for percents on all physical problems related to stress and Table 8 for percents by grade).

Figure 8. Percent of All Participants Who Experienced Physical Health Problems in the Past Month because of Stress

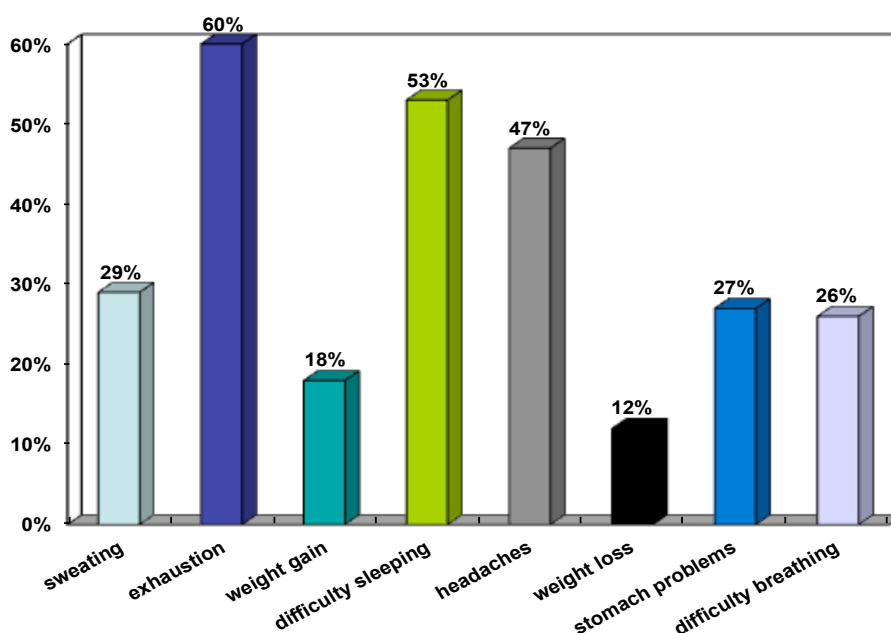


Table 8. Stress-Related Physical Symptoms by Grade Level

	Sweating	Exhaustion	Weight Gain	Difficulty Sleeping	Headaches	Weight Loss	Stomach Problems	Difficulty Breathing
9 th	31%	61%	14%	54%	47%	8%	28%	27%
10 th	28%	60%	17%	49%	46%	12%	25%	26%
11 th	31%	63%	20%	56%	49%	12%	24%	28%
12 th	24%	54%	19%	54%	44%	14%	30%	23%

Group differences in student stress-related physical symptoms

Comparisons of means indicated the following about student stress-related physical symptoms:

- On average, females reported significantly more stress-related physical symptoms than males.
- On average, non-Asian students of color reported significantly more stress-related physical symptoms than Asian students.
- No significant differences in stress-related physical symptoms were found based on student grade level or the number of AP/Honors courses taken.

What factors are associated with student stress-related physical symptoms?

Students who report more physical symptoms of stress also report:

- More cheating ($r=.23$)
- More parent performance orientation ($r=.19$)
- More academic worry ($r=.48$)
- More time spent on homework ($r=.21$)
- Enjoying their schoolwork less ($r=-.24$)
- Finding less value and meaning in their schoolwork ($r=-.27$)
- Less teacher support ($r= -.34$)
- Less sleep ($r= -.27$)
- Less likely to feel they can meet their parents' expectations ($r= -.31$)

Academic Integrity & Cheating

We asked students to report their own engagement in many cheating behaviors (rated from 1=never to 4=four or more times) during the past year. Figure 9 shows the average frequency of cheating across all behaviors by grade level. Table 9 shows the percent of all participants who engaged in each behavior during the past year.

13% of the participants reported that they have not cheated in any way in the past year.

Most Common Forms of Cheating Reported by Students Were:

- Working on an assignment with others when the instructor asked for individual work.
- Copying someone else's homework.
- Getting test questions or answers from someone who has already taken the test.

Figure 9. Average Frequency of Cheating Behavior by Grade Level

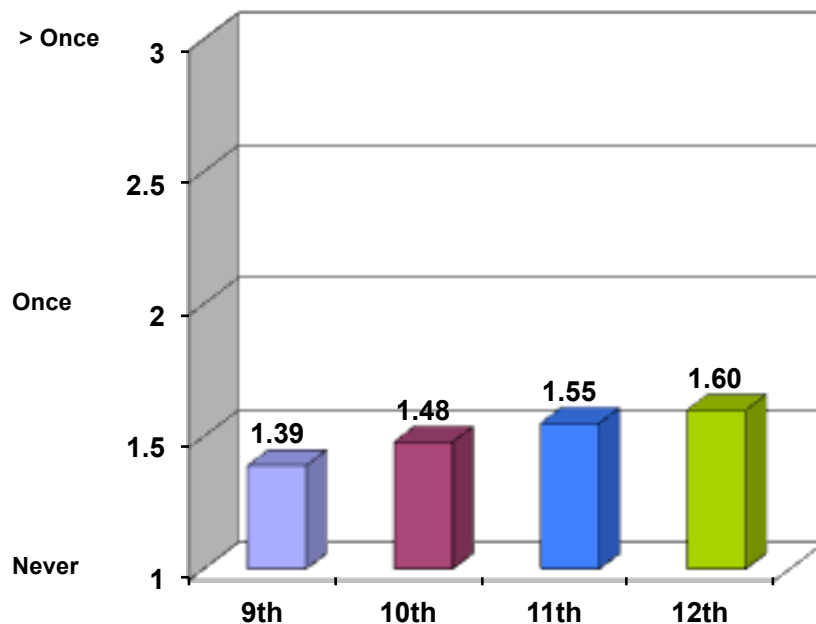


Table 9. Students' Perceptions of Their Own Cheating Behavior

Behavior	Never	One Time	2-3 Times	Four or More Times
Working on an assignment with others when the instructor asked for individual work.	28%	12%	26%	34%
Getting questions or answers from someone who has already taken the test.	54%	14%	19%	13%
Helping someone else cheat on a test.	76%	9%	9%	6%
Copying from another student during a test with his or her knowledge.	89%	5%	4%	2%
Copying from another student during a test without his or her knowledge.	84%	8%	5%	3%
Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper.	63%	18%	12%	7%
Using unpermitted cheat sheets during a test.	90%	5%	3%	2%
Using an electronic/digital device as an unauthorized aid during a test or examination.	92%	4%	3%	1%
Copying material, almost word for word, from any source and turning it in as your own work.	88%	7%	3%	2%
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the course.	88%	5%	4%	3%
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	80%	10%	6%	4%
Turning in work done by someone else.	93%	3%	2%	2%
Copying someone else's homework.	38%	18%	22%	22%

Group Differences in Cheating

Comparisons of means to examine group differences on the cheating scale indicated the following significant differences:

- On average, 12th graders reported cheating significantly more often than 9th and 10th graders; and 11th graders reported cheating significantly more often than 9th graders.
- On average, non-Asian students of color reported cheating significantly more often than Asian students.
- There were no significant differences in cheating by student gender or the number of AP/Honors courses.

What factors are associated with cheating behavior?

We found the following factors are significantly correlated with cheating behavior:

Students who report cheating more often also report:

- Less engagement, including
 - Finding less value and meaning in their schoolwork ($r = -.25$)
 - Putting less effort into their schoolwork ($r = -.30$)
 - Enjoying their schoolwork less ($r = -.23$)
- Less teacher support ($r = -.25$)
- Less able to meet parents' expectations ($r = -.18$)
- More physical symptoms of stress ($r = .23$)
- More academic worry ($r = .19$)
- More parent performance orientation ($r = .15$)