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Andrews University

School of Education

SELF-REPORTED PERSONAL PROBLEMS OF
ADVENTIST ACADEMY STUDENTS

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Ellen Marsh Crosby

July 2004

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ABSTRACT

**SELF-REPORTED PERSONAL PROBLEMS OF ADVENTIST
ACADEMY STUDENTS**

by

Ellen Marsh Crosby

Chair: Shirley A. Freed

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: SELF-REPORTED PERSONAL PROBLEMS OF ADVENTIST ACADEMY STUDENTS

Name of researcher: Ellen Marsh Crosby

Name and degree of faculty chair: Shirley A. Freed, Ph.D.

Date completed: July 2004

Problem

Adolescence is a time fraught with many challenges. There are no current studies prior to this one for Adventist academy students concerning the whole range of their personal problems.

Method

A survey of students in 14 Adventist academies was conducted in the regular classroom setting using the Personal Problems Checklist for Adolescents (PPC-A). The data were analyzed using descriptive and inferential statistics. Data were tested with One-way, Two-way, and Three-way ANOVA and correlation coefficients to determine differences between male and female, age groups 13/14 to 18/19, and in three different settings of day, boarding, and self-supporting Adventist academies.

Results

Among the top 10 problems of Adventist academy students were: "poor study habits," "worry about future job or college," "not enough money," "not enough exercise," "tired and having no energy," "no time to relax," "poor sleeping habits," "bored in school," "having trouble concentrating," "and being shy." There were differences found among the three types of academies and between male and female students and among age groups. Self-supporting academies had more frequent problems reported; females reported an average of eight more problems than males and the tendency was for problems to increase by age, with 18-year-olds experiencing greater problems. All 13 scales of problems on the PPC-A were significantly correlated. Highest correlations were between emotions and social, emotions and parent, emotions and school, emotions and health, emotions and religion, and emotions and crisis problems.

Conclusions

Adventist academy students are in need of intervention, particularly for emotional problems and lack of balance between physical, mental, emotional, and social aspects of their education. Many students are experiencing crisis and are in need of help to know how to cope better with critical life events they are facing.


SELF-REPORTED PERSONAL PROBLEMS OF
ADVENTIST ACADEMY STUDENTS

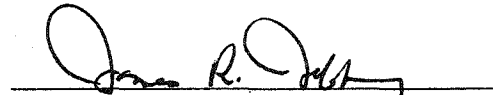
A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctor of Education


by

Ellen Marsh Crosby


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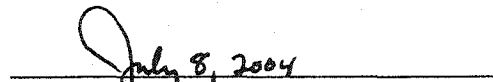

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Dean, School of Education
James R. Jeffery


Member: Jerome D. Thayer


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External: Raymond D. Davis


Date approved

This dissertation is dedicated especially to my grandchildren:
Amanda, Jason, Eric, Andrew, Jennifer, Alissa,
Jessie, Darron, Alana, Leah, Hannah,
Anne, Calvin, and Casey,

AND

To *all* SDA youth

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CHAPTER ONE

INTRODUCTION

Background of the Problem

Behavioral, emotional, and many other problems faced by adolescents, as they transition into adulthood, are well documented in the literature. Christensen (1999) stated: "The high incidence of adolescent problem behaviors in the United States raises major concerns. These problem behaviors include: sexually transmitted diseases, unintended pregnancies, suicide, depression, substance abuse, crime against persons and property, and juvenile delinquency" (p. 1835). Adolescents frequently are faced with a life crisis. "Compelling evidence suggests adolescents' unhealthy adaptation to stress contributes to a number of emotional and behavioral problems" (Guinn & Vincent, 2002, p. 152). Balk (1995) identified life events that challenged an adolescent: "running away to live on the streets, divorce of parents, bereavement over a death, and vulnerability to injury and disease" (p. 435). It is not safe to assume that adolescents are able to cope with these critical life events. Kroll (2001) stated: "Children do not have the developed coping mechanisms of adults, and they often lack adequate familial support to deal with such stressful situations as parental death or divorce, abuse and neglect, HIV/AIDS in the family, community violence, tragic accidents and war" (p. 837).

Adolescents are vulnerable to many psychological and social adjustment problems. Liu, Sun, and Neiderhiser (2001) stated concerning the students: "In Western countries overall prevalence rates of behavioral and emotional problems among adolescents have . . . an average of 16.5% across all problems" p. (828).

A group of international scholars contributed information about the most prevalent problems in industrialized countries around the world (Balk, 1995, p. 533). In 22 countries researchers found delinquency and substance abuse to be the most prevalent problems, followed by depression and suicide. In the United States the six most prevalent problems were delinquency, depression, eating disorders, substance abuse, suicide, and violence (Balk, 1995, p. 533). Newcomb and Bentler (1989) stated:

The United States is a drug culture. Drugs are used commonly and acceptably to wake up in the morning (coffee or tea), get through the stresses of the day (cigarettes), and relax in the evening (alcohol). . . . Adolescents are quite adept at spotting hypocrisy and may have difficulty understanding a policy of 'saying no to drugs' when suggested by a society that clearly says 'yes' to the smorgasbord of drugs that are legal as well as the range of illicit drugs that are widely available and used. (p. 242)

It is estimated that the majority of juveniles have committed delinquent acts. Some of these acts are minor, but more frequently they are serious offenses. "Nearly all the students admit to having done things that are against the law; the most frequent violations were underage drinking" (Balk, 1995, p. 445). Researchers have attempted to learn what leads teenagers into these most prevalent problems—delinquency, substance abuse, depression, suicide, eating disorders, and violence. Santrock (2003) found:

Predictors of delinquency include identity (negative identity), self-control (low degree), age (early initiation), sex (male), expectations for education (low expectations, little commitment), school grades (low achievement in early grades), peer influence (heavy influence, low resistance), socioeconomic status (low), family influence (lack of monitoring, low support, and ineffective discipline), and neighborhood quality (urban, high crime, high mobility). (p. 459)

Violence among teenagers is something we are hearing about more frequently, especially when it happens at school. We expect schools to be safe places for children. Santrock (2003) stated: "Physical attacks or fights with a weapon lead the list of reported crimes. Each year more than 6,000 students are expelled for bringing firearms or explosives to school" (p. 461).

Teenage depression is a worldwide phenomenon in industrial countries. Balk (1995) found that "studies of non-clinical adolescents (individuals not being seen by mental health professionals) report rates of depression ranging from 18 to 28 percent" (p. 534). As the disorder progresses it affects the thinking, causes withdrawal, and may reach the point where hospitalization is necessary to prevent harm to him or herself, or someone else. In psychological autopsy studies of adolescents who had killed themselves there was found a strong relationship between depression and suicide (Harrington et al., 1994).

Suicide among youth is on the rise. Santrock (2003) stated: "Since the 1950's the adolescent suicide rate has tripled" (p. 95). Approximately 6,000 adolescents kill themselves each year, making suicide the third leading cause of death among adolescents following death by accidents and homicide (Balk, 1995). That is nearly twice the number of people who lost their lives in the destruction of the World Trade Towers but all of these are children. Marrero (1995) stated: "Suicidal behavior among adolescents has become a national epidemic" (p. 3594).

A more recent problem but also one of the six major problems in the United States is eating disorders. Johnson, Roberts and Worell (1999) found that while there is not much discussion about preventive measures for eating disorders, girls with eating

problems experienced higher levels of depression than girls whose eating problems were only temporary.

Researchers continually looked for sources of help for troubled youth. “It has been documented in research that religion and church serve as major sources of support during times of crisis” (Wyche & Rotheram-Borus, 1990, p. 331). Moore and Gleib (1995) also found religiosity to be a deterrent to suicidal behavior among Black young people. However, Markstrom (1999) stated: “Many writers conclude religion has failed today’s adolescents by not tuning in to their developmental needs and failing to account for contemporary issues and concerns” (p. 206).

Ratey (2002) found the brain to be the ultimate adaptation organ in a body-soul connection where “neurons that fire together wire together.” That is how we learn (p. 55). Weiss (2001) stated:

When we’re feeling frustrated, the heart produces a chaotic rhythm that reaches the cortex and inhibits it. When that occurs, our reaction speed is delayed, our memory isn’t as sharp, we may say things we don’t mean or later regret, and we may lose physical coordination. Conversely, when we’re calm, the heart beats in smoother rhythms, which can produce high-performance learning in which brain connections are made easier and faster. (p. 61)

Connections between the physical, mental, and emotional states are common knowledge. Ratey (2002) said that proper nutrition, exercise—physical and mental—and sufficient sleep help us remain cognitively sharp and emotionally steady. Ratey stated: “To improve our brains, we have to move our bodies, take action, get going” (p. 363).

Weiss (2001) referenced Geyer, president of Brainergy, who said that breath, movement, and thought are much more closely linked than most of us realize. Field, Diego, and Sanders (2001) found that

students with a high level of exercise had better relationships with their parents

(including greater intimacy and more frequent touching), were less depressed, spent more time involved in sports, used drugs less frequently, and had higher grade point averages than did students with a low level of exercise. (p. 105)

In summary, adolescence is a time of adaptation and change when many types of problems emerge.

Conceptual Framework of the Study

The purpose of this conceptual framework is to (a) briefly present pertinent concepts that influential writers of the past century have written concerning adolescence, and, (b) examine relationships between the variables in this study.

The variables in this research are the 13 sections of the Personal Problems Checklist for Adolescents (PPC-A) as they relate to male and female Adventist high-school students ages 14–18 in three types of Seventh-day Adventist academies: day academies, boarding academies, and self-supporting academies.

In the study of adolescent development, G. Stanley Hall is known as the father of the scientific study of adolescence. He emphasized genetic determinants more strongly than environmental factors, but he acknowledged that environment played a stronger role in adolescence than in earlier stages of childhood development. Hall advocated the “storm and stress” view of adolescence with its mood swings and conflicts (Santrock, 2003).

G. Stanley Hall’s presentation of adolescent years as a troubled period has influenced the United States and other Western countries for a century, but more recent research by Offer (1988) found no such view. Offer found that 73% of adolescents have a positive self-image. That leaves 27% who do not have a positive self-image.

Ellen G. White was a contemporary of G. Stanley Hall and a prolific writer with a Christian world-view of youth and education. Regarding the biopsychosocial framework Ellen White (1899) stated: “The intellectual, moral, and physical faculties are to be equally cultivated and improved, that [the youth] may reach the highest standard in the attainment of knowledge. Education is one-sided unless the whole of the human machinery is used” (p. 446).

During adolescence, youth reach an identity crisis. The formation of the identity is not necessarily resolved during that stage but can be a lifelong task. Ausubel (1954) discussed the *psychobiological* and *psychosocial* problems of adolescence with the former term applying to uniform processes of development and the latter term applying to values or social conditions in a given culture.

The inventionist view declared that teenagers were invented in our lifetime “when legislation was enacted to ensure the dependency of youth” (Santrock, 2003, p. 8). Gold and Douvan (1969) studied the theories of Erik Erikson and the stages of adolescent development and stated:

These new identifications are no longer characterized by the playfulness of childhood and the experimental zest of youth: with dire urgency they force the young individual into choices and decisions which will with increasing immediacy, lead to a more final self-definition, to irreversible role patterns, and thus to commitment ‘for life.’ (p. 19)

James Marcia who also has studied Eriksonian theory has identified four statuses of identity. These four stages of identity are:

1. Identity diffusion: those adolescents who have not experienced a crisis.
2. Identity foreclosure: when a commitment has been made but no crisis has been experienced.

3. Identity moratorium: when an adolescent is in the midst of a crisis.
4. Identity achievement: when the adolescent has undergone a crisis and made a commitment (Santrock, 2003).

Santrock (2003) stated, "Crisis is defined as a period of identity development during which the adolescent is choosing among meaningful alternatives" (p. 303). These theories are helpful in understanding the process of development going on with young people at the same time when they are faced with other serious problems.

In regard to discipline in adolescence, Ausubel (1954) said that methods must obviously be adapted to the changes: "Physical restraint, parental approval, uncritical obedience, and personal loyalty are no longer appropriate measures for exacting conformity from the desatellizing individual" (p. 235). This view was also shared by Ellen White (1902) who stated, "Lay no rigid injunctions on the youth. It is these ironclad rules and commands that sometimes lead them to feel that they must and will do the thing they are charged not to do" (p. 180). Concerning delinquent behavior, Gulotta, Adams, and Montemeyer (1998) stated:

In the late 1980's and early 1990's some experts questioned the assumption that family factors are independently, not multiplicatively, related to delinquency. They felt that particular combinations of these variables would be powerful inhibitors of delinquency, whereas other combinations could be conducive to delinquent acts. The research suggests that their concern was warranted. (p. 56)

Santrock (2003) stated that currently it is "the best of times and the worst of times for today's adolescents" (p. 13). It is the best of times because of the possibilities today that were inconceivable in the past, and the worst of times because of temptations and hazards of the adult world for which teenagers are not ready.

The 13 main variables of the Personal Problems Checklist were examined under four headings: (a) Biological problems which include health habits and personal appearance problems, (b) Psychosocial problems which include emotional, attitude, and crisis problems, (c) Sociocultural problems which include family, religion, interpersonal, vocational, and dating/sex problems, and, (d) Psychoeducational problems which deal with school problems. These 13 variables cover the wide range of problems being experienced by adolescents.

Ellen White (1948) wrote: "The sympathy which exists between the mind and the body is very great. When one is affected, the other responds" (p. 60). In similar words, Papalia, Olds, and Feldman (2001) stated: "Developmental scientists talk separately about physical development, cognitive development, and psychosocial development. Actually, though, these aspects, or domains, of development are intertwined. Throughout life, each affects the others" (p. 13). Papalia et al. went on to say that "a person is more than a bundle of isolated parts. Development is a unified process" (p. 13).

Recent research is beginning to pay more attention to the interplay among genetic and environmental variables (Steinberg & Morris, 2001). While theories of Freud, Erikson, and Piaget are said to be waning, there does not appear to be a comprehensive framework but rather collections of mini-theories to study adolescent development. There is a need for a new integrative, interdisciplinary study of adolescents (Steinberg & Morris, 2001).

In the bio-psychosocial framework, scientists considered the biological, psychological, socio-cultural, and life-cycle forces (Kail & Cavanaugh, 2004). In order to design effective programs for adolescents the whole framework needs to be

considered. The systems approach looks at the interactions that make up a whole system. On a small scale research might look at parts of the physical organism, or the brain itself as a system of thoughts, emotions, and actions, or a whole family or community might be seen as a system of complicated interactions (Craig, 2001). Craig stated: "Systems theorists focus on the *dynamic* interplay between as many variables as possible" (p. 63). Lerner and Galambos (1998) stated: "Accordingly, when the multiple biological, psychological, cognitive, and social changes of adolescence occur simultaneously (e.g., when menarche occurs at the same time as a school transition), there is a greater risk of problems" (p. 416).

This conceptual framework has considered the general concept of the "storm and stress" view of adolescence by G. Stanley Hall and the ideas of Ellen White concerning the importance of biological, psychological, and social balance in the education of youth, and the Eriksonian stages of identity development in adolescence. Recent systems theories and biopsychosocial interrelatedness of adolescent problems point to new directions for research. My study combines the old and the new concepts to help interpret the results of this survey of Adventist academy students.

Context of the Study

The Seventh-day Adventist church has an educational system serving its young people. The church operates 941 elementary schools, 113 academies (secondary schools), and 15 colleges, universities, and medical schools in the United States.

Most of the academies have dormitories and are primarily boarding schools. In urban areas where there are more Seventh-day Adventists, such as near SDA universities or hospitals, there are day academies. Day academies do not have dormitories but

conduct school Monday through Friday in a similar fashion as typical high schools.

Another type of academy is the self-supporting institution. These academies are boarding schools operated by Adventist individuals; however, they receive no financial support from the SDA church. All institutions subscribe to the Adventist philosophy of education (see Appendix 1).

Balk (1995) reported numerous studies with public high-school students concerning the problems troubling them, but a preliminary review of the literature found nothing current for Adventist high-school students. In a search of databases for information concerning research that has been done with Adventist academy students and the problems they are troubled with, I found two studies. *Valuegenesis* (Benson & Donahue, 1990) was a study focusing on the faith, values, and commitment of Adventist youth, Grades 6-12. Benson and Donahue (1990) stated: "*Valuegenesis* provides an omnibus portrait of Adventist youth, documenting and evaluating the current condition of their faith, their values, their loyalty to Adventism, and how each of these are reflected in their behaviors" (p. 7). Rau (1986) conducted a study concerning the schedules of Adventist academy students and the problems with balance in their life. *Valuegenesis 2* (Updates, 2000) was a 10-year follow-up study to ascertain changes in the Adventist youth population since the 1990 results/recommendations. I searched EBSCO, ERIC, First Search, PsychINFO, Dissertation Abstracts, and SDA Publications and continued to use these databases throughout the time of this study.

Statement of the Problem

Adolescence is a time fraught with many challenges including life-threatening behaviors. There are no current reported studies on Adventist adolescents and the whole

range of personal problems (physical, cognitive, emotional, and social) they may be experiencing.

Purpose of the Study

The purpose of this study is to examine the personal problems of Adventist adolescents in three different settings: Adventist day academies, Adventist boarding academies, and Adventist self-supporting academies.

Research Questions

The central phenomena under study are the personal problems reported by Adventist youth. The research questions are:

1. What are the most frequent problems being experienced by Adventist academy students?
2. What are the relationships between academy types and the personal problems of Adventist youth?
3. What are the differences between male and female Adventist academy students on their personal problems?
4. What are the differences between age groups on personal problems?
5. What are the relationships among age, gender, type of academy, and personal problems?
6. What are the relationships among the following major categories of personal problems: social; appearance; attitudes; parents; family; school; money; religion; emotions; dating/sex; health; job; crisis?

General Methodology

This study is a survey of current problems faced by Adventist academy students. From a list of 27 academies (see Appendix 1) in the eastern United States, including Michigan, Pennsylvania, Illinois, Indiana, New Jersey, Maryland, Ohio, Virginia, North Carolina, Tennessee, Georgia, Alabama, Arkansas, Florida, and Oklahoma, 5 day academies, 5 self-supporting academies, and 5 boarding academies were invited to participate in the research. See Appendix 1.

I surveyed approximately 2,500 Adventist students in 14 secondary schools using the Personal Problems Checklist for Adolescents (PPC-A) from Psychological Assessment Instruments (1984). (See Appendix 1.) The PPC-A is divided into 13 sections with a total of 240 questions. The sections address issues related to Social/Friends; Appearance; Attitudes; Parents; Family/Home; School; Money; Religion; Emotions; Dating/Sex; Health Habits; Job; and Crisis. The PPC-A was chosen for its broad coverage of problems that adolescents experience and for its content validity.

At the end of the questions on the PPC-A there is one open-ended question inviting the students to tell in their own words anything further that troubles them. These comments were analyzed for themes. A pilot study was conducted at one academy prior to the general data collection process.

Significance of the Study

If young people attending Adventist academies are similar to students in the general population, they may be experiencing more problems than they can cope with. The extent to which Adventist young people may be in need of educational interventions needs to be ascertained so that interventions can be planned. This study can help

administrators, teachers, and counselors to know where changes are needed to help students cope with their problems. It can benefit adult understanding of youth and hopefully close the gap between disconnected adults and adolescents in Adventist education (Benson & Donahue, 1990). By examining the whole range of problems, this study can add to the literature a new dimension that give insight into the most frequent problems that are continuing to escalate. With research results showing where the students are having the most problems, interventions can be designed that will most effectively meet the needs of the students. This study will also help young people and adults have a better understanding of the problems Adventist young people and others are experiencing.

Definitions of Terms

Academy: A Seventh-day Adventist secondary school for freshmen, sophomores, juniors, and seniors. These schools are sometimes boarding schools where students live in a dormitory and stay for 9 months with occasional home leaves. Some academies are day academies where students attend much like a public school. Other Adventist academies are self-supporting which means that the Seventh-day Adventist church does not financially support them.

Biological Approach: In the biological approach, adolescent problems are believed to be caused by a malfunctioning of the adolescent's body or to be affected by the overall health of the young person (Papalia & Olds, 1998).

Bio-psychosocial Approach: Includes all three factors—biological, psychological, and sociocultural factors in determining why an adolescent develops problems (Nicholi, 1988).

Psycho-educational Approach: Those psychological factors that affect students academically and in their relationships so that their progress in school is compromised (Nicholi, 1988).

Psychological Approach: Distorted thoughts, emotional turmoil, inappropriate learning, and troubled relationships (Copel, 1996).

Socio-cultural Approach: Factors that influence adolescent behavior include socioeconomic status and neighborhood quality (Papalia & Olds, 1998).

Summary

Numerous problems affect adolescents, and sometimes their ability to cope is inadequate. There are no current studies about the wide range of problems Adventist high-school students may be experiencing. This study surveyed the personal problems of Adventist academy students using the Personal Problems Checklist for Adolescents.

Organization of Dissertation

Chapter 2 reviews the literature on adolescent problems. Chapter 3 describes the methodology. Chapter 4 describes the results of two types of data: the quantitative data from the PPC-A and the write-in data from the open-ended question. Chapter 5 presents the conclusions and recommendations from this research.

CHAPTER TWO
REVIEW OF LITERATURE

Introduction

Santrock (2003), in his textbook *Adolescence*, stated: “The spectrum of adolescent problems is wide” (p. 441). Adolescent problems are currently studied from the perspectives of biological factors that address issues of health/habits and personal appearance; psychosocial factors that include emotional problems, attitudes, and crisis; sociocultural factors that address family, religion, interpersonal, vocational, dating, and sex; and the psychoeducational perspective that addresses school problems. In this literature review each of the perspectives and the research associated with them is discussed. The review of literature is organized around the 13 problem areas of the Personal Problems Checklist.

The *focus* of the literature review is on the biological problems of eating disorders, exercise and sleep issues, and substance abuse; psychosocial areas of depression, attitude problems, suicide, delinquency, and grief; socio-cultural factors of divorce and step-parent issues, abuse, date rape, teen pregnancy, and sexually transmitted diseases, religion, religious commitment Seventh-day Adventist youth, loneliness, shyness, and vocational issues; and the psycho-educational problems of low grades and boredom in school. Gender issues and age-grade issues of adolescents are examined.

Biological Problems

Monty (1998) stated, "Adolescents are faced with a multitude of health problems" (p. 1437). Two areas of biological problems are the health and habits-related problems and the personal appearance problems, sometimes referred to in the current literature as body image.

Health Habits

The section includes exercise, sleep problems, and substance abuse and eating disorders. Substance abuse and eating disorders are two of the major problems of adolescents in the United States. Problems with sleep disorders and lack of exercise increasingly are matters of concern. Discussion of eating disorders will be followed by a closely related problem of appearance.

Exercise Problems

Reeh, Hiebert, and Cairns (1998) found in a survey of 480 adolescents that "positive correlations between health-related beliefs and behaviors indicated that as beliefs became stronger the frequency of the health-related behaviors also became stronger" (p. 23). Goals for improving adolescent health are to reduce health-compromising behavior and to increase health-enhancing behaviors. Exercise is only one of several current areas of concern. These areas would include problems such as smoking, drugs, unprotected sex, lack of exercise and sleep, and some changes in diet (Santrock, 2003).

It is difficult to separate the problem of lack of exercise from other current health matters related to television viewing including loneliness, shyness, body image

dissatisfaction, less exercise, and use of alcohol, and tobacco, and illicit drugs (Atkin, Neuendorf, & Jeffres, 1999; Page, 1996; Strasburger & Donnerstein, 1999). Tobacco industries are spending \$6 billion annually on advertising, and alcohol manufacturers are spending \$2 billion aimed at the youth (Center for Substance Abuse Prevention, 1997; Strasburger, 1995).

Sleep Issues

Adolescents need an abundance of sleep. Naidu (1997) found that “few studies have investigated the EEG sleep abnormalities of depressed children and adolescents” (p. 6242). This study looked at abnormal sleep patterns in depressed children. One hundred and forty-six depressed children were evaluated using the Diagnostic Inventory for Children And Adolescents, the Weinberg Screening and Affective Scale, the Beck Depression Inventory or the Children’s Depression Inventory, and the Bellevue Index of Depression. Those with depression or anxiety had more sleep problems, and it was also found that those with sleep problems had earlier onset of depressive illness. Naidu (1997) found a relationship between crisis and sleep problems.

A number of studies found relationships between sleep problems and behavioral problems and sleep problems and depression (Aronen, Paavonen, & Fjallberg, 2000; Gregory & O’Conner, 2002; Patten, Choi, Gillan, & Pierce, 2000). Sleep problems have been found to be associated with numerous problems including substance abuse, eating disorders, depression and anxiety, and psychiatric disorders (Benson & Donahue, 1990; Breslau, Roth, Rosenthal, & Andreski, 1996; Nobili, Baglietto, & DeCarli, 1999; Walsh & Goetz, 1990).

Estimates of sleep problems ranged from 25% to 43% in healthy children (Aronem et al., 2000; Stores & Wiggs, 1998). Studies also showed that a relationship between sleep-related breathing difficulties and hyperactivity, with treatment of sleep problems reducing inattention (Cherwin, Dillon, Bassetti, & Ganoczy, 1997; Corkum, Tannoch, & Moldofsky, 1998; Picchietti & Walters, 1994). Bachman and Schulenberg (1993) state: "Work intensity appears to reduce the likelihood of getting sufficient sleep, eating breakfast, exercising, and having a satisfactory amount of leisure time" (p. 220).

Substance Abuse

Substance abuse is one of the major problems of teenagers in the United States. According to Hitchner and Tift-Hitchner (1996) drug use has risen from 11 to 21% among eighth-graders between 1992 and 1995, from 20 to 33% among 10th-graders, and from 27 to 39% among 12th-graders. They say that marijuana has the sharpest increase, while other drugs and alcohol are gradually climbing. It appears that the increase in the use of marijuana is correlated to the decrease in perceived risk of using this drug.

Gilvarry (2000) stated:

Substance use and abuse develops during adolescence, a transitional phase. This is ushered in by puberty and physical growth. There is an emergence of abstract, independent thought and sexual interest, so that the young person inevitably looks outward from the family in a new way and is less subject to parental control. (p. 55)

Gilvarry (2000) went on to say: "However, while there is a growing body of evidence on the effectiveness of treatments in the adult addiction literature the dearth of literature in the adolescent [literature] is obvious" (p. 56). Research has shown that there are correlations between substance abuse and depressive disorders and attempts at suicide. Smoking tobacco and cannabis and using alcohol showed an upward trend when

studies used actual urinalysis. These trends also were shown in self-report studies (Brassenx, D'Angelo, Guagliardo, & Hicks, 1998; Gilvarry, 2000; Johnson, Roberts, & Worell, 1999). Ethnic identity and attachment were studied as possible deterrents to substance abuse, but findings did not support a correlation (Yan, 1998).

Eating Disorders

Many teenagers seem to be concerned about their health, and girls, especially, tend to prefer the slender body image (Bers, 1987; Larson, 1989; Pryor & Wiederman, 1998). Eating disorders are one of the six major problems in the United States (Balk, 1995). Streigel-Moore and Cachelin (1999) said: "For many girls, adolescent concerns about their physical appearance become all consuming and eclipse concerns about other life goals. . . . For a subset of girls, negative feelings about their body and the behavioral efforts to achieve or maintain a thin body contribute to the development of an eating disorder" (p. 86). According to Basow and Rubin (1999), girls who attempt to develop autonomy and independence may have problems with eating disorders and depression. It appears that girls with positive relationships with parents have fewer eating problems (Balk, 1995; Bugola, 1995; Larson, 1989; Santrock, 2003).

Streigel-Moore and Cachelin (1999) stated the following:

As is true for other disorders of childhood and adolescence, however, factors that contribute to resilience against eating disorders have not yet been investigated in detail. Indeed, there is little discussion in the field of eating disorders of what factors might protect girls from developing an eating disorder. (p. 87)

Santrock (2003) stated: "Even though America has become a health-conscious nation, many adults and adolescents still smoke, have poor nutritional habits and spend too much of their lives as couch potatoes" (p. 90).

Personal Appearance

Teenagers usually give a lot of time and attention to their personal appearance, often looking at themselves in the mirror to see if anything has changed. A study by Brenner (1993) found good family relationships helped adolescents feel more positive about their appearance. "Body image is usually defined as an individual's mental picture of her appearance and, to a degree, her preoccupation with her appearance" (Cerrone, 2000, p. 1628). Streigel-Moore and Cachelin (1999) concurred:

Puberty is associated with considerable weight gain, and this physical change occurs in a cultural context that upholds a female beauty ideal of extreme thinness. . . . For many girls, adolescent concerns about their physical appearance become all consuming and eclipse concerns about other life goals.

In research by Larson (1989) it was found that adolescent girls have learned that society prefers a thin body image and patterns of restrained eating habits begin to develop and progress until in some girls an eating disorder is the result. This pattern appears to be a problem for girls much more than boys. Denmark (2003) stated: "Girls should be made aware of gender stereotypes" because "girls were almost twice as likely as boys to say they have dieted" (pp. 389, 390).

Furthermore, in U. S. culture, physical attractiveness is said to contribute to success (Streigel-Moore & Cachelin, 1999), and physically attractive girls are thought to be more feminine. Streigel-Moore and Cachelin wrote: "The combination of the cultural prescript for girls to care about others' opinions and to define themselves through their physical appearance, and the particular beauty ideal of extreme thinness, creates a powerful motivational force for girls to pursue thinness" (p. 86).

A study by Brenner (1993) found good family relationships helped adolescents

to feel more positive about their appearance. Farinon (1998) stated: “To date, most research studies have examined the relationship between emotional experience of depression and eating disorders” (p. 3611). Farinon noted that anger was a factor in eating disorders, but this also is under-researched. Denmark (2003) found, “Late maturing girls may feel inferior to their peers in terms of sophistication and attractiveness. All of these issues may affect adolescent girls’ self-esteem and self-image” (p. 392).

Balk (1995) found that family emphasis on appearance and status could lead to eating disorders. Bogala (1995) found that fathers of girls with eating disorders placed great pressure on them to be attractive and to succeed. While most adolescents do not develop serious problems with eating disorders, Belden and Beckman (1990) stated:

One hallmark of teen years is self-consciousness. Any unusual physical characteristic, ability, or experience is magnified—a cross to bear, a candle to hide, an emotion to deny—this at a time when peer pressure to conform is most intense (p. 78).

In summary, research has found relationships between health and behavioral problems. There is a need for more research concerning health problems with adolescents, and this appears to be especially true for female adolescents.

Psychological Factors

This section presents three major categories: emotional problems, attitudinal problems, and problems related to crisis. Emotional problems include studies on adolescent depression, which appears to be a frequent problem among teenagers.

Emotional Problems

Depression has been increasing in children and adolescents since World War II

with highest rates during adolescence, particularly late adolescence (Fristad, Shaver, & Holderle, 2002). Not all students are troubled with emotional problems or other serious problems.

Primary among these myths would be that adolescence is a time of storm and stress, a notion we have culturally inherited from the earliest days of the 20th century and the birth of adolescent psychology. Thinking that turmoil is normal overlooks the fact that 80 percent of adolescents get through that period with adequate mental health. This misunderstanding also means we might ignore adolescents with serious problems by thinking turmoil is 'just a phase' they will grow out of. (Scales, 2001, p. 69)

Kay (1995) studied depression in adolescents and its relation to coping and stressful life events. The study was conducted in public high schools in Ontario and used the Children's Depressive Inventory, the Self-Help Inventory, and the Life Events Checklist. Kay (1995) reported: "The results of this study indicate that these [stressful life events] have significant relationships with depression" (p. 1502).

Studies have found co-occurring conditions such as depression and substance abuse and conduct problems to be more frequent in adolescents than in adults (Angold, Costello, & Erkanli, 1999; Fristad, Shaver, & Holderle, 2002; Whitbeck, Hoyt, & Bao, 2000). Kowalski (1999) asserted: "Current research shows that depression often correlates with chemical imbalances in the brain. Chemicals that may have abnormal levels include serotonin, norepinephrine, and dopamine. Stress is often a major catalyst for depression" (p. 7). A crisis in an adolescent's life can trigger depression.

Teenagers with feelings of unhappiness often will try to cover up those feelings with what is termed the "rush." Maxym and York (2000) wrote:

The rush is a passionate search for a single moment of feeling intensely alive, in tune, powerful, ready, and able to experience life as no one has ever done before. The teen looking for that rush seeks risks to challenge the very meaning and essence of being alive. Using drugs and alcohol, having sex, driving fast cars, and

seeing how far the rules and the law can be pushed all contribute to achieving the 'rush' and that feeling of being invincible. Even if a teen feels worthless, surviving self-destructive attitudes and acts like driving drunk and surviving or having unprotected sex and not getting a sexually transmitted disease or pregnant is also a 'rush'. (p. 18)

Research has demonstrated that higher levels of depression lead to lower levels of competence as well as higher levels of behavioral problems for adolescents (Rossen, 1997). Some problems may be only temporary, but when they persist for 2 weeks or more they are considered to be symptoms of depression if there are five symptoms at one time (American Psychiatric Association, 1994).

Typical signs of depression are the following: sad or irritable, loss of interest in normal activities, weight gain or loss, fatigue nearly every day, sleeping all the time or barely sleeping at all, difficulty concentrating, extreme agitation or sluggishness most days, feelings of hopelessness, worthlessness or guilt, thoughts of suicide or hurting someone else (Brent et al., 1993; Kowalski, 1999; Leader & Klein, 1996; Lewinsohn, Giotlib, & Seeley, 1995; Rao et al., 1995; Reinherz et al., 1999).

Rao et al. (1995) studied depression in adolescents and the outcomes in adulthood. According to Rao et al., this is the first study that they know of that reports on adult outcomes of depression in adolescents. Their findings show there is increased risk for recurring depression. There appears to be a lack of studies concerning outcomes for students experiencing emotional problems. Mowbray, Megivern, and Strauss (2002) confirmed:

Conclusions about what contributes to educational outcomes for these students, however, are difficult—there are just too few studies available with relevant information. Furthermore, the available studies use limited sources and perspectives. That is, in preparation for writing this chapter, we conducted a literature review using several standard psychological databases to locate articles

written from the perspectives of adolescents or young adults with mental illness. No articles of this nature were located. (p. 14)

Attitudinal Problems

Attitude problems might be attitudes in general or specific attitudes about family or self. Benson (1993) reports that his research of public high-school students is “one of many national research efforts documenting the state of youth welfare” (p. 3). He found that previous research focuses on a compressed range of issues that might not address co-occurrence with other problems. Benson’s study of 46,799 students in Grades 6 to 12 used a 152-item inventory developed by Search Institute called *Profiles of Student Life: Attitudes and Behaviors*. The profile has 30 assets that are measured in Benson’s study—assets he deems necessary for positive youth development. Sixteen of those assets have to do with external provisions in areas of support, control, and structured use of time. The other 14 are internal assets of educational commitment, positive values, and social competence. Findings showed more than 80% of the youth cared about people’s feelings and had educational aspirations, whereas less than 30% had parental involvement in their education, or had homework or were involved in music. Only 42% of those students reported having structured use of time.

Benson’s study (1993) included 10 deficits measured that include being home alone, TV overexposure, drinking parties, physical abuse, sexual abuse, parental addiction, social isolation, hedonistic values, stress, and negative peer pressure. Results show 58% reporting being alone at home, 40% with TV overexposure, 31% at drinking parties, and only 2% with negative peer pressure (p. 21). Basow and Rubin (1999) have found the following:

Teen girls who devalue their abilities, or whose perception of their economic and social situations becomes the basis for hopelessness, may be more likely to yearn for and accept pregnancy and motherhood as a means toward satisfaction and achievement than do other girls. (p. 33)

In a study in England of high-school students and their problems, Branwhite (2000) related that studies that had been done there were two decades old and furthermore the research that had been done did not look at the problems from the adolescent's perspective. Hitchner and Tift-Hitchner (1996) said:

The 1960's and 1970's brought psychologists Abraham Maslow and Carl Rogers, both of whom had a profound influence on educational achievement in terms of children feeling good about themselves.

But have we gone too far afield with 'feeling good'? More than a few educators, including school counselors, believe we have. . . . The media has contributed to the problem. They've helped oversell self-esteem as a national quick-fix that can explain away various addictions, dependencies, and irrational and self-defeating behaviors. (p. 10)

According to Kaufman et al. (1993), "Adolescence is generally regarded as a time of transition demanding considerable adaptation. Failing to successfully negotiate the developmental hurdles associated with this period can have serious physical and psychosocial consequences" (p. 8). In Kaufman's study of over 600 teenagers a self-report instrument was designed called "Things That Worry Me," with 80 items. Other instruments used are the "Feel Bad Scale" and measures with as little as 22 items.

Kaufman et al.'s study (1993) of what adolescents are worried about found that death of a friend or family member, the parents' physical and mental health, and parents' use of drugs and alcohol were paramount concerns. Also 92% of the respondents were concerned about their own health.

Dealing With Crises

Crisis-related problems include death of a friend or family member, suicide of

friend or family member, divorce of friend or family member, loss of something valuable, parents' legal problems, physical abuse, emotional problems of family member, parent losing their job, trouble with the law, thinking about suicide, or planning to hurt someone else. Maxym and York (2000) explained: "Sometimes a divorce, parents' separation, or a death in the family can be the catalyst for kids to give up. And sometimes there is no discernible catalyst at all" (p. 23). According to Olszewski (1994), "A moderator of stress that has received modest attention in the adult literature and even less attention in the adolescent literature is religious coping" (p. 4144).

One of the six major adolescent problems in the United States is suicide, and there is a lot to be found in the literature on this subject. Suicide is rare in childhood, but it is the third leading cause of death today among adolescents (National Center for Health Statistics, 2000). Santrock (2003) stated, "Although not all depressed adolescents are suicidal, depression is the most frequently cited factor associated with adolescent suicide" (p. 466).

In a study by Ceperich (1997) it was found that "one in four high school students in a recent national survey said they had thought seriously about attempting suicide in the past year and one in five had made a specific plan to kill themselves, suggesting effective prevention programs for adolescents are needed" (p. 1599). Some stressors that lead to suicide ideation are poor grades, drug and alcohol abuse, and increased stress (Huff, 1999). Huff also stated that the three highest ranked items related to suicide ideation were "getting tired for no reason," "feeling that no one cares or understands you," and "having crying spells or feeling like it" (p. 83).

Reinherz et al. (1995) did a study of early risks for adolescent suicidal ideation and attempts. They found that from this phenomenon “youths with suicidal ideation at age 15 were 16 times more likely to report lifetime suicide attempts” (p. 609). Other research found similar results (Hovey & King, 2002).

Studies have shown increased rates of suicide in recent years (Huff, 1999; Kowalski, 1999; Reinherz et al., 1995; Weber, 1997). During teenage years depression affects one in five young people, and this is a risk for suicide (Hendricks, 2001). “The second biggest killer of youth is self-imposed—a wide range of self-destructive activities known as suicide (Schvaneveldt, 1982). Predictors of suicide were found to be hopelessness, negative self-evaluation, and hostility (Lucey, 1997).

Delinquency

Delinquency or trouble with the law is another increasing major problem in the United States (Sweatt et al., 2002). Sweatt et al. further stated that research on the subject of adolescent violence is in an early phase. Balk (1995) reported:

Males are involved much more than females in delinquent activities. When compared to females, males are arrested much more often for violent crimes, drug crimes, and property crimes. FBI data gathered between 1965 and 1989 show the rate of juvenile arrests has been greater for males during every year, and never once did the ratio drop below four males for every female arrested. (p. 463)

Balk went on to say that “self-reported delinquent behaviors indicate adolescents engage in an incredible number of status and criminal offenses” (p. 463). In Detroit alone, over a 4-month period, 102 adolescents and children were shot, most by other youth (Balk, 1995). Balk observed: “Murder is the leading cause of death for children in American inner cities. Around 50 percent of the murderers are other youths. These statistics are particularly grim for blacks” (p. 468). Lotz and Lee (1999) found that

factors related to delinquency are low grades, truancy, and hostility toward school personnel.

A study was done by Moss (1996) concerning juvenile delinquency and the role of the church in combating this problem. Moss stated:

The increased incidence of juvenile delinquency, especially violent crimes, in urban, suburban, and rural areas, in cities large and small, begs the invention of new programs which can be effective in combating juvenile delinquency and reducing recidivism rates for juvenile offenders. . . .

There is a proliferation of data on factors relating to juvenile delinquency. Cited most often are low socio-economic status, educational difficulties, and dissolution of the family. Still, the development of effective preventive methods, treatment programs, or rehabilitation for these conduct-disordered youth is at best limited. . . . There is evidence in the literature that the church is an organization that provides moral development, values clarification and a sense of community for its members. (p. 1)

Pressures in the lives of teenagers can make it seem like being good is unachievable. "Feeling betrayed, fearing they cannot be the best of the best, they may become overly resentful. Some kids then choose instead to be the worst of the worst" (Maxym & York, 2000, p. 23).

Adolescent Grief

Balk (1995) found "death and grief are more common experiences for adolescents than adults have acknowledged" (p. 420). A traumatic crisis for a young person is death of a family member or friend. "Coping with death and bereavement challenges more adolescents than many people apparently realize. The distress and destabilizing effects of grief present not only severe challenges to coping but also serious obstacles to managing the psychosocial transitions that mark adolescence" (Balk, 1995, p. 420).

Balk also indicated that death is more common than adults admit, affecting over 30% of young people. It complicates the adolescent's moving from dependency to

autonomy when he or she loses a parent and causes excruciating anguish. Balk (1995) added: "The atypical aspect of sibling death during adolescence may account for the phenomenon that, when a family is grieving the death of a child, adolescent siblings become forgotten mourners" (p. 424).

Harrison and Harrington (2001) conducted a study of adolescent bereavement experiences in England. Two questionnaires were filled out in a classroom setting. "The findings were striking in showing that loss of a relative or friend through death was a common experience. Indeed, young people who did not experience the death of a significant other were in a minority" (p. 164).

A similar study in Finland also used two questionnaires. The study revealed that "according to the adolescents, fear of death, a sense of loneliness and intrusive thoughts were factors that hindered coping with grief" (Rask, Kaunonen, & Paunonen-Ilmonen, 2002, p. 137). Death and divorce are both serious losses for adolescents that leave them uneasy and sometimes with a sense of inferiority and inadequacy (Servaty, 1997).

In the subject of bereavement, Harrison and Harrington (2001) affirmed: "Deaths of parents, siblings, grandparents, aunts/uncles and close friends were all associated with increased levels of current depressive symptoms" (p. 161). Deaths as long as 5 years previous were found to cause depressive symptoms as much as those more recent deaths (Harrison & Harrington, 2001). Rask et al. (2002) stated: "According to the adolescents, fear of death, a sense of loneliness and intrusive thoughts were factors that hindered coping with grief" (p. 137).

In summary, death and other crises may be affecting adolescents more than adults have been aware of, and the youth may need help in learning how to cope.

Socio-cultural Factors

Socio-cultural factors include the subjects of problems in the family, dating and sex issues, religion problems, interpersonal issues, and vocational problems. As will be seen, these subjects are interrelated with other subjects being reviewed. Often the family is or seems to be in chaos. Maxym and York (2000) said that family life can feel like chaos, and the stress of it can be so powerful that it helps them avoid noticing how bad things are.

Family Problems

In a study of parent-adolescent views on family functioning there was significant discrepancy with adolescents having more negative views of the family life. Bagley, Bertrand, and Bolithe (2001) suggested that parents have a particular blindness and attributed the difference of view to their children's unhappiness. In other words, it may be difficult for parents to accept that their children have more light on the subject than they do.

Adolescent or teenage years often seem to be a time when the youth do not like to listen to their parents or others in authority. Scales (2001) found in a landmark study of more than a million young people that adults and young people are disconnected. Scales stated: "Most do not spend much quality time with adults other than their parents (and not much quantity time with adults other than parents and teachers either) and only one-third feel they have many adult role models or caring neighbors around them" (p. 66).

Scales further reported concerning developmental assets in young religious lives that

our own research and a synthesis we published in 1999 of more than 800 other empirical studies on adolescence strongly suggest that building the developmental assets in their lives does help young people lessen their risks, increase their

thriving, and enhance their resilience in the face of developmental challenge. (p. 67.)

Divorce/Stepparent Issues

Divorce, and or living with stepparents, can be a challenging time for teenagers. Franklin, Janoff-Bulman, and Roberts (1990) warned, "Clinically oriented research has found that children of divorce experience an enormous sense of loss and often show mild depressive symptoms" (p. 743). Franklin et al. found symptoms to peak at 1 year following the divorce, and children of divorced parents often were shown to have more favorable attitudes toward divorce in later years.

In the United States many adolescents have stepparents. Nicholson, Fergusson, and Horwood (1999) observed: "It has been estimated that in the United States 35 percent of children born in the 1980's will experience the divorce and re-partnering of their custodial parent during their childhood or adolescent years" (p. 405). This can have negative impact on adolescents who are already in a time of transition from childhood to adulthood. Nicholson et al. (1999) studied the effects of living in a stepfamily using a longitudinal study of 1,265 children born in New Zealand. Data were collected from children, their parents, and classroom teachers. Family histories were completed in interviews. The main aim of the study was to examine the effects of living in a stepfamily after controlling for previous factors. The results of Nicholson's study supported previous research that found children living in stepfamilies to be at increased risk for criminal offences, smoking, school drop-outs, sexual activity, and multiple sexual partners.

Abuse

Champion (1999) studied adolescent Mexican Americans who experienced abuse, whether physical or sexual. Champion stated: "The family of origin has been described as a training ground for violence" (p. 699). Champion further explained: "Violence can occur when attempts to cope with stress fail" (p. 700). Champion's study used ethnographic methods, and life histories were obtained from adolescents in traditional and alternative schools in southwestern United States. Observation and formal interviews were used over a 6-month time period and the interviews were audiotaped. Two themes emerged—being alone and parenting.

Champion (1999) wrote: "Affairs were an integral part of abusive parental intimate relationships" (p. 704). The children witnessed affairs, and if a man had an affair, the wife stayed but if a woman had an affair she was apt to be abused. The "parenting" theme meant that all of the participants' parents had been adolescent parents, which came about because of the participants' birth. Extended family members often witnessed abuse, but the abused adolescent was instructed to stay home until the bruise was gone or to give another made-up reason for it. Parents gave little support when sexual abuse was reported because consequences could be serious. Another theme in Champion's (1999) study was fear in the context of love. Abused persons were afraid of losing love so they continued to accept the abuse. "The adolescent's intimate relationships were intricately woven with abuse" (p. 715).

In recent years single-parent families have increased leaving deleterious effects (Carlson, 1999). In Carlson's study it was found that "the level of biological father involvement is strongly associated with the quality of relationship between the mother

and the father, particularly for adolescents who live with their biological, married parents” (p. 782). Daily hassles and conflicts and stressful life events are found to be antecedents to adolescent depression (Crosbie-Burnett & Giles-Simms, 1994; Gilbreth, 2000; Lohman, 2000; Nilzon & Palmerus, 1997). Randall (2002) stated: “Despite the escalating numbers of families that experience parental separation, divorce, and remarriage, the impact of these family transitions upon the adolescent in relation to the separation-individuation process has not been determined as compared to adolescents from intact structures” (p. 2148).

Money Issues

Brooks (2000) examined relationships between hardships and adolescents’ household responsibilities and confirmed that hardships do indeed bring more labor, especially for girls. The more the hardship, the more responsibilities placed on adolescents. Some adolescents with hardships experienced higher self-esteem while others experienced more delinquency.

Normally children move from dependency to independency and with maturity to interdependence with their families. Chavira (2001) in an experimental study found that parents in an interdependent relationship reacted more negatively to misbehavior of their children. Rinaldi (2001) reported: “Results are promising and suggest that enhancing parenting skills is a useful and important way to improving conduct problems in children and maintaining those improvements to prevent further adolescent behavior problems” (p. 2498). Other research supports those findings (Dixon, 1998; Hong, 2001).

Positive sibling relationships were found to enhance self-esteem in adolescents (Yeh, 2001). Warren (2002) said: “Results indicate that adolescent mothers within this

urban low-income population who were more supportive and engaging with their children, had children who displayed fewer behavior problems” (p. 1069).

Dating/Sex Problems

Benson’s (1993) findings concerning physical and sexual abuse of girls provided evidence that “more than one-third of all girls in grades 10, 11, and 12 fall prey to one and/or both of these forms of abuse” (p. 29). The consequences of this abuse included: double the chance of depression, double the chance of feeling under stress, and half the number of those with high self-esteem. Other studies confirmed the relationships between sexual abuse and depression and low self-esteem (Beasley, 1997; Sommer, 1999).

Another problem is date rape and how to deal with it. Because adolescents appear to be at higher risk for this type of violence, young adults were surveyed and their attitudes studied. Harway and Liss (1999) reported that

respondents were most likely to justify rape and to perceive the partner as willing to engage in sexual intercourse in scenarios in which the victim initiated the date, went to the man’s apartment, or allowed him to pay for the dating expenses. (p. 279)

Harway and Liss (1999) also reported that 31% of respondents knew a date rape-victim. They found that often alcohol was another factor in this problem. Prevalence rates were nearly the same in high schools and colleges.

Basow and Rubin (1999) wrote: “The relationship between dating and self-esteem for girls is an area in which more research is needed, especially with different cultural and ethnic groups” (p. 33). According to Santrock (2003) low self-esteem is associated with two styles of sexual identity in adolescents—the sexually naïve and the sexually unassured, whereas high self-esteem is associated with groups who are sexually

competent, sexually adventurous, and sexually driven. Santrock (2003) stated:

“Recommendations for reducing adolescent pregnancy include sex education, and family planning, access to contraception, life options, community involvement and support, and abstinence” (p. 362). Denmark (2003) added:

It is true that adolescent girls are at a dangerous crossroads, facing the possibility of exploitation by their male peers as well as by adults as their sexuality emerges. Possible ramifications of this exploitation include exposure to HIV and other sexually transmitted diseases (STDs) as well as the danger of teen pregnancy. (p. 377)

Estimates of sexual abuse or assault are between 15 and 40% and adolescent pregnancy is found to be a direct result (Kellogg, Hoffman, & Taylor, 1999). Kellogg et al. stated: “The average age at first USE (unwanted sexual experience) is 11.6 years. . . . Forty percent had their first USE with a peer (friend or acquaintance), 31% with an adult friend or acquaintance, 25% with a family member, and 4% with a stranger” (p. 293).

Each year about 1 million adolescents become pregnant in the U.S. and half of these pregnancies end in abortion (Rask et al., 2002). Wheeler and Austin (2000) observed:

For many adolescents, the death of a family member, friend, or a pregnancy loss may be the first time they are confronted with the physical, emotional, social, and cognitive changes that accompany grief. It is important to consider the impact of loss and grief responses in the light of normal adolescent growth and development. (p. 21)

Benson (1993) studied co-occurrence of teenage use of alcohol and having unprotected sex. Benson (1993) stated that this above finding “largely explains why the United States has the dubious distinction of being an international leader in teenage pregnancy rates” (p. 54). Other research has found relationships between alcohol and/or drug use and sexual experiences among adolescents (Christopherson, 2001; Kellogg et al., 1999; Vo, 1994).

Another serious risk from use of alcohol and adolescent sex is HIV. Flores (1999) found that HIV is spread at a higher rate in adolescents than any other group. Flores also found that the use of alcohol by only one partner increases the likelihood of the couple having sex.

Another study was done by Benson, Scales, Leffert, and Roehlkepartain (1999) concerning the developmental assets (e.g., positive peer influence, involved in music, church, extracurricular activities, helping people, and achievement motivation) among American youth. The study looked at 40 developmental assets and how they relate to problems adolescents are experiencing. Benson et al. found that most youth experience less than half of those assets. He stated: "This disturbing piece of the picture of adolescent development suggests that young people do not have the resources and strengths they need to thrive" (p. 40).

Religion Problems

Many studies do not include the spiritual perspective of adolescents' problems. Grobler (1998) wrote: "These biological, psychoanalytical, psychosocial, anthropological and ecological-contextual theories devote no attention to a theological orientation" (p. 4183). There are changes taking place in all of the above perspectives, and a consideration of the whole range of perspectives is necessary when studying adolescent problems (Grobler, 1998).

Donahue and Benson (1995) have found that religiousness is widespread among adolescents, but studies by age show a decline across the adolescent years. Markstrom (1999) pointed out: "The roles of religion and spirituality among adolescents have not been explored widely in the research literature" (p. 205).

Smith and Faris (2002) in a national study of youth and religion found similar findings to the Donahue and Benson (1995) study. Youth who participate in religion on a regular basis are far less likely to be at risk for problems such as substance abuse, crime and violence, and school problems. Smoking, drinking, and going to bars are less likely when the youth are participating in religion. On the other hand, there are also more positive behaviors associated with religion—volunteer work, sports, exercise, and participation in school government (Smith & Faris, 2002). Other studies examined the relationship of religious commitment and hopelessness, depression, and suicide (Baird, 1990).

Markstrom (1999) stated that there are three characteristics of development that help adolescents address issues of religion and spirituality: (a) onset of formal operational thinking, (b) it is meaningful to identity formation, and (c) it is linked to self-worth.

Findings in Markstrom's (1999) study of religious involvement and psychosocial development included that those who attended religious services more frequently and participated in a Bible study group or were involved in a youth group had higher levels of hope and higher degree of will was found with attendance. Males had the highest levels of hope. Ego strengths of fidelity and love were also associated with Bible study groups and attendance at religious services. A finding that was consistent with other research was that none of the variables of church attendance or youth group or Bible study were associated with self-esteem. An exploratory study by Olszewski (1994) found "evidence that the impact of spiritually based coping on depression and anxiety is mediated through self-esteem and social support" (p. 4144). Markstrom (1999) stated: "While gender

differences were minimal in this study, gender should be examined in future research” (p. 220).

Research has shown that church and religion make a difference in the lives of African-Americans when facing problems and coping with stress (House, 2001; Markstrom, 1999; Wyche & Rotherham-Borus, 1990). There are differences in other cultures such as youth living on reservations, but these differences may be related to economic levels or other factors not controlled in the study (Benson, 1997). Benson concluded:

We sometimes mistake this new independence as a signal that we should stop being engaged in young people’s lives. For example, many parents withdraw from involvement in their child’s education, structured activities in the community become less common, and adult volunteers are harder to find.

Asset building reminds us that young people continue to need adults in their lives, and they continue to need positive, safe places to spend time, even as they become autonomous. (p. 125)

Issues Affecting Seventh-day Adventist Youth

Valuegenesis is a landmark study conducted by Benson and Donahue (1990) of the influence of family, church, and school on the faith, values, and commitment of Adventist youth. Benson and Donahue (1990) said: “A high percentage of 6th to 12th grade Adventist youth are deeply committed to Adventism” (p. 8). This commitment is said to be comparable to that found in the Southern Baptist Convention. Benson and Donahue concluded: “Losing the 30 percent of youth who do not display high denominational loyalty, or losing even half that number, would have serious consequences for the Church” (p. 8).

Benson and Donahue (1990) saw many youth as being at risk. They stated: “Due in part to rapidly changing social conditions which threaten the quality of families,

congregations, and schools, contemporary youth are a generation at risk” (p. 8). Another problem described in the *Valuegenesis* research is that “high percentages of United States youth are involved with choices that seriously compromise their health and well-being and that endanger their ability to lead productive adult lives” (p. 11).

In a 10-year follow-up study of the *Valuegenesis 2* (Benson & Donahue, 1990) research some reasons were given why Adventist young people are leaving the church. These reasons included several themes: those of alienation (feeling unaccepted by the church members), irrelevance (feeling the church does not make a difference in their life), intolerance (a distaste for intolerant attitudes that comes across as a ‘holier than thou’ stance), and convenience (a feeling that they are too tired or too busy to get up on Sabbath morning and attend church (Dudley, 2000).

On the other hand, the *Valuegenesis 2* (Updates, 2001) study found reasons why many youth do stay in the church. These include belief in the Adventist truth, an ingrained identity with the church they grew up in, a close relationship with God, and Adventist relationships/friendships (Dudley, 2000).

Research shows that Adventist youth are more self-confident than previous generations. The trend is for young people to be searching for more meaning the older they get and they are more apt to call themselves religious (*Valuegenesis 2* Update, October, 2001). Schools are found to be doing a better job helping youth into a relationship with God as found by more than half of the youth seeking to grow spiritually (Update, 2001). The youth are found more intrinsically involved in their religion, which fits with the Christian world-view (Update, 2000).

Valuegenesis research shows a steady decline in the youth view of the church as an accepting climate as they grow older from Grades 6 to 12. Possibly there are other factors affecting the way the young people feel. A study in 18 academies by Rau (1986) found problems in the daily schedules of students. "Increased number of units to be earned before graduation from an Adventist boarding school makes it doubtful that students are experiencing educational balance" (p. 1). Students are believed to be robbing time from sleep and devotional time for the increased study load. Instruction in health was not received in the schools but came from other sources such as church, doctor appointments, or from reading books (Rau, 1986). "Could it be true that students solved their time deficiencies by reducing work and sleep? The answer appeared to be yes" (Rau, 1986, p. 183). The study found that little tolerance for change was possible in achieving balance.

Classes in academy are usually 40 minutes in duration (some are much longer now) and these blocks of time decide the schedule. "Free time could be nil but its dispossession may prove intolerable to the student" (Rau, 1986, p. 184). Such situations, Rau stated, could cause the students' schedule to fall apart with little provocation. The biggest difficulty Rau found affecting half of the students was in getting the needed hours of sleep with an equally large number of students not getting daily physical exercise.

Benson and Donahue (1990) saw Adventists as part of the solution to the risk problems as can be seen by: "Adventist schools send a higher proportion (66%) of their high school seniors on to four-year colleges" than do public high schools (30%) or Catholic schools (51%) (p. 11). Minority youth in Adventist schools succeed at a higher

rate than in public schools. At-risk behaviors are consistently lower among Adventist youth than in the general public of U.S. adolescents. Benson and Donahue (1990) said:

In sum, Adventist institutions—families, congregations, and schools—make positive contributions to two parallel cultures. One is their place in shaping the future of Adventism. The other is contributing, in significant and lasting ways, to the well-being of society as a whole. (p. 12)

Interpersonal Problems

Teenagers often spend a considerable amount of time with their friends and are influenced perhaps as much by them as by their parents. Branwhite (2000) stated: “A preference for spending time with friends was indicated over four times more frequently than spending time with their own family and fourteen times more often than spending time alone” (p. 75). Branwhite explains that this preference is apt to involve friends when it comes to problem-solving.

Friendships in adolescence give important support when characterized by intimacy, companionship, admiration, and helping. Higgins (1999) suggested that adolescent friendships can be part of intervention for those young people at risk for depression. Peer rejection is a significant predictor for adolescent anxiety (Frazier, 2000; Marmorstein & Iacono, 2001).

During adolescence young people face various changes physically and emotionally, and they also must learn how to get along with others and to know and understand themselves (Ancona, 1997). Hanson (1994) reported: “The social morbidities, which include youth suicide, homicide, sexually transmitted disease, unintended pregnancy and substance abuse, are currently eroding the physical, social, psychological, and environmental foundation of today’s adolescent population” (p. 833).

Boehm, Schondel, and Ivoska (1998), in a study of teenage problems found that adults believed teens were most concerned about high-risk problems, but for the teenagers who called a hotline those were not the big concerns. Instead the 11-13 age group was most concerned about family problems, school problems, and peer relationships; the 14-16-year-old group was more concerned about suicide, sex, pregnancy and abuse; the 17-19-year-old group was more worried about substance abuse, mental illness, death, spirituality, and someone to talk to.

Adolescents often feel lonely and/or shy. Belden and Beckman (1990) stated, "One hallmark of teen years is self-consciousness" (p.). Relationships are a primary concern for the youth (Beyers, 2002; Buote, 2000; Buyesse, 1997; Conger & Reuter, 1996; Kees, 2001). Owens (2001) found that the break-up of friendships for adolescents can have similar results to the end of other kinds of relationships, that is, relationships that end for other reasons than conflict.

According to Orr (1981) in a study in Australia, one in five persons experienced marked shyness. Orr's study found high-school students to have levels as high as 54%, with girls more frequently reporting shyness than boys. Orr stated: "Shyness is only a problem if the shy individual feels that he or she has no option but to be lonely" (p. 5). Some shyness results from embarrassing incidents at a young age and some children have a parent who is shy and they lack having social relations modeled while growing up.

A study by Prior, Smart, and Sanson (2000) looked for a possible correlation between shyness and anxiety problems. For adolescents both parent and child ratings were used. A trained psychologist investigated the relationship of shyness and anxiety through an interview during a home visit. Sessions were audiotaped. "Results were

considered separately for boys and girls” (p. 466). The results showed that even though teenage girls have more anxiety problems, the prediction of shyness is the same for boys and girls. The study found 42% of children rated as shy had anxiety problems in adolescence.

Vocational Problems

In the United States many youth do not have jobs because of legal age requirements for many kinds of jobs. Harold Howe II (Senior Lecturer Emeritus on Educational Policy and Administration, Harvard University) had this to say: “So we suggest you sit quietly, behave yourselves, and study in the schools we provide as a holding pen until we are ready to accept you into the adult world” (Brendtro, Brokenleg, & Van Bockern, 1990, p. 25). Young people like to feel needed even in small ways. Hitchner and Tift-Hitchner (1996) said: “At one time in this country, as in other societies, kids went straight from childhood to adulthood without passing ‘Go’” (p. 140). They added: “Regrettably, in our present society many adolescents feel undervalued, which in turn causes adolescent years to be those of confusion, frustration, and unhappiness. Drinking and using drugs offer a temporary escape, usually with devastating consequences” (p. 140).

A study by Bachman and Schulenberg (1993) looked at relationships between teenagers working on a job and what correlations there were with problem behaviors. A sample was chosen of 135 public and private high schools in the 48 United States. Questionnaires were administered during regular class times and confidentiality was assured. Student participation was from 83 – 84%. Self-report surveys of drug use were used. All analyses were carried out separately for males and females. The study by

Bachman found the majority of high-school students were using alcohol. The lowest rates were for those not working part-time jobs. Bachman and Schulenberg found that marijuana use was also positively correlated to part-time jobs, as was cocaine. When 30 hours per week were worked, the rates were double those who worked only 5 hours or less per week. There were higher rates of perpetration of theft, aggression, and victimization from those who worked longer hours. Another finding was that those who worked more than 5 hours per week had more arguments with their parents. "It appears that each increment in number of hours worked is associated with an increase in one or more of the problems" (Bachman & Schulenberg, 1993, pp. 220–235).

Benson (1993) encouraged the promotion of prosocial behavior as a preventive for behavior problems. He stated: "Students who engage in helping behaviors on a weekly basis are less likely than non-helpers to report at-risk behaviors" (p. 34). Benson (1993) saw the lack of service in the community as a problem, especially for boys. Benson (1993) found that values have shifted from pro-social values to hedonistic values of "having lots of money, having lots of fun and good times, and being popular and well-liked" (p. 24). His research found large percentages (more than 30%) of teenagers are home alone, overexposed to television, and/or attending drinking parties. Older adolescents are found to be using credit cards when they do not have cash for spending (Ericson, 2000).

Students who do have part-time jobs in addition to attending school full-time often have problems getting sufficient sleep, exercise, leisure time, and time for breakfast (Bachman & Schulenberg, 1993).

Psycho-educational Problems

The psycho-educational perspective concerns problems related to school including academic problems and relational problems.

School Problems

This section reviews school problems that are relevant to this study. Research by Drummond (1997) followed the sociological, psychoanalytic, and the ecological-contextual approaches in studying adolescents at risk for suicide. Adolescence is an unstable time (at least for some youth) when all the above factors are affected by the changes taking place, which can lead to an identity crisis. The risk appears to be greater at this time in history because family traditions have been eroded (Drummond, 1997). Other changes that affect high-school students are changes in nutrition, which can lead to several of the degenerative diseases. In Australia where Drummond's (1997) research took place the most common problem in helping youth at risk was lack of resources and services.

Research that attends to both the psychological and biomedical and social relationships with adolescent problems has been inadequate (Bui, Ellickson, & Bell, 2000; Essex, Boyce, & Goldstein, 2002). Gifted students have their own kind of problems. Kaplan (1990) stated:

Many gifted students accept responsibilities for a variety of activities such as a demanding course-load; leadership in school activities, clubs, or sports; and part-time jobs. Even if it were humanly possible, doing everything well would be physically and emotionally stressful. . . . Gifted students need intellectual challenge. (p. 488)

There may be problems in school with the teacher or others in authority.

It could be confusing to young people that parenting styles may be different from the teacher's style. Santrock (2002) stated: "Some teacher traits are associated with positive student outcomes more than others—enthusiasm, ability to plan, poise, adaptability, warmth, flexibility, and awareness of individual differences, for example" (pp. 238, 239).

Achenbach, Howell, and McConaughy (1998) found that low school scores (poor school functioning) on protective factors (good school functioning) for adolescents predicted school dropouts, unwed pregnancies, mental health services, suicidal behavior, police contacts, alcohol use, and total disturbances. Scales (2001) commented: "To many Americans, adolescents may seem to be a collection of unconnected 'factoids' such as the proportion that fail at school and how many are using drugs, or rates of teenage sexual behaviors, or the latest data on juvenile crime" (p. 68). Scales further stated that if we look beneath the surface we will find that youth who are failing in school are often also using drugs or cigarettes, and are at higher risk for sexual activity or other problems.

There is a lack of research concerning students who have been suspended or expelled from school (Mattison, 2000). Mattison observed: "Many students who are suspended have serious problems, for which suspension will have little effect" (p. 405). In California the "zero tolerance" program recommends expulsion for specific acts. Those expelled are 91% males and 43% White with the most frequent reasons for expulsion being bringing a weapon to school, defiance, and drugs (Mattison, 2000).

Research finds stress from major life events or daily hassles and even boredom in school to have a relationship to physical symptoms of adolescents (DiUglio-Johnson, 2000; Kaplan, 1990).

Gender Issues

Many studies considered the differences between male and female problems, especially concerning depression and its higher rates for girls (Demarest, 1998; Horne, 1998; Ruby, 1997; Zimmer-Schur, 1993). DeZolt (2003) stated:

First, it is clear from the review of research on adolescent girls that psychologists have much still to learn. Part of our current knowledge is limited by under-representation of studies that examine adolescent girls in general as well as those that have explicitly considered social class, race, and ethnicity as consequential variables in the research design. (p. 249)

In key findings of Benson, Leffert, and Roehlkepartain (1999), males are more apt to have school problems, to use alcohol, and to engage in violence and gambling. Girls more often are depressed or suicidal. "Differences between males and females are minor on other patterns" (p. 56).

The above research examined the difference when developmental assets increase in number. Benson et al. (1999) wrote: "As assets increase in number, many forms of high-risk behavior decrease. As assets increase in number, many forms of thriving increase" (p. 73). An example of this is that when females have 0-10 assets there is 40% depression and/or attempted suicide. This steadily decreases as the number of assets goes up until with 31-40 assets only 4% have depression and/or attempted suicide (p. 79).

Thriving indicators, according to Benson et al. (1999), included helping others, exhibiting leadership, valuing diversity, maintaining good health, and succeeding in school.

Benson's study did not show causation but the definite correlations. Denmark (2003) stated:

Aspects of dating, friendship, and gender role ideology are a major focus for female identity development. Girls display higher identity exploration than do boys in the dating and friendship domains, which include the formulation of personal values about involvement in relationships. (p. 391)

Hovey and King (2002) studied the spectrum of adolescent suicidal behavior and found gender differences both in suicide ideation and in suicide completion. Girls were twice as likely to attempt suicide, but boys were much more likely to complete suicide because the methods boys use are more lethal. Guns are the most frequent method of completed suicide (Hovey & King, 2002).

Sommer (1999) found differences between girls and boys who had been sexually abused. Abused girls had more severe depression than did the boys. In a study by Webster (2000), "Girls in this study experienced higher levels of depressive symptoms and higher levels of social support than the boys did. . . . Girls perceived higher levels of social support from teachers, classmates and close friends than boys" (p. 513).

Age-Grade Issues

Benson (1993) found that helping behaviors decreased at-risk behaviors. "There is also a rather sobering grade trend, with non-helping increasing as grade increases" (p. 37). Benson stated there is work to do—more with boys than girls—to reawaken giving instincts.

At-risk indicators in Benson's (1993) research report were found to most often be alcohol, sex, non-use of contraceptives, depression and suicide, riding and drinking, and seat-belt non-use. At-risk behaviors increase with grade level. Benson stated: "Nearly one-third (31%) of all students report 4 or more indicators, including half (50 %) of 12th grade students" (p. 44). The sample used by Benson does not include the urban poor or school drop-outs.

In a study of pre-adolescents, beginning in fifth grade, assessments were completed to determine trends in at-risk behaviors. At-risk behaviors were found to increase with age with a marked increase beginning at age 13 (Campbell, 1995).

Biopsychosocial Approach

This approach to understanding adolescent problems includes biological, psychological, and socio-cultural factors. It recognizes that all aspects of an adolescent's life may be involved in the problems they are experiencing. But to understand what is really going on with adolescents, said Scales (2001), we need more "stories" about the strong connections among the problems. Scales stated further:

Those more comprehensive approaches sometimes cost more but their positive effects are deeper and longer lasting. Stories that get at these points give residents and voters a more scientifically accurate framework within which to judge policymakers' plans for dealing with child, youth, and family issues. (p. 68)

The biopsychosociocultural framework is a useful way to organize the variables in adolescent development because it emphasizes that adolescent problems do not stand alone. Each interacts with the others (Kail & Cavanaugh, 2004). Systems theories focus on as many variables as possible, making systems theory a good way to study adolescent development. Lerner (1998) stated in regard to systems theory:

The person is not biologized, psychologized, or sociologized. Rather, the individual is 'systemized'—that is, his or her development is embedded within an integrated matrix of variables. (pp. 1-2)

Lerner and Galambos (1998) said that research showed the problems or risk behaviors of adolescents are highly interrelated. Furthermore, researchers are more often investigating co-occurrence of several risk behaviors (Lerner & Galambos, 1998).

Summary

In this review of literature the most frequently researched problems found were depression and suicide, emotional problems, substance abuse, delinquency, violence, and health problems. The most frequent method by far was the use of self-report questionnaires. There were often studies of correlations between these frequent problems and also the differences between the genders. What impressed me most is that correlations of greater or lesser degree can almost always be found between two variables but the whole range of variables is seldom considered.

Variables were discussed first individually in biological, psychological, sociocultural, psychoeducational, and finally, together in the biopsychosocial framework. The systems approach is more often being used to understand adolescent development and co-occurrence of problems. Scales (2001) states that we need more studies of the connections among problems. It is beginning to be found that problems affect human beings physically, mentally, emotionally, spiritually, and socially with each area sympathizing with the others and none standing alone.

I found no evidence of biopsychosocial studies among Adventist students. Problems show up with students lacking adequate sleep and exercise. Nearly a third of the youth are disenchanting with the church and its relevance in their life. Few studies of Adventist academy students and the whole range of problems they are facing were found, and there was nothing current.

CHAPTER THREE

METHODOLOGY

Research Design

The research design of this study was a survey using a problem checklist for the survey of Seventh-day Adventist high-school students in three settings. This chapter describes how the sample was selected. The instrument is described, along with how it was developed and what is known about its validity and reliability. The independent and dependent variables are described, and research questions are turned into workable hypotheses where applicable. The procedures that were followed in conducting the survey are discussed, then the tests and techniques that were used for data analysis are described. The open-ended question and its analysis are described in the procedure, and issues of validity and reliability are discussed.

Sample Selection

There are three settings for the study—Adventist day academies, Adventist boarding academies, and Adventist self-supporting academies. There are 27 academies in the eastern portion of the United States included in this study, an area from Michigan to Florida and from Pennsylvania to Oklahoma. From those 27 academies 15 were chosen with 5 from boarding academies 5 from self-supporting academies, and 5 from day academies. From the list of academies, the first 5 to agree to participate in each of

the three categories of academies were chosen. All principals of the 27 academies were telephoned and given an opportunity to participate in this study. See Appendix 1 for the actual telephone notes used in speaking to the principals. I began with calling each of the 27 academies and asking to speak to the principal. In nearly every situation I had to leave a message. When the principal returned my call I used the telephone notes to explain briefly my research and my request for their academy to participate. Some of the telephone messages I left were never returned. I repeatedly called various principals attempting to find 5 academies in each category—day, boarding, or self-supporting and also attempting to have some large, some small, and some culturally diverse academies. Some of the principals requested that I allow them to see the instrument before they would agree to participate. Some of them already knew what it was. One principal thought I was a bill collector, but he eventually did return my call. None of the academies were deliberately left out. I continued calling until all categories were filled.

The Instrument

The survey instrument used was the Personal Problems Checklist for Adolescents (PAR, 1986). This checklist comes from Psychological Assessment Resources (PAR) in Florida. The checklist has 240 items of problems that trouble adolescents. These problems are in 13 sections: Social; Appearance; Attitudes; Parents; Family; School; Money; Religion; Emotions; Dating; Health; Job; and Crisis. The problems are the dependent variables. Independent variables in the survey are gender, age, and type of academy. It took about 20 minutes for the students to complete the checklist. The students simply checked the items that trouble them and left the others blank. If there were problems that troubled them very much, they were asked to circle them. At the end

of the PPC-A there is one open-ended question. The students were invited to add in their own words anything else that might be troubling them.

The Tenth Mental Measurement Yearbook (Conoley & Kramer, 1989) described the development of the scales using the following procedure:

First, items were generated based upon review of existing surveys, tests, and tests pertaining to intake interviewing. Items were then sorted logically into content domains with duplicate and low base rate items eliminated. Finally, the resulting item pool was evaluated independently by two panels of expert judges, the first being composed of doctoral level clinicians. The composition of the second panel was not specified. (p. 621)

The parallel-panels method used to develop this instrument is said to be an appropriate procedure for enhancing content validity. Gay (1987) stated:

Content validity is determined by expert judgment. Usually experts in the area are asked to assess its content validity. When selecting a test for research study, the researcher assumes the role of 'expert' and determines if the test is content valid for his or her study. (pp. 130, 131)

The Tenth Mental Measurements Yearbook (MMY) (Martens, 1989)

recommended that the PPC-A be used with care and well-informed professional judgment. The *MMY* cautions that there is a need to differentiate between those problems that are typical of adolescents and those that indicate adolescents whose problems are more severe or unusual. I have used this instrument as an assessment tool for 10 years at group homes for both boys and girls. I was able to establish, as a counselor, that the young people were indeed checking the problems that were really troubling them.

Haugland and Wold (2001) related: "For many symptoms the subjective report is the only measure that both clinicians and researchers rely upon, as these are largely 'unmeasurable' in a clinical sense" (p. 611). Studies were carried out with different age

groups of children and adolescents and a variety of checklists, and it was found that adolescents were reporting symptoms reliably (Haugland & Wold, 2001).

Research Questions

Research questions were:

1. What are the most frequent problems being experienced by Adventist Academy students?
2. What are the relationships between academy types and the personal problems of Adventist youth?
3. What are the differences between male and female Adventist academy students on their personal problems?
4. What are the differences among age groups on personal problems?
5. What are the relationships among age, gender, type of academy, and personal problems?
6. What are the relationships among the following major categories of personal problems: Social, Appearance, Attitudes, Parents, Family, School, Money, Religion, Emotions, Dating, Health, Job, and Crisis?

For Hypotheses 1–5 the dependent variables are the personal problems reported by the participants, and the independent variables are age, gender, and type of academy.

Hypotheses

The null hypotheses state:

Hypothesis 1: There are no differences between (a) day academies and boarding

academies, (b) day academies and self-supporting academies, and (c) boarding academies and self-supporting academies

Hypothesis 2: There are no differences regarding personal problems between male and female Adventist academy students.

Hypothesis 3: There are no relationships between students ages 13/14 to 18/19 in the personal problems they report.

Hypothesis 4: There are no interactions between age, gender, category of academy, and the personal problems reported by Adventist academy students.

Hypothesis 5: There are no relationships between the scales of the PPC-A: Social Appearance; Attitudes; Parents; Family; School; Money; Religion; Emotions; Dating; Health; Job; and Crisis.

Procedure

In order to survey students who are minors, I first obtained approval from the Andrews University Institutional Review Board. With their approval I obtained written permission from the principals to conduct the survey in the academies. I made phone calls to the principals to explain the research and the survey and to see if they were interested in having their school participate. I explained the instrument, the PPC-A, its anonymity, and how the survey can benefit their own school and others. Each of the academies received its individual confidential report. The three categories of academies were explained and how the data would be pooled into three categories for analysis. A copy of the PPC-A was sent to those principals who requested it.

When the principals agreed to participate they were sent a letter for signed

approval. When the letters were returned, the packets of PPC-A's were sent with a postage-paid, addressed priority envelope enclosed for them to return the checklists to me. In a few instances I picked up the survey in person if the school was located nearby.

Since the checklist takes only 20 minutes to complete, it can be done in one class period. Instructions for the teacher who would be administering the survey in a class were included in the letter. The students were told that they were being given an opportunity to participate in research concerning the problems that trouble high-school-age youth. They were being given a "voice" in this research. It was explained to them that this is part of a larger number of academies and the results can help to bring about changes in the schools. Participation was not mandatory, and the checklists were filled out anonymously. The principals were requested to return *all* checklists to me without examining them. (See Appendix 2.)

One self-supporting academy did not follow any of the instructions. The checklists were handed out to the students to fill out during their study time on their own. Only about half the checklists were returned to me and the students had put their names on them. This academy was deleted from the survey and another self-supporting academy was chosen. One day academy had agreed to participate, but when they received the checklists and the faculty looked at them, they withdrew from the survey, explaining that their academy was having problems at that time between students and faculty, which might affect the outcome of the survey. This happened late in the time frame and since nearly half of the students already participating were from day academies, I did not replace that academy.

When the checklists were returned to me, each academy's set was placed in its

own receptacle with a code number. All of the checklists in which the students responded to the open-ended question at the bottom of the checklist were sorted out and placed on top of each receptacle for further qualitative analysis. These receptacles were placed in three stacks according to the category of academy. All handwritten responses to the open-ended question were recorded by type of academy (see Appendix 2). When all checklists were in, the data were entered on computer and e-mailed to Andrews University. At Andrews University the data were transferred to the SPSS statistical program for analysis. When reports were completed, each academy received its own individual report of frequency of distribution of all problems reported by their students.

I counted the checklists as they were returned to me to be sure all were returned, and I checked all of the checklists to be certain instructions were followed.

Analysis of Data

Once the checklists were tallied and tabulated, the data were analyzed by descriptive and inferential statistics. Tables and a profile chart were used to describe the data collected from each academy. Tables comparing percentages are presented in chapter 4. The hypotheses are:

Hypothesis 1 states that there will be no differences between the three categories of academy on the problems reported by the students. This was tested with One-way ANOVA.

Hypothesis 2 states there will be no differences between males and females on the personal problems they are reporting. This was tested with One-way ANOVA.

Hypothesis 3 states that there will be no differences among age groups and the

personal problems of Adventist academy students. This was tested using One-way ANOVA.

Hypothesis 4 states that there will be no interactions between age, gender, and type of academy on the problems the participants are reporting. This was tested using Two-Way and Three-Way ANOVA.

Hypothesis 5 states that there will be no relationships between the scales of the PPC-A. These were tested with correlation coefficient.

Qualitative Collection and Analysis

When the above statistical tests were completed, those checklists that had answers to the open-ended question at the bottom of the last page were studied and examined. Merriam (1998) suggests sorting data into categories or themes. Merriam adds: "Devising categories is largely an intuitive process, but it is also systematic and informed by the study's purpose, the investigator's orientation and knowledge, and the meanings made explicit by the participants themselves" (p. 179). Merriam (1998) states that small units of data "should reveal information relevant to the study and stimulate the reader to think beyond the particular bit of information" (p. 180). The comments gave a deeper understanding of the problems experienced by Adventist students and coincided with the types of problems checked by Adventist students (p. 118).

Summary

This study used a survey design of Adventist students in 14 academies in the eastern United States: 5 boarding academies, 4 day academies, and 5 self-supporting academies. The instrument used was the Personal Problems Checklist for Adolescents

(PPC-A). Data were analyzed using One-way, Two-way, and Three-way ANOVA and correlation coefficients to determine if there are differences or relationships among the categories of academy, genders, age groups, scales of the PPC-A, and the personal problems reported by the students.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND ANALYSIS OF DATA

Introduction

The purpose of this study was to examine the personal problems of Adventist adolescents in three different settings: Adventist day academies, Adventist boarding academies, and Adventist self-supporting academies. Chapter 4 first describes the respondents in the survey. Each research question is then presented with the results shown in text and tables. The final part is the answers to the open-ended question.

Respondents

Fifteen Seventh-day Adventist academies were chosen to participate. All students present on the day of the survey were invited to fill out the checklist. From those 15 academies, 5 were day, 5 were boarding and 5 were self-supporting. One of the day academies, after agreeing to participate, later declined to survey their students after examining the questions in the PPC-A during faculty meeting. I did not replace that day academy because it was late in the school year. One self-supporting academy did not follow the instructions--the students were given the checklist to fill out at their leisure; the students put their names on the checklist; only a few were returned to me. I did not use those surveys and instead replaced them with another self-supporting school in the Midwest, the closest one to the other academies in the survey.

The respondents numbered 2,240 students, male and female, ages 13-19 and in Grades 9-12. See Tables 1 and 2 for numbers by age, gender, and type of academy. More than half of the students (1,185 of 2,240) were ages 15 and 16. The students were of various races and cultures with 3 of the 14 academies being primarily Black students and the 11 other academies more diverse. Thirteen academies were in the Eastern United States and one in the Midwest.

Table 1

Number of Students by Age and Type of Academy

Age	Day	Boarding	Self- Supporting	Total
13-14	171	106	41	318
15	267	252	72	591
16	231	308	55	594
17	179	221	68	468
18-19	85	144	40	269
Total	933	1,031	276	2,240

Note. $n = 2,240$.

Table 2

Number of Students by Gender and Type of Academy

Gender	Day	Boarding	Self- Supporting	Total
Male	441	462	140	1,043
Female	492	569	136	1,197
				2,240

Table 3 shows the average number of problems being checked by students in each type of academy; the average number of problems checked by male and female students; and the average number of problems for each age group in the survey. Day academy students have slightly less reported problems and self-supporting academy students have the highest number. Females report an average of 8 more problems than males. The trend from ages 13 to 19 is an increase of problems with 15-year-old students slightly higher. These above-mentioned differences in Table 3 will be further discussed in chapter 5.

In Table 4 the average number of problems checked in the 13 individual scales is shown. Scales with most frequent problems are Social, School, and Emotions, followed by Parents and Health problems. The least average number of problems checked was in the subscales: Religion, Dating/Sex, and Crisis.

Table 3

Average Number of Problems per Student by Type of Academy, Gender and Age Groups

Item	Number
Day Academy	29
Boarding Academy	31
Self-Supporting Academy	33
Male	26
Female	34
Age 13-14	27
Age 15	32
Age 16	29
Age 17	30
Age 18-19	32

Table 4

Average Number of Problems Checked in Each of the 13 Scales

Scale	Number
Social	4
School	4
Emotions	4
Parents	3
Health	3
Appearance	2
Attitudes	2
Family	2
Money	2
Job	2
Religion	1
Dating/Sex	1
Crisis	1

Research Question 1

Research Question 1 asks, "What are the most frequent problems being experienced by Adventist academy students? Table 5 shows in descending order the most frequent problems checked by 20-47% of the students. There are 45 problems being experienced by 20% or more of the students. These problems are in 11 of the 13

scales on the PPC-A. The 2 scales not represented in Table 5 are Dating/sex and Crisis. The scales with the most frequently checked items as seen on Table 5 are: Emotions (7 problems), Social (7 problems), School (6 problems), Parents (5 problems), and Health (5 problems). Money, Attitudes, Family, and Job each had 3 problems; Religion had 2 problems, Appearance had 1 problem.

In the top 10 problems on Table 5, there are three school problems: "poor study habits" (47%), "worry about future job or college" (40%), and "bored in school" (32%). There are three health problems: "not enough exercise" (39%), "no time to relax" (33%), and "poor sleeping habits" (33%). Two of the top 10 problems are related to emotions: "tired and having no energy" (34%), and "having trouble concentrating" (32%). One money problem in the top 10 was "not making enough money" (39%), and one social problem: "being shy" (32%).

Tables 6-18 list the most frequent problems in each of the 13 scales of the PPC-A. The percentages of those reporting each problem are given down to 10%. Those problems reported by less than 10% of the students are not shown in these tables.

Table 5

Most Frequent Problems Checked by 20-47% of Students

Question No.	Problem	Percentage	Scale
96	Poor study habits	47	SCH
114	Worry about future job/college	40	SCH
116	Not making enough money	39	MON
191	Not enough exercise	39	HEA
144	Tired and having no energy	34	EMOT
201	No time to relax	33	HEA
193	Poor sleeping habits	33	HEA
146	Having trouble concentrating	32	EMOT
8	Being shy	32	SOC
111	Bored in school	32	SCH
93	Getting bad grades	31	SCH
120	Wasting money	31	MON
12	Feeling lonely	29	SOC
145	Feeling depressed or sad	29	EMOT
187	Poor eating habits	28	HEA
204	Job not paying enough	27	JOB
65	Parents disapprove of music	27	PAR
59	Parents expect too much	27	PAR
43	Poor attitude toward school	26	ATT
147	Not remembering things	26	EMOT
57	Parents too strict	26	PAR
83	Family lacking money	26	FAM
2	Criticized by others	26	SOC
143	Same thoughts over and over	25	EMOT
130	Confused about religious beliefs	25	REL
58	Parents interfering with decisions	24	PAR

Table 5-Continued.

Question No.	Problem	Percentage	Scale
104	Not understanding class material	24	SCH
202	No time for interests or hobbies	24	HEA
138	Worry about being accepted by God	24	REL
18	Let down by friends	24	SOC
95	Deciding on right course of study	23	SCH
126	Lack money for clothes	23	MON
46	Poor attitude toward self	23	ATT
192	Not able to sleep	23	EMOT
56	Not able to talk to parents	22	PAR
4	Uncomfortable in social settings	22	SOC
10	Taken advantage of by friends	22	SOC
221	Bored with job	22	JOB
33	Facial Blemishes	22	APP
75	Arguing with brother or sister	21	FAM
40	Have different opinions than others	21	ATT
148	Too emotional	21	EMOT
19	Feel different from everyone else	20	SOC
80	Having no privacy	20	FAM
211	Not wanting to work	20	JOB

Note. SOC=social, APP=appearance, ATT=attitude, PAR=parent, FAM=family, SCH=school, MON=money, REL=religion, EMOT=emotions, DAT=dating/sex, HEA=health, JOB=job.

Social Problems

Table 6 shows 10% or more of the students reporting on 19 of the 20 social problems on the PPC-A. "Being shy" (32%) and "feeling lonely" (29%) were the most frequent social problems.

Table 6

Social Problems in Descending Order of Frequency (19 of 20)

Question No.	Social Problem	Percentage
8	Being shy	32
12	Feeling lonely	29
2	Criticized by others	26
18	Let down by friends	24
4	Uncomfortable in social settings	22
10	Taken advantage of by friends	22
19	Feel different from everyone else	20
13	Feeling unpopular	19
16	Feel like people are against me	19
9	No close friends	16
20	Feel pressured to do wrong	16
3	Not fitting in with peers	16
14	Uncomfortable talking to people	15
7	Suspicious of others	15
1	Not getting along with people	14
15	Feeling inferior	13
6	Feeling immature	13
11	No one to share interests with	12
5	Having bad reputation	12

Appearance Problems

Appearance problems troubling 10% or more of the academy students are listed in Table 7. "Facial blemishes" (22%) and "being overweight" (19%) were the most frequent problems. Concerns about physical appearance, height, face, and clothes affected 15% of the academy students surveyed. See Table 7.

Table 7

Appearance Problems in Descending Order of Frequency (11 of 14)

Question No.	Appearance Problem	Percentage
33	Facial blemishes	22
21	Being overweight	19
26	Noticed for physical appearance	15
22	Too short or tall	15
30	Not having right clothes	15
31	Unattractive face	15
28	Feel clumsy or awkward	12
32	Having scars	10
27	Looking too plain	10
34	Not well-developed	10
25	Looking too young or too old	10

Attitude Problems

Attitudes are a common problem among Adventist adolescents, with 10 of the 12 problems on the PPC-A being reported by 10% or more of the students. "Poor attitude toward school" (26%), "poor attitude toward self" (23%), "have different opinions than others" (21%), "poor attitude toward work" (19%) and "not understanding attitudes of others" (16%) were reported. "Poor attitude toward religion" (15%), "poor attitude toward family" (15%), and "recent change of attitude" (14%) were also frequent concerns. See Table 8.

Table 8

Attitude Problems in Descending Order of Frequency (10 of 12)

Question No.	Attitude Problem	Percentage
43	Poor attitude toward school	26
46	Poor attitude toward self	23
40	Have different opinions than others	21
44	Poor attitude toward work	19
41	Not understanding attitudes of others	16
42	Poor attitude toward religion	15
45	Poor attitude toward family	15
37	Recent change in attitude	14
35	Poor attitude about everything	11
36	No interest in things	10

Parent Problems

Students reported “parents expect too much” (27%), “parents too strict” (26%), and “not able to talk to parents” (22%). In addition, the students reported their “parents fighting and arguing” (16%), “parents disapproving of activities” (14%), “parents have emotional problems” (14%), and “parents divorced” (13%). Parental disapproval is mainly toward their adolescent’s music (27%), friends (18%), clothes (18%), dating (15%), and boyfriend or girlfriend (14%). See Table 9.

Table 9

Parent Problems in Descending Order of Frequency (14 of 22)

Question No.	Parent Problem	Percentage
65	Parents disapprove of music	27
59	Parents expect too much	27
57	Parents too strict	26
58	Parents interfering with decisions	24
56	Not able to talk to parents	22
61	Parents disapprove of friends	18
63	Parents disapprove of clothes/appearance	18
51	Parents fighting or arguing	16
64	Parents disapprove of dating	15
67	Parents favor brother or sister	15
48	Parents have emotional problems	14
60	Parents disapprove of boyfriend/girlfriend	14
66	Parents disapprove of activities	14
53	Parents divorced	13

Family Problems

The most frequent family problems were “family lack of money” (26%), “arguing with brother or sister” (21%), “having no privacy” (20%) and “bothered by brother or sister” (19%). See Table 10.

Table 10

Family Problems in Descending Order of Frequency (11 of 24)

Question No.	Family Problem	Percentage
83	Family lacking money	26
75	Arguing with brother or sister	21
80	Having no privacy	20
77	Bothered by brother or sister	19
85	Not wanting to live at home	18
82	Not feeling close to family	16
78	Family fighting or arguing	16
81	Having to do chores	14
89	Not allowed to drive	12
79	Problems with relatives	10
70	Brother or sister having emotional problems	10

School Problems

School problems centered around “poor study habits” (47%), “worry about future job or college” (40%), being “bored in school” (32%), and “getting bad grades” (31%).

See Table 11.

Table 11

School Problems in Descending Order of Frequency (13 of 22)

Question No.	School Problem	Percentage
96	Poor study habits	47
114	Worry about future job or college	40
111	Bored in school	32
93	Getting bad grades	31
104	Not understanding class material	24
95	Deciding on right course of study	23
113	School too far from home	18
107	Not interested in school	17
97	No good place to study	16
106	Feel out of place at school	15
101	No close friends at school	14
94	Not getting along with teachers	13
99	Not interested in clubs or teams	11

Money Problems

“Not making enough money” was the most frequently reported money problem (39%). Thirty-one percent of the students were troubled about “wasting money.” “Lack money for clothes” was also a frequent problem (23%). More than 10% of the students are troubled about “no steady income” (18%), “depending on others for money” (17%),

“lending to friends or family” (14%), “owing money” (12%), or “having to spend savings” (12%). See Table 12.

Table 12

Money Problems in Descending Order of Frequency (10 of 12)

Question No.	Money Problem	Percentage
116	Not making enough money	39
120	Wasting money	31
126	Lack money for clothes	23
117	No steady income	18
115	Budgeting money	17
121	Depending on others for money	17
122	Lending to friends or family	14
119	Owing money	12
118	Having to spend savings	12
123	Have to give money to parents	11

Religion Problems

The two most frequent religion problems concerned “confusion about religious beliefs” (25%), and “worry about being accepted by God” (24%). “Feeling guilty about religion” and/or “failing in religious beliefs” were reported by 14% of Adventist academy students. See Table 13.

Table 13

Religion Problems in Descending Order of Frequency (4 of 14)

Question No.	Religion Problem	Percentage
130	Confused about religious beliefs	25
138	Worry about being accepted by God	24
127	Feel guilty about religion	14
131	Failing in religious beliefs	14

Emotional Problems

Of the 24 emotional problems, 15 were reported by 10% or more of the students. The most frequent problems were “tired and having no energy” (34%), and “having trouble concentrating” (32%). Other frequent emotional problems were “feeling depressed or sad” (29%), “not remembering things” (26%), and having the “same thoughts over and over” (25%). See Table 14.

Dating/Sex Problems

Only 3 of 18 dating/sex problems were checked by 10-19% of the students. The most frequent problem was that of “not able to get a date” (19%). See Table 15.

Health Problems

Concerning health habits, many of the students report “not enough exercise” (39%), “no time to relax” (33%), “poor sleeping habits” (33%), “poor eating habits” (28%), and (23%) checked “unable to sleep.” See Table 16.

Table 14

Emotional Problems in Descending Order of Frequency (15 of 24)

Question No.	Emotional Problem	Percentage
144	Tired and having no energy	34
146	Having trouble concentrating	32
145	Feel depressed or sad	29
147	Not remembering things	26
143	Same thoughts over and over	25
148	Too emotional	21
158	Not able to relax	18
142	Afraid of things	18
164	Afraid of hurting someone else	17
141	Anxious or uptight	16
149	Feel guilty	15
157	Not being able to stop worrying	13
155	Crying without good reason	13
161	Being influenced by others	11
159	Being unhappy all the time	10

Table 15

Dating/Sex Problems in Descending Order of Frequency (3 of 18)

Question No.	Dating/Sex Problem	Percentage
166	Not able to get a date	19
176	Think about sex too often	17
178	Troubled by sexual attitudes of others	10

Table 16

Health Problems in Descending Order of Frequency (8 of 20)

Question No.	Health Problem	Percentage
191	Not enough exercise	39
201	No time to relax	33
193	Poor sleeping habits	33
187	Poor eating habits	28
202	No time for interests or hobbies	24
192	Not able to sleep	23
186	Eating too much	18
199	Too much television	12

Job Problems

As shown in Table 17, Adventist youth in significant numbers are not finding happiness in work. Many report, "job not paying enough" (27%), "bored with job" (22%), "not wanting to work" (20%), "dislike type of job" (18%), or "not having a job" (18%). See Table 17.

Table 17

Job Problems in Descending Order of Frequency (8 of 20)

Question No.	Job Problem	Percentage
204	Job not paying enough	27
221	Bored with Job	22
211	Not wanting to work	20
205	Dislike type of job	18
203	Not having a job	18
213	Friends have better jobs	14
220	Job has no future	14
209	Afraid of failing on the job	10

Crisis Problems

"Friend or family dying" was the most frequent crisis (15%). Most crisis problems involve the loss of someone or something. See Table 18.

Table 18

Crisis Problems in Descending Order of Frequency (5 of 18)

Question No.	Crisis Problem	Percentage
226	Friend or family member dying	15
228	Losing something valuable	14
234	Friend or family member emotionally upset	13
231	Losing temper and hurting someone	10
227	Pet dying	10

Top 10 Problems by Gender

Adventist Academy Male Problems

These findings are the most frequent problems being reported by Adventist male students in the academies. The top 10 problems reported by males in descending order were: (a) "poor study habits" (49%), (b) "not making enough money" (40%), (c) "bored in school" (33%), (d) "worry about future job or college" (33%), (e) "getting bad grades" (31%), (f) "wasting money" (31%), (g) "parents disapproving of music" (30%), (h) "job not paying enough" (30%), (i) "having trouble concentrating" (29%), (j) "poor attitude toward school" (29%). There were five school problems, two money problems, one parent, one job, and one emotional problem.

Adventist Academy Female Problems

These findings are the most frequent problems being reported by Adventist

females in the academies. The top 10 problems in descending order of frequency reported by females were: (a) “not enough exercise” (49%), (b) “worry about future job or college” (47%), (c) “poor study habits” (46%), (d) “tired and no energy” (41%), (e) “not making enough money” (38%), (f) “no time to relax” (38%), (g) “poor sleeping habits” (37%), (h) “feel depressed or sad” (36%), (i) “being shy” (35%), (j) “having trouble concentrating” (35%). There are three emotional problems, three health problems, two school problems, one money problem, and one social problem in the top 10 problems for females.

Summary

Males and females shared 4 of the same top 10 problems: “poor study habits,” “not making enough money,” “worry about future job or college,” and “having trouble concentrating.” In addition, males had three school problems: “bored in school,” “getting bad grades,” and “poor attitude toward school,” plus one each of parent, money, and job problems.

Females, in addition, to the four problems shared with males, had three health problems: “not enough exercise,” “no time to relax,” and “poor sleeping habits,” plus two emotional problems and one social problem.

Top 10 Problems by Age

These findings are the most frequent problems reported by Adventist students and are here presented according to age. Only the top 10 problems are given. A tie in the number 10 problem might make 11 or 12 top problems.

Thirteen/Fourteen-Year-Old Top Problems

The top 10 problems for 13/14-year-olds are: (a) “poor study habits” (42%), (b) “bored in school” (37%), (c) “being shy” (33%), (d) “parents disapprove of music” (32%), (e) “getting bad grades” (30%), (f) “not enough exercise” (31%), (g) “not making enough money” (28%), (h) “no time to relax” (28%), (i) “criticized by others” (27%), (j) “having trouble concentrating” (27%). There were three school problems, two social problems, two health problems, one money problem, one parent, and one emotional problem.

Fifteen-Year-Old Top Problems

The top 10 problems reported by 15-year-olds were: (a) “poor study habits” (48%), (b) “not enough exercise” (40%), (c) “not making enough money” (37%), (d) “bored in school” (36%), (e) “worry about future job or college” (35%), (f) “trouble concentrating” (35%), (g) “bad grades” (34%), (h) “being shy” (33%), (i) “poor sleeping habits” (33%), (j) “no time to relax” (33%). There were four school problems, three health problems, one money problem, one emotional problem, and one social problem in the top 10 for 15-year-olds.

Sixteen-Year-Old Top Problems

The top 10 problems reported by 16-year-olds were: (a) “poor study habits” (50%), (b) “not enough exercise” (38%), (c) “not making enough money” (38%), (d) “worry about future job or college” (37%) (e) “tired and no energy” (35%), (f) “trouble concentrating” (34%), (g) “no time to relax” (33%), (h) “poor sleeping habits” (33%), (i) “being shy” (32%), (j) “getting bad grades” (32%). There were three school problems,

three health problems, two emotional problems, one money, and one social problem in the top 10 for 16-year-olds.

Seventeen-Year-Old Top Problems

The top 10 problems reported by 17-year-olds were: (a) “worry about future job or college” (52%), (b) “poor study habits” (47%), (c) “not making enough money” (44%), (d) “not enough exercise” (42%), (e) “tired and no energy” (39%), (f) “poor sleeping habits” (35%), (g) “no time to relax” (34%), (h) “job not paying enough”(33%), (i) “poor eating habits” (33%), (j) “bored in school” (32%), “wasting money” (32%), and “trouble concentrating” (32%). There were four health problems, three school problems, two money problems, two emotional problems, and one job problem.

Eighteen/Nineteen-Year-Old Top Problems

The top 10 problems reported by 18/19-year-olds were: (a) “worry about future job or college” (58%), (b) “not making enough money” (49%), (c) “poor study habits” (47%), (d) “not enough exercise” (42%), (e) “feeling lonely” (37%), (f) “poor sleeping habits” (35%), (g) “tired and no energy” (35%), (h) “Deciding on the right course of study (34%), (i) “being shy” (33%), (j) “no time to relax” (33%). There were three school problems, three health problems, two social problems, one money problem, and one emotional problem.

Summary by Age

All age groups shared 4 of the top 10 problems: “poor study habits,” “not enough exercise,” “not making enough money,” and “no time to relax.” All age groups reported “poor sleeping habits” in the top 10 problems. All age groups except age 17 reported

“being shy.” Thirteen/fourteen and 15-year-olds checked “bored in school” in the top 10 problems. All age groups except 18/19 reported “having trouble concentrating” in the top 10. At age 15 to 18/19 “worry about future job or college” moved into the top 10, and at age 16 through 18/19 “tired and no energy” became a top problem.

Day, Boarding, and Self-supporting Top 10 Problems

These findings are the most frequent problems reported by Adventist students and are presented according to academy type. Only the top 10 problems are given.

Day Academy Top 10 Problems

The top 10 problems reported by day academy students were: (a) “poor study habits” (47%), (b) “not making enough money” (37%), (c) “not enough exercise” (36%), (d) “worry about future job or college” (36%), (e) “being shy” (34%), (f) “bored in school” (34%), (g) “poor sleeping habits” (34%), (h) “not having a job” (31%), (i) “trouble concentrating” (31%), and (j) “wasting money” (31%). There were 3 school problems, 2 health problems, 2 money problems, and 1 each social, job, and emotional problems.

Boarding Academy Top 10 Problems

The top 10 problems reported by boarding academy students were: (a) “poor study habits” (47%), (b) “not enough exercise” (41%), (c) “not enough money” (40%), (d) “tired and no energy” (36%), (e) “no time to relax” (35%), (f) “bad grades” (34%), (g) “poor sleeping habits” (33%), (h) “being shy” (32%), (i) “wasting money” (32%), and (j) “trouble concentrating” (32%). There were 3 health problems, 2 each school, money, and emotional problems, and 1 social problem.

Self-supporting Top 10 Problems

The top 10 problems reported by self-supporting academy students were: (a) “worry about future job or college” (50%), (b) “poor study habits” (46%), (c) “no time to relax” (45%), (d) “not enough money” (44%), (e) trouble concentrating” (41%), (f) “not enough exercise” (40%), (g) “tired and no energy” (36%), (h) “bad grades” (35%), (i) “feel depressed or sad” (35%), and (j) “parents disapprove of music” (35%). There were 3 school and 3 emotions problems, 2 health problems, and 1 each money and parent problems.

Summary of Academy Type Top 10 Problems

There are 15 problems in the three top 10 lists for the academies. All academy types reported 4 of the same top problems: “poor study habits,” “not enough money,” “not enough exercise,” and “trouble concentrating.”

Day and boarding academies have 3 of the same problems in the top 10 lists: “being shy,” “poor sleeping habits,” and “wasting money.”

Boarding and self-supporting academies have 3 of the same problems in the top 10 lists: “no time to relax,” “getting bad grades,” and “tired and no energy.”

Day and self-supporting academies have one same problem in the top 10 lists: “worry about future job or college.”

Day academies have 2 problems not in the top 10 for the other types: “bored in school,” and “not having a job.”

Self-supporting students have 2 problems not in the top 10 of the other types: “feeling depressed and sad” and “parents disapprove of music.”

Research Question 2

Research Question 2 asks: What are the relationships between academy types and the personal problems of Adventist youth? Hypothesis 1 states: There will be differences between the types of academies on the personal problems of Adventist youth. This was tested with One-way ANOVA. At an alpha of .05, the analysis of variance revealed significant differences among the three academy types on the problems reported by the students. The percentages and the *p* values for each treatment group are presented in Tables 19 to 30, one table for each scale where there were significant differences in problems. In Research Questions 2-4, those groups that are highest with a difference of only 1 or 2% are included as the “highest” and those groups that are at least 5% lower than the other groups will be identified as the “lowest.” Those problems listed in the tables with a difference (Dif) of 10% or greater will be discussed in the text.

Social Problems

Of the 20 social problems on the PPC-A there were 7 with significant differences by type of academy. Five problems were highest in self-supporting academies: “feel different from everyone else” (28%), “feeling immature” (19%), “feeling unpopular” (24%), “getting along with people” (19%), and “feeling inferior” (19%). “Feeling unpopular” (15%) was lowest for day students. “Being shy” (34%) was highest for day academy and boarding students (32%) and “being taken advantage of by friends” (26%) was highest for boarding academy students. “Feel different from everyone else” was the only problem with a difference greater than 10%. Students at self-supporting academies

checked this problem 12% more than students at day academies. Table 19 shows the social problems that had significant differences by type of academy.

Table 19

Differences by Types of Academies on Social Problems by Percentage

Question No.	Social Problem	D	B	SS	Dif.	<i>p</i>
19	Feel different from everyone else	16	22	28	12	.000
6	Feeling immature	10	14	19	9	.000
13	Feeling unpopular	15	21	24	9	.000
8	Being shy	34	32	26	8	.019
10	Taken advantage of by friends	19	26	18	8	.000
1	Getting along with people	12	16	19	7	.001
15	Feeling inferior	12	13	19	7	.005

Note. D = Day; B = Boarding; SS = Self-Supporting; Dif = Degree of difference between lowest and highest.

Appearance Problems

Of the total of 14 appearance problems on the Personal Problems Checklist, only 2 showed significant differences between academies: "noticed for physical appearance" and "not having right clothes." Boarding and self-supporting students reported the highest frequencies. See Table 20.

Attitude Problems

Of the 12 attitude problems on the Personal Problems Checklist, 5 showed

significant differences by academy. Self-supporting students more frequently reported “recent change in attitude” (18%) and day students were lowest (12%). Boarding and self-supporting students more frequently reported “have different opinions than others” (23 and 24%), “poor attitude toward self” (25 and 27%), and “poor attitude toward work” (21%). Day students were lowest in “have different opinions than others” (17%), “poor attitude toward self” (20%), and poor attitude toward work (15%) but were highest in reporting “poor attitude toward family” (18%). See Table 21.

Parent Problems

Of the 22 parent problems on the Personal Problems Checklist there were 5 that were significantly different by academy. Self-supporting students were highest in “parents disapprove of music” (35%), “parents disapprove of dating” (21%), “father or mother sick” (12%), and “parents separated or divorced” (10%). Day students more frequently report “parents too strict” (28%). Self-supporting students checked “Parents disapprove of music” 10% more than students at boarding academies. See Table 22.

Family Problems

Of a total of 24 family problems listed on the Personal Problems Checklist, only 1 was significantly different by academy: “Having chores.” Day students more frequently reported being troubled about “having chores” (17%). See Table 23.

Table 20

Differences by Types of Academies on Appearance Problems by Percentage

Question No.	Appearance Problem	D	B	SS	Dif.	<i>p</i>
26	Noticed for physical appearance	13	17	16	4	.026
30	Not having right clothes	13	17	16	4	.020

Note. D = Day; B = Boarding; SS = Self-Supporting; Dif. = Degree of difference between lowest and highest.

Table 21

Differences by Types of Academies on Attitudes by Percentage

Question No.	Attitude Problem	D	B	SS	Dif.	<i>p</i>
40	Have different opinions than others	17	23	24	7	.000
46	Poor attitude toward self	20	25	27	7	.010
37	Recent change in attitude	12	15	18	6	.025
44	Poor attitude toward work	15	21	21	6	.001
45	Poor attitude toward family	18	13	13	5	.015

Note. D = Day; B = Boarding; SS = Self-Supporting; Dif = Degree of difference between lowest and highest.

School Problems

Of the 22 school problems listed on the Personal Problems Checklist, there were 6 significantly different by academy type. "Getting bad grades" was highest for self-supporting students (35%), and boarding students (34%). "Deciding on right course of study" (29%) also was highest for self-supporting students as well as "not getting along

with students” (14%) and “wrong school” (14%). Self-supporting students more frequently reported “worry about future job or college” (50%) and day students were lowest (36%). This shows a 14% difference. There was also a 13% difference between self-supporting students and boarding students in “too far from home” with self-supporting being the highest. See Table 24.

Table 22

Differences by Types of Academies on Parent Problems by Percentage

Question No.	Parent Problem	D	B	SS	Dif.	<i>p</i>
65	Parents disapprove of music	28	25	35	10	.009
64	Parents disapprove of dating	15	13	21	8	.004
47	Father or mother sick	7	10	12	5	.015
57	Parents too strict	28	23	26	5	.019
52	Parents separated or divorced	6	9	10	4	.007

Note. D = Day; B = Boarding; SS = Self-Supporting; Dif = Degree of difference between lowest and highest.

Table 23

Differences by Types of Academies on Family Problems by Percentage

Question No.	Family Problem	D	B	SS	Dif.	<i>p</i>
81	Having household chores	17	12	9	8	.000

Note. D = Day; B = Boarding; SS = Self-Supporting; Dif = Degree of difference between lowest and highest.

Money Problems

Of the 12 money problems listed on the Personal Problems Checklist only 2 were significantly different by academy: “no steady income” and “depending on others for money.” Self-supporting students were more often troubled about “no steady income” (26%). Day and self-supporting students were highest in reporting being troubled about “depending on others for money” (19%). There was a difference of 10% between self-supporting and day academy students in “no steady income.” See Table 25.

Table 24

Differences by Types of Academies on School Problems by Percentage

Question No.	School Problem	D	B	SS	Dif.	<i>p</i>
114	Worry about future job or college	36	42	50	14	.000
113	Too far from home	13	20	26	13	.000
105	Not getting along with students	5	6	14	9	.000
93	Getting bad grades	27	34	35	8	.001
95	Deciding on right course of study	21	25	29	8	.007
109	Wrong school	7	7	14	7	.001

Note. D = Day; B = Boarding; SS = Self-Supporting; Dif = Degree of difference between lowest and highest.

Table 25

Differences by Types of Academies on Money Problems by Percentage

Question No.	Money Problem	D	B	SS	Dif.	<i>p</i>
117	No steady income	16	17	26	10	.000
121	Depending on others for money	19	15	19	4	.016

Note. D = Day; B = Boarding; SS = Self-Supporting; Dif = Degree of difference between lowest and highest.

Religion Problems

Of the 14 religion problems listed on the Personal Problems Checklist, there was only 1 that was significantly different by academy: "worry about being accepted by God." Self-supporting students were highest (30%). See Table 26.

Table 26

Differences by Types of Academies on Religion Problems by Percentage

Question No.	Religion Problem	D	B	SS	Dif.	<i>p</i>
138	Worry about being accepted by God	24	23	30	7	.039

Note. D = Day; B = Boarding; SS = Self-Supporting; Dif = Degree of difference between lowest and highest

Emotional Problems

Of the 24 emotional problems listed on the Personal Problems Checklist, there were 9 significantly different by academy. Of the 9, 7 were highest for self-supporting students and 2 were highest for both self-supporting and boarding students. The highest

for both boarding and self-supporting students were: “tired and no energy” (36%) and “influenced by others” (12%). “Afraid of hurting someone else” had the greatest difference with self-supporting students having checked this problem 12% more than boarding academy students had. In addition, self-supporting students checked “not able to relax” (11%) and “having trouble concentrating” (10%) more than day academy students. See Table 27.

Table 27

Differences by Types of Academies on Emotions by Percentage

Question No.	Emotional Problem	D	B	SS	Dif.	<i>p</i>
164	Afraid of hurting someone else	17	15	27	12	.000
158	Not able to relax	15	19	26	11	.000
146	Having trouble concentrating	31	32	41	10	.004
145	Feel depressed or sad	27	29	35	8	.023
149	Feeling guilty	15	14	21	7	.019
144	Tired and no energy	30	36	36	6	.003
154	Feel things are unreal	7	8	13	6	.007
153	Afraid of hurting self	6	8	11	5	.019
161	Influenced by others	8	12	12	4	.010

Note. D = Day; B = Boarding; SS = Self-Supporting; Dif = Degree of difference between lowest and highest.

Dating/Sex Problems

There were no significantly different dating/sex problems by type of academy.

Health Problems

Of the 20 health problems listed on the Personal Problems Checklist there were 7 significantly different by academy. Three frequent problems were highest in self-supporting academies: “no time to relax” (45%), “unable to sleep” (28%), and “no time for interests and hobbies” (31%). Day (34%) and boarding (33%) students more frequently reported “poor sleeping habits.” “No time to relax” showed the greatest difference (19%) between self-supporting and day academy students. Day academy students reported 10% more than either of the other two academy types on “too much TV,” and self-supporting academy students reported 10% more than day students on “no time for interests or hobbies.” See Table 28.

Table 28

Differences by Types of Academies on Health Problems by Percentage

Question No.	Health Problem	D	B	SS	Dif.	<i>p</i>
201	No time to relax	26	35	45	19	.000
199	Too much TV	18	8	8	10	.000
202	No time for interests or hobbies	21	25	31	10	.005
187	Poor eating habits	27	30	22	8	.013
192	Unable to sleep	20	24	28	8	.007
193	Poor sleeping habits	34	33	26	8	.027
184	Eat in binges	7	5	9	4	.025

Note. D = Day; B = Boarding; SS =Self-Supporting; Dif = Degree of difference between lowest and highest.

Job Problems

Of the 20 job problems listed in the Personal Problems Checklist, 14 were significantly different by academy. “Bored with their job” was the most frequent for self-supporting students (29%) and lowest for day students (16%). “Job not paying enough” was highest for boarding students (31%) and lowest for day students (23%). “Not wanting to work” was reported the most by boarding students (23%). “Not having a job” showed the greatest difference. Thirty-one percent of day students checked this problem, while only 7% of self-supporting students considered this to be a problem. This is a difference of 24%. There was a 13% difference between self-supporting students and day students on “bored with job” and an 11% difference for “dislike type of job,” with self-supporting being highest in both. See Table 29.

Crisis Problems

Of the 12 crisis problems listed on the Personal Problems Checklist, there were 3 that were significantly different by type of academy—self-supporting academy students were highest in reporting: “having thoughts of suicide” (14%), “friend/family member getting divorced” (12%) and in “friend/family member committed suicide” (8%). See Table 30.

Table 29

Differences by Types of Academies on Job Problems by Percentage

Question No.	Job Problem	D	B	SS	Dif.	<i>p</i>
203	Not having a job	31	9	7	24	.000
221	Bored with job	16	25	29	13	.000
205	Dislike type of job	13	22	24	11	.000
204	Job not paying enough	23	31	28	8	.000
207	Not liking fellow workers	4	7	12	8	.000
209	Afraid of failing on job	8	10	16	8	.000
216	Boss critical or unfair	5	11	13	8	.000
211	Not wanting to work	17	23	16	7	.002
206	Job being dirty	5	9	11	6	.000
220	Job having no future	12	15	18	6	.035
208	Disliked by fellow workers	2	4	6	4	.004
212	Lack transportation to work	6	3	2	4	.001
219	Job creates health problems	1	3	5	4	.008
214	Unsafe work conditions	1	3	4	3	.003

Note. D = Day; B = Boarding; SS = Self-Supporting; Dif = Degree of difference between lowest and highest.

Table 30

Differences by Types of Academies on Crisis Problems by Percentage

Question No.	Crisis Problem	D	B	SS	Dif.	<i>p</i>
239	Having thoughts of suicide	8	10	14	8	.005
225	Friend/family member getting divorced	6	7	12	6	.008
223	Friend/family member committed suicide	4	6	8	4	.030

Note. D = Day; B = Boarding; SS = Self-Supporting; Dif = Degree of difference between lowest and highest.

Research Question 3

Research Question 3 asks: What are the differences between male and female Adventist academy students on their personal problems? Hypothesis 2 states that there will be differences between male and female Adventist academy students on their personal problems. This hypothesis was tested with One-way ANOVA. Of the 240 problems surveyed, 116 showed statistically significant differences between males and females on their personal problems. Tables 31 to 43 show problems from each of the 13 PPC-A scales that are significantly different, with the problems with a difference (Dif) of 10% or greater discussed.

Social Problems

Of the total of 20 social problems listed on the PPC-A, there were 11 with significant differences by gender. In all 11 problems the females have higher percentages. "Let down by friends" had the greatest difference by gender, with females

reporting this 13% more than males. Females reported “feeling lonely” 10% more than males also. See Table 31.

Table 31

Differences by Gender on Social Problems by Percentage

Question No.	Social Problem	M	F	Dif.	<i>p</i>
18	Let down by friends	17	30	13	.023
12	Feeling lonely	24	34	10	.000
13	Feeling unpopular	15	23	8	.000
15	Feeling inferior	9	17	8	.000
19	Feel different from everyone else	16	24	8	.000
4	Uncomfortable in social settings	19	25	6	.000
8	Being shy	29	35	6	.001
10	Taken advantage of by friends	19	25	6	.000
3	Not fitting in with peers	14	18	4	.022
16	Feel people are against me	17	21	4	.023
14	Uncomfortable talking to people	14	17	3	.032

Note. M = Male; F = Female; Dif = Degree of difference.

Appearance Problems

Of the total of 14 appearance problems, there were 12 that were significantly different by gender. Ten of those 12 were higher for females. The largest differences were females being troubled about “being overweight” (14%), being “noticed for

physical appearance” (10%), “not having right clothes” (10%), and “facial blemishes” (10%). See Table 32.

Table 32

Differences by Gender on Appearance Problems by Percentage

Question No.	Appearance Problem	M	F	Dif.	<i>p</i>
21	Being overweight	12	26	14	.000
26	Noticed for physical appearance	10	20	10	.000
30	Not having right clothes	10	20	10	.000
33	Facial blemishes	16	26	10	.000
27	Too plain	5	14	9	.000
34	Not well-developed	5	14	9	.000
31	Unattractive face	10	18	8	.000
22	Too short or tall	12	18	6	.000
32	Having Scars	7	12	5	.000
24	Too thin	11	7	4	.001
25	Look too young or old	8	11	3	.002
29	Not well-groomed	3	2	1	.031

Note. M = Male; F = Female; Dif = Degree of difference.

Attitude Problems

Of the 12 attitude problems on the PPC-A there were 7 with significant differences by gender. Of those 7 there were 3 higher for males and 4 higher for females. The

largest difference was females having a 17% higher frequency of “poor attitude toward self.” See Table 33.

Table 33

Differences by Gender on Attitude Problems by Percentage

Question No.	Attitude Problem	M	F	Dif.	<i>p</i>
46	Poor attitude toward self	14	31	17	.000
41	Not understanding attitudes of others	13	18	6	.026
43	Poor attitude toward school	29	23	6	.001
44	Poor attitude toward work	21	16	5	.002
45	Poor attitude toward family	13	17	4	.005
37	Recent change in attitude	12	15	3	.037
38	Not listening to others opinions	9	6	3	.026

Note. M = Male; F = Female; Dif = Degree of difference.

Parent Problems

Of a total of 22 parent problems listed on the PPC-A, there were 12 problems that had significant difference by gender. Females reported 11 of the highest. The largest differences were females reporting “not able to talk to parents” (12%), “disapproval of girl/boyfriend” (11%), and “parents disapprove of dating” (11%). See Table 34.

Family Problems

Of a total of 24 family problems listed on the PPC-A, there were 8 problems that had significant differences by gender. Females were highest in all 8 problems. The

largest difference was in being troubled about “family fighting or arguing” (11%). See Table 35.

Table 34

Differences by Gender on Problems With Parents by Percentage

Question	Parent Problem	M	F	Dif.	<i>p</i>
56	Not able to talk to parents	16	28	12	.000
60	Disapproval of girl/boyfriend	8	19	11	.000
64	Parents disapprove of dating	9	20	11	.000
51	Parents fighting or arguing	12	19	7	.000
48	Parents' emotional problems	12	17	5	.000
57	Parents too strict	23	28	5	.006
65	Parents disapprove of music	30	25	5	.003
67	Parents favor brother or sister	12	17	5	.000
52	Parents separated or getting divorce	6	10	4	.000
53	Parents divorced	11	15	4	.004
68	Ignored by parents	6	10	4	.001
54	Problems with step-parents	7	10	3	.005

Note. M = Male; F = Female; Dif = Degree of difference.

Table 35

Differences by Gender on Family Problems by Percentage

Question No.	Family Problem	M	F	Dif.	<i>p</i>
78	Family fighting or arguing	10	21	11	.000
83	Family lacking money	21	30	9	.000
85	Not wanting to live at home	13	22	9	.000
75	Arguing with siblings	17	25	8	.000
82	Not feeling close to family	12	19	7	.000
70	Brother/sister's emotional problems	7	12	5	.000
80	No privacy	17	22	5	.002
92	Wanting to run away from home	6	11	5	.000

Note. M = Male; F = Female; Dif = Degree of difference.

School Problems

Of a total of 22 school problems there were 8 that were significantly different by gender. Six of those problems were higher for females and 2 for males. The largest difference was that females "worry about future job or college" (47%). This was a 14% difference between males and females. Females were higher in "not understanding class material" (29%), which was 10% higher than males. See Table 36.

Table 36

Differences by Gender on School Problems by Percentage

Question No.	School Problem	M	F	Dif.	<i>p</i>
114	Worry about future job or college	33	47	14	.000
104	Not understanding class material	19	29	10	.000
95	Deciding on right course of study	19	27	8	.000
113	School too far from home	13	21	8	.000
106	Feel out of place at school	12	18	6	.001
94	Not getting along with teachers	15	11	4	.004
101	No close friends at school	12	16	4	.002
96	Poor study habits	49	46	3	.025

Note. M = Male; F = Female; Dif = Degree of difference.

Money Problems

Of the 12 money problems listed on the PPC-A there were 4 problems significantly different by gender; however, there were none that had a difference of 10% or greater. See Table 37.

Table 37

Differences by Gender on Money Problems by Percentage

Question No.	Money Problem	M	F	Dif.	<i>p</i>
126	No money for clothes	19	27	8	.000
121	Depending on others for money	14	20	6	.000
124	Not enough money to date	11	5	6	.000
125	Not having gas money	10	6	4	.001

Note. M = Male; F = Female; Dif = Degree of difference.

Religion Problems

Of the 14 religion problems listed on the PPC-A there were 4 significantly different by gender. The largest difference was in females being “confused about religious beliefs,” (11%). See Table 38.

Emotional Problems

Of the 24 emotional problems listed on the PPC-A there were 17 significantly different by gender. All 17 of those problems were higher for females. The largest differences were in females being “too emotional” (20%), “crying without good reason” (19%), “tired and no energy” and “feel depressed or sad” (both 16%), “afraid of things” (12%), “anxious and uptight” (11%), and “not able to stop worrying” (10%). See Table 39.

Table 38

Differences by Gender on Religion Problems by Percentage

Question No.	Religion Problem	M	F	Dif.	<i>p</i>
130	Confused about religious beliefs	19	30	11	.000
138	Worry about being accepted buy God	21	27	6	.000
132	Having different religion than friend	3	8	5	.000
139	Being rejected by church				

Note. M = Male; F = Female; Dif = Degree of difference.

Table 39

Differences by Gender on Emotional Problems by Percentage

Question No.	Emotional Problem	M	F	Dif.	<i>p</i>
148	Too emotional	10	30	20	.000
155	Crying without good reason	3	22	19	.000
144	Tired and no energy	25	41	16	.000
145	Feel depressed or sad	20	36	16	.000
142	Afraid of things	11	23	12	.000
141	Anxious and uptight	10	21	11	.000
157	Not able to stop worrying	8	18	10	.000
143	Same thoughts over and over	21	29	8	.000
149	Feel guilty	11	19	8	.000
158	Not able to relax	14	22	8	.000
156	Worry about nervous breakdown	3	10	7	.000
146	Having trouble concentrating	29	35	6	.004
159	Unhappy all the time	8	13	5	.000
161	Influenced by others	8	13	5	.000
164	Afraid of hurting someone else	16	21	5	.000
147	Not remembering things	24	28	4	.010
163	Feel out of control	7	10	3	.010

Note. M = Male; F = Female; Dif = Degree of difference.

Dating/Sex Problems

Of the 18 dating/sex problems there were 10 significantly different by gender. The largest difference was in males reporting “think about sex too often” (10%). See Table 40.

Table 40

Differences by Gender on Dating/Sex Problems by Percentage

Question No.	Dating/Sex Problem	M	F	Dif.	<i>p</i>
176	Think about sex too often	22	12	10	.000
172	Worry about getting pregnant	3	9	6	.000
166	Not able to get a date	17	21	4	.004
178	Sexual attitudes of friends	8	12	4	.003
182	Feel used/pushed into sex	3	7	4	.000
170	Arguing with boy/girlfriend	5	7	2	.020
177	Worry about being gay	4	2	2	.019
17	Unusual sexual behavior	4	2	2	.033
181	Boy/girlfriend want to get married	2	4	2	.000
173	Pregnant/girlfriend pregnant	3	2	1	.038

Note. M = Male; F = Female; Dif = Degree of difference.

Health Problems

Of the 20 health problems listed on the PPC-A there were 10 problems that were significantly different by gender. Nine of the 10 were highest for females. Largest differences were females for “not enough exercise” (22%), “poor eating habits” (15%), “eating too much” (14%), and “no time to relax” (11%). See Table 41.

Table 41

Differences by Gender on Health Problems by Percentage

Question No.	Health Problem	M	F	Dif.	<i>p</i>
191	Not enough exercise	27	49	22	.000
187	Poor eating habits	20	35	15	.000
186	Eating too much	11	25	14	.000
201	No time to relax	27	38	11	.000
193	Poor sleeping habits	28	37	9	.000
192	Unable to sleep	19	27	8	.000
202	No time for interests or hobbies	20	28	8	.000
183	No appetite	5	12	7	.000
184	Eating in binges	3	9	6	.000
189	Using drugs	5	3	2	.011

Note. M = Male; F = Female; Dif = Degree of difference.

Job Problems

Of the 20 job problems listed on the PPC-A there were 4 problems significantly different by gender, although there were none with a difference of 10% or greater. See Table 42.

Crisis Problems

Of the 18 crisis problems listed on the PPC-A there were 9 problems significantly

different by gender with none of them having a difference of 10% or greater. See Table 43.

Table 42

Differences by Gender on Job Problems by Percentage

Question No.	Job Problem	M	F	Dif.	<i>p</i>
204	Job doesn't pay enough	30	26	4	.037
206	Job too dirty	9	6	3	.002
207	Not liking fellow workers	8	5	3	.009
214	Unsafe conditions	3	2	1	.005

Note. M = Male; F = Female; Dif = Degree of difference.

Table 43

Differences by Gender on Crisis Problems by Percentage

Question No.	Crisis Problem	M	F	Dif.	<i>p</i>
234	Friend/family member emotionally upset	9	17	8	.000
226	Friend or family member dying	12	18	6	.000
225	Divorce of friend or family members	5	10	5	.000
227	Pet dying	8	13	5	.000
238	In trouble with law	7	2	5	.000
239	Having thoughts of suicide	7	12	5	.000
240	Planning to hurt someone else	8	3	5	.000
224	Serious illness of friend or family	7	11	4	.000
228	Losing something valuable	12	16	4	.015

Note. M = Male; F = Female; Dif = Degree of difference.

Research Question 4

Research Question 4 asks: What are the differences on age groups on personal problems? Hypothesis 3 states that there will be differences among age groups on the personal problems. This hypothesis was tested with One-way ANOVA. Results show that there are statistically significant differences among the age groups of the academy students on their personal problems. Of the 240 problems surveyed, 56 showed statistically significant differences among the age groups on their personal problems. Tables 44 to 56 show those differences. Those problems listed in the tables with a difference (Dif) of 10% or greater will be discussed in the text.

Social Problems

Of a total of 20 social problems listed on the PPC-A, there were 6 problems significantly different by age. All 6 were highest at ages 18-19. The largest difference in a social problem by age was in feeling lonely. This difference increased from 20% at age 13-14 to 37% at ages 18-19; a difference of 17%. (See Table 44.)

Appearance Problems

Of a total of 14 appearance problems listed on the PPC-A, there was only 1 problem significantly different by age, there was not a difference of 10% or greater, however. See Table 45.

Table 44

Differences by Age on Social Problems by Percentage

Question No.	Social Problem	Age					Dif.	p
		13-14	15	16	17	18-19		
12	Feeling lonely	20	28	29	30	37	17	.000
3	Not fitting in with peers	13	17	14	15	22	9	.030
7	Suspicious of others	10	17	13	15	19	9	.006
13	Feeling unpopular	15	21	19	16	24	9	.012
5	Feeling inferior	9	12	12	17	18	9	.001
11	No one to share interests	10	12	10	13	17	7	.026

Note. Dif = Degree of difference between lowest and highest.

Table 45

Differences by Age on Appearance Problems by Percentage

Question No.	Appearance	Age					Dif.	p
		13/14	15	16	17	18/19		
22	Too short or tall	21	15	16	12	13	9	.005

Note. Dif = Degree of difference between lowest and highest.

Attitude Problems

Of a total of 12 attitude problems listed on the PPC-A there were 4 problems significantly different by age. The largest difference was in "poor attitude toward self," with 13/14-year-olds the lowest at 15% and 18/19-year-olds the highest at 27%, an increase of 12%. See Table 46.

Parent Problems

Of the 22 parent problems listed on the PPC-A there were 7 significant differences by age. The largest difference was in parents' "disapproval of dating" at ages 13/14, the highest (21%), and age 17 the lowest (10%), a difference of 11%. "Disapproval of music" was highest at ages 13/14 (32%) and lowest at ages 18/19 (22%), a decrease of 10%. See Table 47.

Family Problems

Of a total of 24 family problems there were 6 problems significantly different by age. The largest difference by age was in "having household chores," and "bothered by brother/sister." "Having household chores" was most often troubling to 13/14-year-olds (21%) and decreased steadily to age 18/19 (8%), a difference of 13%. "Bothered by brother/sister" was highest at ages 13/14 (25%) and lowest at age 17 (15%), a difference of 10%. See Table 48.

Table 46

Differences by Age on Attitude Problems by Percentage

Question No.	Attitudes	Age					Dif.	p
		13/14	15	16	17	18/19		
46	Poor attitude toward self	15	23	23	25	27	12	.005
42	Poor attitude toward religion	10	15	16	19	16	9	.011
43	Poor attitude toward school	22	24	27	31	25	9	.021
39	Having no opinions	6	9	6	10	10	4	.014

Note. Dif = Degree of difference between lowest and highest.

Table 47

Differences by Age on Parent Problems by Percentage

Question No.	Parent Problem	Age					Dif.	p
		13/14	15	16	17	18/19		
64	Parents disapprove of dating	21	19	13	10	11	11	.000
65	Parents disapprove of music	32	31	27	23	22	10	.004
59	Parents expect too much	28	31	28	22	24	9	.010
61	Parents disapprove of friends	21	22	16	14	13	9	.001
56	Not able to talk to parents	18	26	22	20	24	8	.026
63	Parents disapprove of clothes	20	20	18	13	17	7	.026
60	Parents disapprove boy/girlfriend	13	18	12	13	13	6	.011

Note. Dif = Degree of difference between lowest and highest.

Table 48

Differences by Age on Family Problems by Percentage

Question No.	Family Problem	Age					Dif.	p
		13/14	15	16	17	18/19		
81	Having household chores	21	15	11	12	8	13	.000
77	Bothered by brother/sister	25	24	16	15	16	10	.000
85	Not wanting to live at home	14	16	18	18	23	9	.044
75	Arguing with sibling	26	24	18	20	19	8	.006
89	Not allowed to drive	11	14	15	8	9	7	.004
92	Want to run away from home	9	12	7	7	8	5	.019

Note. Dif = Degree of difference between lowest and highest.

School Problems

Of the 22 school problems listed on the PPC-A, there were 6 that were significantly different by age. The most dramatic school difference by age was “worry about future job or college” with a difference of 34% increasing from ages 13/14 to ages 18/19. “Deciding on the right course of study also increased 21% from ages 13/14 to ages 18/19. It might also be interesting to note that the biggest jump between ages in these two problems was between 16 and 17 years of age. “Bored in school” showed an 11% decrease between the ages of 13/14 and 18/19, and a 10% decrease occurred between the ages of 15 and 18/19 for “not understanding class material.” See Table 49.

Money Problems

Of the 12 money problems listed on the PPC-A there were 5 significantly different by age. The most significant difference was in “not making enough money” for 18/19-year-olds. This problem was 21% lower for 13/14-year-olds. The problem of “budgeting money” increased 11% for 18/19-year-olds over 13/14-year-olds. See Table 50.

Religion Problems

Of the 14 religion problems listed on the PPC-A there were 3 that were significantly different by age, though none of them had a difference of 10% or greater. See Table 51.

Table 49

Differences by Age on School Problems by Percentage

Question No.	School Problem	Age					Dif.	p
		13/14	15	16	17	18/19		
114	Worry about future job or college	24	35	37	52	58	34	.000
95	Deciding on right course of study	13	20	22	31	34	21	.000
111	Bored in school	37	36	30	32	26	11	.005
104	Not understanding class material	21	28	26	24	18	10	.015
113	Too far from home	16	20	20	16	11	9	.007
94	Not getting along with teachers	14	16	12	10	10	6	.019

Note. Dif = Degree of difference between lowest and highest.

Table 50

Differences by Age on Money Problems by Percentage

Question No.	Money Problem	Age					Dif.	p
		13/14	15	16	17	18/19		
116	Not making enough money	28	37	38	44	49	21	.000
115	Budgeting money	11	17	17	20	22	11	.002
119	Owing money	9	12	11	14	17	8	.048
117	No steady income	15	16	17	22	20	7	.038
122	Lending to friends or family	17	16	11	13	14	6	.036

Note. Dif = Degree of difference between lowest and highest.

Table 51

Differences by Age on Religion Problems by Percentage

Question No.	Religion Problem	Age					Dif.	p
		13/14	15	16	17	18/19		
127	Feel guilty about religion	9	14	13	17	15	8	.013
129	Arguing with parents about religious beliefs	5	11	6	10	8	6	.005
128	Not having religious beliefs	0	2	3	5	4	5	.012

Note. Dif = Degree of difference between lowest and highest.

Emotional Problems

Of a total of 24 emotional problems listed on the PPC-A there were 5 that were significantly different by age. Emotional problems have a tendency to increase with age. Seventeen-year-olds were most likely to report "being tired and having no energy" a difference of 14% more than 13/14-year-olds. Getting "too emotional" troubled 15-28% of students, steadily increasing with age for a total difference of 13%. As much as 10% of 13/14-year-olds report getting "anxious or uptight" and this increases to 22% by the ages of 18/19, an increase of 12% overall. "Feel depressed or sad" was not as consistent with the rest though: 13/14-year-olds were the lowest at 22%; however, 15- and 18/19-year-olds share the highest at 32%, an increase of 10%. See Table 52.

Dating/Sex Problems

Of a total of 18 dating/sex problems there were 5 problems significantly different by age, with none of them having a 10% or greater difference. See Table 53.

Table 52

Differences by Age on Emotional Problems by Percentage

Question No.	Emotional Problem	Age					Dif.	p
		13/14	15	16	17	18/19		
144	Tired and having no energy	25	31	35	39	35	14	.001
148	Too emotional	15	20	20	21	28	13	.003
141	Anxious or uptight	10	15	17	17	22	12	.003
145	Feel depressed or sad	22	32	27	28	32	10	.013
157	Unable to stop worrying	8	14	13	14	16	8	.037

Note. Dif = Degree of difference between lowest and highest.

Table 53

Differences by Age on Dating/Sex Problems by Percentage

Question No.	Dating/Sex Problem	Age					Dif.	p
		13/14	15	16	17	18/19		
176	Thinking about sex too often	19	21	16	14	12	9	.002
171	Nobody to talk to about dating and sex	8	13	7	6	8	7	.000
167	Problems with boyfriend/girlfriend	5	8	7	11	8	6	.020
170	Arguing with boyfriend/girlfriend	2	6	6	7	8	6	.007
178	Sexual attitudes of friends	8	12	7	12	12	5	.022

Note. Dif = Degree of difference between lowest and highest.

Health Problems

Of the 20 health problems listed on the PPC-A there were 5 significantly different by age. "Not enough exercise" was highest at ages 17-18/19 and lowest at ages 13/14, a decrease of 13%. "Poor eating habits" increased from 22% at age 13/14 to 33% at age 17, an increase of 11%. "Poor sleeping habits" was highest at ages 17-18/19 and lowest at ages 13/14, a difference of 10%. See Table 54.

Job Problems

Of the 20 job problems listed on the PPC-A there were 2 significantly different by age. "Job not paying enough" increased 12% between ages 13/14 and age 17. See Table 55.

Crisis Problems

Of the 18 crisis problems listed on the PPC-A there was only 1 significantly different by age: "planning to hurt someone else." Among the ages there was no more than 4% difference. See Table 56.

Table 54

Differences by Age on Health Problems by Percentage

Question No.	Health Problem	Age					Dif.	<i>p</i>
		13/14	15	16	17	18/19		
191	Not enough exercise	29	40	38	42	42	13	.004
187	Poor eating habits	22	26	28	33	31	11	.006
193	Poor sleeping habits	25	33	33	35	35	10	.047
199	Too much TV	16	11	12	9	8	8	.002
184	Eating in binges	4	4	7	7	8	4	.028

Note. Dif = Degree of difference between lowest and highest.

Table 55

Differences by Age on Job Problems by Percentage

Question No.	Job Problem	Age					Dif.	p
		13/14	15	16	17	18/19		
204	Job not paying enough	21	27	27	33	28	12	.003
203	Not having a job	22	21	18	14	14	8	.012

Note. Dif = Degree of difference between lowest and highest.

Table 56

Differences by Age on the Crisis Problems by Percentage

Question No.	Crisis Problem	Age					Dif.	p
		13/14	15	16	17	18/19		
240	Planning to hurt someone else	5	7	6	4	3	4	.044

Note. Dif = Degree of difference between lowest and highest.

Research Question 5

Research Question 5 asks: What are the relationships among age, gender, and type of academy and personal problems? Hypothesis 4 states that there will be a relationship among age, gender, and type of academy on the personal problems of Adventist academy students. This hypothesis was tested with Two-way and Three-way ANOVA. Tables 57 to 60 show results of interactions of gender and age group, gender and academy type, age group and academy type, and gender, age group, and academy type.

In testing the 240 problems listed on the PPC-A for those four interactions, I would expect 12 of the interactions to be significant by chance for each of the four types

of interactions. For each of the four interaction types there were less than 12 interactions. Therefore, only the interactions with the large differences for which a meaningful interpretation can be made will be discussed.

Table 57 presents interactions for gender by age on personal problems. "Feeling lonely" had the largest difference between males and females (18%) at age 13/14, with females reporting higher. However, by age 15 males increased by 21% and females decreased by 3% at age 15. From age 15 on, both males and females increased steadily in the frequency of "feeling lonely."

Table 58 presents interactions for gender by academy type on personal problems. There were three interactions significant at an alpha of .01: "poor study habits," "eating in binges," and "job not paying enough." "Poor study habits" was 4-5% different between males and females in day and boarding academies, but a 17% difference in self-supporting academies with males reporting the highest incidence of this problem. "Eating in binges" had a 3-13% difference between males and females by academy type with the highest difference being found in self-supporting academies. "Job not paying enough" had zero difference between genders in day academies, a 3% higher difference for boarding academy students, and 18% difference in self-supporting students, with males reporting the highest incidence of this problem.

Table 59 presents interactions for age and academy type on personal problems. Those interactions found day students steadily increasing with age in the problem of "feeling inferior." This pattern was not found in boarding or self-supporting students. "Not wanting to work" was higher for boarding students until age 18/19 when day students more frequently reported this problem.

Table 60 presents interactions for age, gender, and academy type on personal problems. There was not a simple interpretation for any of these. They are most likely spurious interactions.

Table 57

Interactions by Gender and Age on Personal Problems by Percentage

Question No.	Problem	Gender	Age					<i>p</i>
			13/14	15	16	17	18/19	
02	Criticized by others	Male	27	33	23	19	21	.013
		Female	33	22	27	26	28	
12	Feeling lonely	Male	11	32	22	25	33	.007
		Female	29	26	32	37	42	
44	Poor attitude toward work	Male	34	23	19	21	16	.042
		Female	14	18	18	17	13	
51	Parents fight and argue	Male	10	13	15	11	11	.041
		Female	24	23	13	15	23	
114	Worry/future job/college	Male	24	34	34	41	47	.039
		Female	29	42	46	66	70	
199	Too much TV	Male	13	13	19	10	8	.035
		Female	15	13	7	7	8	
209	Afraid of job failure	Male	7	14	7	6	13	.001
		Female	14	10	17	16	11	

Table 58

Interactions by Gender and Academy Type on Personal Problems by Percentage

Question No.	Problem	Gender	D	B	SS	<i>p</i>
7	Being suspicious of others	Male	12	15	19	.023
		Female	19	14	14	
11	No one to share interests	Male	9	13	19	.041
		Female	15	11	17	
12	Feeling lonely	Male	21	23	29	.048
		Female	35	37	28	
37	Recent change/attitude	Male	8	15	17	.030
		Female	17	15	19	
43	Poor attitude school	Male	26	32	33	.031
		Female	25	22	21	
96	Poor study habits	Male	45	49	54	.005
		Female	50	45	37	
115	Budgeting money	Male	14	17	23	.044
		Female	21	17	17	
184	Eating in binges	Male	4	3	3	.014
		Female	10	6	16	
190	Smoking cigarettes	Male	6	2	5	.017
		Female	3	4	2	
204	Job not paying enough	Male	23	33	36	.010
		Female	23	30	18	
225	Friend/family-divorce	Male	5	5	5	.034
		Female	8	9	20	

Note. D = Day; B = Boarding; SS = Self-Supporting.

Table 59

Interactions by Age and Academy Type on Personal Problems by Percentage

Question No.	Problem	Academy	Age					p
			13/14	15	16	17	18/19	
3	Not fitting in with peers	D	11	13	11	15	26	.043
		B	12	19	18	16	21	
		SS	24	22	9	16	15	
5	Bad reputation	D	9	11	9	12	22	.007
		B	7	16	13	10	9	
		SS	22	10	11	13	13	
15	Feeling inferior	D	7	11	13	12	24	.008
		B	10	9	12	19	15	
		SS	10	28	14	22	18	
18	Let down by friends	D	17	21	22	26	30	.039
		B	31	30	21	25	27	
		SS	34	22	16	21	18	
20	Feeling pressured to do wrong	D	14	18	15	10	13	.044
		B	21	20	13	17	15	
		SS	7	22	21	16	30	
85	Not wanting to live at home	D	14	15	16	21	30	.002
		B	12	16	20	14	24	
		SS	22	25	16	25	8	
126	Not having money for clothes	D	24	24	22	20	16	.005
		B	17	25	22	24	31	
		SS	27	21	19	40	18	
143	Same thoughts over and over	D	30	25	23	22	26	.045
		B	15	27	25	25	33	
		SS	17	32	18	31	25	
146	Trouble concentrating	D	24	30	35	28	39	.047
		B	25	34	33	32	28	
		SS	42	53	33	43	28	
211	Not wanting to work	D	11	17	18	17	29	.008
		B	31	22	21	22	23	
		SS	24	21	9	16	10	
226	Friend/family member dying	D	18	11	12	18	16	.006
		B	17	21	14	11	16	
		SS	24	15	23	13	5	

Note. D = Day; B = Boarding; SS = Self-Supporting.

Table 60

Interactions by Age, Gender and Academy Type on Personal Problems by Percentage

Quest. No.	Problem	Gender	Acad.	Age					p
				13/14	15	16	17	18/19	
13	Feeling unpopular	Male	D	7	18	15	7	11	.030
			B	15	19	16	8	22	
			SS	9	31	19	24	29	
		Female	D	19	17	16	17	32	
			B	13	27	28	24	33	
			SS	42	25	23	20	13	
16	Feel people are against me	Male	D	11	16	19	13	21	.027
			B	31	21	14	16	14	
			SS	14	3	29	21	25	
		Female	D	22	17	11	23	22	
			B	22	20	19	23	30	
			SS	32	25	27	26	19	
51	Parents fighting and arguing	Male	D	15	13	12	4	20	.010
			B	10	16	10	15	10	
			SS	5	9	23	12	4	
		Female	D	20	18	15	20	20	
			B	25	21	19	17	25	
			SS	26	30	4	9	25	
53	Parents divorce	Male	D	12	11	9	9	20	.043
			B	13	16	8	9	9	
			SS	0	6	13	24	0	
		Female	D	19	13	13	12	5	
			B	12	14	15	19	12	
			SS	21	25	23	14	6	

Table 60--Continued.

Quest. No.	Problem	Gender	Acad.	13/14	15	16	17	18/19	<i>p</i>
58	Parents interfering with decisions	Male	D	27	26	23	21	28	.018
			B	25	28	18	23	21	
			SS	23	25	36	36	13	
		Female	D	20	27	30	30	29	
			B	18	19	19	26	34	
			SS	42	43	19	20	6	
92	Want to run away from home	Male	D	6	12	4	4	7	.046
			B	3	8	4	2	6	
			SS	5	6	10	12	8	
		Female	D	18	9	10	11	10	
			B	3	17	9	8	11	
			SS	11	23	8	9	0	
94	Not getting along/teachers	Male	D	10	14	12	19	13	.010
			B	25	20	18	9	7	
			SS	23	34	3	9	30	
		Female	D	8	13	9	3	7	
			B	20	16	11	11	8	
			SS	11	13	12	11	6	
155	Crying without good reason	Male	D	2	5	4	1	2	.036
			B	4	3	1	4	5	
			SS	0	3	7	2	4	
		Female	D	20	16	27	20	29	
			B	23	28	21	21	16	
			SS	21	35	15	23	13	
231	Losing temper & hurting someone	Male	D	10	8	10	5	4	.044
			B	19	12	12	12	9	
			SS	5	9	16	15	4	
		Female	D	10	12	11	7	7	
			B	5	15	7	10	16	
			SS	32	20	8	6	6	

Note. D = Day; B = Boarding; SS = Self-Supporting.

Research Question 6

Research Question 6 asks: What are the relationships among the following major categories of personal problems: social, appearance, attitudes, parents, family, school, money, religion, emotions, dating/sex, health, job, and crisis? Hypothesis number 5 states that there will be correlations among the scales of the PPC-A on the problems reported by the students. Table 61 shows that every correlation is significant. Highest correlations occurred between Parents and Family (.65), Emotions and Health (.63), Attitudes and School (.61), Emotions and Social (.58), Emotions and Attitudes (.58), Emotions and Crisis (.53), Emotions and Family (.52), Health and School (.51), Religion and School (.51), Emotions and Religion (.51), Family and School (.50). The correlation coefficient testing supports hypothesis 5. (See Table 61).

Open-end Question Analysis

Page 4 of the Personal Problems Checklist for adolescents has space for answering an open-ended question: "List any other problems you might have." In the survey, 175 of the 2,240 students responded to that question. These responses were analyzed for themes and found seven that were dominant: Parents, School, Emotions, Religion, Health, Social, and Crisis. These themes were also found to be prevalent in the previous tables. The statistical analysis does not show the grouping of problems that an individual has, and in this part of the results I will present 26 individuals—some from each academy—to show the students, not as a statistic, but as a real person with a *heartbeat*.

Table 61

Correlations Among the 13 Scales of the PPC-A

	Social	Appearance	Attitude	Parents	Family	School	Money	Religion	Emotions	Dating	Health	Job	Crisis
Social	1	.57	.51	.41	.48	.55	.38	.42	.58	.39	.43	.31	.38
Appearance		1	.44	.42	.49	.49	.37	.39	.48	.43	.43	.33	.38
Attitude			1	.46	.49	.61	.43	.50	.58	.39	.48	.39	.36
Parents				1	.65	.47	.44	.44	.47	.40	.40	.34	.44
Family					1	.50	.48	.48	.52	.42	.45	.35	.50
School						1	.50	.51	.57	.44	.51	.45	.40
Money							1	.43	.43	.39	.46	.43	.36
Religion								1	.51	.44	.49	.40	.44
Emotions									1	.47	.63	.38	.53
Dating										1	.40	.36	.42
Health											1	.41	.46
Job												1	.40
Crisis													1

Everything in the following scenarios came from the Personal Problems Checklist and was checked or written by the student. The only part added by me was the title, such as futility or worry, etc. I looked for what appeared to me, as a professional counselor, to be the most immediate problem.

Academies numbered 1-4 are day academies, 5-9 are boarding academies, and 10-14 are self-supporting academies.

Futility

From Academy 6, a 17-year-old writes, "What good will it do to fill out this checklist? Nothing will change." This young girl has been in trouble with the law, has a bad reputation, and has a poor attitude toward school, work, family and herself. She has been physically abused at home, and she suffers from anxiety, fear, guilt, and difficulty concentrating. She is now crying and feeling sad, out of control, and "unhappy all the time." She is not getting enough exercise and is "unable to sleep." She is on medication and is "having thoughts of suicide."

Worry

At Academy 10, a 17-year-old girl is troubled about her "poor attitude toward religion." She is not able to talk to her parents, who are divorced. She worries about her future job and her prospects of going to college. She has "poor study habits." She is confused about her religious beliefs and is troubled about failing in her religion. She feels depressed and is "unable to relax"; she is "unhappy all the time," feels things are unreal, and is worried about having a nervous breakdown. She does not get enough exercise. She says, "Sometimes I feel I am losing all feeling in life and I don't care about

anything—just want to be someplace else—someplace happy.”

Addiction

At Academy 1, a 16-year-old boy writes, “I am addicted to caffeine. I’m addicted to sadistic bad influential music (Korn).” This boy has no close friends, “no one to share interests with,” and he feels inferior and uncomfortable talking to people. He does not have good study habits and does not understand class material. He is confused about his religious beliefs and worried about being accepted by God. He checked and circled “feeling depressed and sad” and “having trouble concentrating” and “being tired and having no energy.” He is afraid of hurting himself and is “having thoughts of suicide.”

Low Self-esteem

At Academy 4, a 15-year-old girl is very concerned about “feeling unpopular,” being unattractive, and having a poor attitude toward herself. Emotionally she is having problems concentrating, feeling depressed, having nightmares, and feeling out of control. She is “eating in binges” and not getting enough exercise. Her parents are in the middle of a divorce and are having legal and emotional problems. She is troubled about “depending on my boyfriend for male love, which I didn’t get from my father.”

Rejection

A 15-year-old boy at Academy 3 writes, “I hate my parents. I hate school.” He is “sexually underdeveloped,” thinks about sex too often, and cannot get a date. He does not have friends at church and feels rejected by church members. He is “unhappy all the time,” has trouble concentrating, has “no enjoyment in life,” and is “unable to sleep,” and

is worrying about having a nervous breakdown. He has several crises going on in his life and is “having thoughts of suicide.”

Priorities

At Academy 11 a young girl is troubled about a recent change in attitude. She has trouble concentrating and “poor study habits.” She is “eating in binges” and has no time for relaxation or for interests and hobbies. She writes, “I don’t have enough time to finish homework, no time at all for the best relationship with God.”

Substance Abuse

A 16-year-old boy at Academy 4 writes that he “can’t stop doing drugs (marijuana and ecstasy).” He also uses alcohol and tobacco. He is worried about losing his temper and he is “planning to hurt someone else.” He is especially concerned about failing in his religious beliefs and having a “poor attitude toward religion.” His parents are divorced.

Inferiority Complex

A 16-year-old male from Academy 13 feels shy, has nobody to share interests with, and feels unpopular and inferior. He has “poor study habits,” does not understand class material, and is “getting bad grades.” He writes, “I have no *real* friends. I don’t know how to talk to girls that I like.”

Pressured

At Academy 2 a 13-year-old girl feels “let down by friends” and is lonely. She checked many emotional problems. Her boyfriend wants to get married, and she feels

pushed into having sex and is worried about getting pregnant. She writes, "I feel a little ashamed about this questionnaire but I'm glad you're doing it anyway. My boyfriend wants to have ___ but I told him that I want to do the right thing and wait until I am married and he said that he's gonna marry me anyway so why not? I told him he doesn't know that for real. I don't know what to do."

Withdrawal

A 15-year-old girl at Academy 8 has many problems with her attitudes and is feeling depressed, tired, guilty, and is "crying without good reason." She is unable to stop worrying, has the "same thoughts over and over," and feels things are unreal. She is worried about getting pregnant and is "worried about diseases." She is "having thoughts of suicide." She writes, "I don't want friends. I want to be alone. I have social anxiety. I sleep too much."

Failure

An 18-year-old at Academy 12 is feeling guilty about religion and is confused about her religious beliefs. She circled feeling anxious or uptight and feeling depressed. She is worried about being fired. "I often get extremely angry and often have to pray or sit by myself to calm down because I'm scared I might hurt someone badly. I also feel like a big failure. Everyone else in my family is succeeding in their lives except me." She circled "having thoughts of suicide."

Emotions

From Academy 5 a 14-year-old girl writes, "I'm just sad many times without knowing why." She has facial blemishes and a poor attitude toward herself. Her parents

expect too much from her and favor her brothers or sisters. She checked being “tired and no energy,” “feel depressed or sad,” getting “too emotional,” “crying without good reason,” “worry about nervous breakdown,” “not able to stop worrying,” “not able to relax,” “unhappy all the time,” “not having any enjoyment,” and “behaving in strange ways.” A handwritten note says, “All of these are important.” Other problems are not having any appetite or time to relax.

Crisis

A 15-year-old at Academy 7 writes, “I’m antisocial and everyone hates me. People want to kill me because I’m ‘different’ and I don’t talk to them.” He is experiencing numerous crises: a friend or family member having committed suicide, parents’ divorce, physical abuse, and the death of a friend or family member. He circled and checked “having thoughts of suicide” and checked “planning to hurt someone else.”

Social/Racial Problems

A 14-year-old at Academy 9 writes, “I basically feel excluded from groups, or friends. I want to be a part of that. I feel like I am not accepted, possibly because of my race.” She feels lonely, unpopular, and has a poor attitude toward herself. A friend or family member has died and she is depressed and unhappy all the time.

Social Discomfort

At Academy 14 a young girl has this to say: “Sometimes I accidentally gossip. I don’t know how to respond to the pervading presence of gossip in my roommate’s group of friends that come in my room and gossip and bewail.” She is troubled about “not fitting in with peers,” feels “uncomfortable in social settings,” and feels different from

everyone else. She is having emotional problems and is “uncomfortable with the opposite sex.”

Anxiety

At Academy 3 a 15-year-old is worried about her brother and sister who are on drugs and alcohol and are having emotional problems. She is depressed and sad, “not able to stop worrying,” and feeling anxious and uptight. She writes that she is “worrying my brother and sister will die.”

Mental Illness

Another 17-year-old at Academy 3 has numerous emotional problems. She is “failing in religious beliefs,” feels rejected by church members, and is worried about being accepted by God. She is lonely and shy and feels inferior. She has no close friends at school, feels out of place, and is getting bad grades. She is thinking about suicide and says, “Some of this is explained and dealt with through therapy and medicine because I have Obsessive-compulsive Disorder and related illnesses.”

Loneliness

A freshman boy at Academy 13 is lonely and shy, has nobody to share interests with, and feels different from others. His parents fight and they are too strict, and disapprove of his clothes, music, and activities. He worries about sex, does not know enough about sex, and thinks about it too often. He writes, “I had to move away from my true friend and this place and there people don’t understand me.”

Alone

At Academy 4, a 14-year-old boy is longing to meet his real father. He does not have a lot of problems, but he put four checks next to “wanting to run away from home.” He writes, “Never in my life have I seen my real dad and he lives so close but no one will help me find him. I just want to see him before me or him dies. I think that is why part of me is feeling incomplete. I just want to see him once, go bowling, have a conversation, and just talk to him before I die. No one I’ve met has been able to relate with me on this issue. It’s like I’m by myself in it.”

Physical and Sexual Abuse

A girl at Academy 10 is troubled about being abused in her own home. She is having numerous emotional problems and is not able to sleep or relax. Even though she is in a boarding academy now, she is troubled because “I’m worried about my sister and her safety while I’m away at school.”

Death

A 15-year-old boy at Academy 9 is experiencing multiple crises, among them the loss of friend or family member by death, divorce of parents, and a family member losing their job. He is feeling uptight and afraid, and having nightmares. He writes that he is having problems when “midterm exams come and fighting with girlfriend, then getting major discipline from school board.”

Anger

A 17-year-old male at Academy 6 checked and circled numerous issues concerning family problems, religion, and emotions. Someone in his family or a friend

has gotten a divorce and a parent is having legal problems. He writes that his other problems include: “Stuck-up white people, Fakers, Haters, Players, Bitches.” He checked and circled that he is “planning to hurt someone else.”

Family Problems

At Academy 7 an 18-year-old young woman is troubled about being ignored by parents, parents favoring a sibling, parents divorcing, parents fighting, not being able to talk to parents, and “parents interfering with decisions.” Also she is arguing with her parents about religious beliefs, is confused about her religious beliefs, and she feels rejected by church members. She writes, “The questions about my family are mainly about my father that needs help but he refuses to seek it. His ego is too big. He thinks he is never wrong.”

Unhappy

At Academy 3 a young girl writes, “I miss Daddy ‘cause he’s in another country. He always helps me with my study, so I miss him. He and my mom are not divorced. Thanks!”

One Problem

A 15-year-old student at Academy 2 did not check anything on the checklist and wrote, “My problem is wishing that I was in heaven right now with Jesus.” Sums it up nicely!

All Is Well

A 14-year-old girl from Academy 4 did not check anything on the checklist. She says, "I don't consider things in my life problems. In my religious life I need to spend more time with God but I am trying to do so. I'm not stupid so I don't take drugs. I'm not being pressured into having sex. I'm a virgin, proud to be one and I'll remain one until I am married. I don't have a boyfriend and I don't want one right now. No, I'm not gay. Why should I have those problems? God is the love of my life, and it's been great since He came in it. I hope your survey goes well but I don't think mine will help you as you expected."

Other Findings

Other findings presented here are problems checked by less than 20% of the total students surveyed so they do not appear on Table 5 of the most frequent problems. These problems are from the scales Crisis and the problems of substance abuse and eating disorders in the Health scale. Even though few of Adventist students reported crisis or substance abuse problems, they are presented here along with eating disorders because of their serious nature and because substance abuse and eating disorders are among the 6 most serious adolescent problems in the United States (Balk, 1995). In this survey 51% of the students checked at least one crisis. There were 11 crisis problems checked by 5% or more of the students: (a) "Friend or family member dying" (15%), (b) "losing something valuable" (14%), (c) "friend or family member emotionally upset" (13%), (d) "losing temper and hurting someone else" (11%), (e) "pet dying" (10%), (f) "having thoughts of suicide" (9%), (g) "friend or family member serious illness" (9%), (h) "friend or family member getting divorce" (7%), (i) friend or family member hurting

themselves” (6%), (j) “planning to hurt someone else” (5%), and (k) “friend or family member committed suicide” (5%).

In this survey 6% of the students checked “eating in binges” (females, 7%, and males, 3%). Substance abuse problems were all 5% or less and include “Using drugs” (4%), “parents using drugs” (3%), “brother or sister using drugs” (5%), “using alcohol” (4%), “parents using alcohol” (4%), “brother or sister using alcohol” (5%), and “using tobacco” (4%). These other findings help to portray the broad range of problems that Adventist youth are experiencing even though the numbers of students reporting these problems are less than 20%.

Summary of Findings

Table 62 gives a summary overview of the highest reported problems of Adventist academy students, and indicates the significant differences by type of academy, gender, and age groups. Only those problems reported by 25% or more of the students are listed, and only those with a difference of 10% or more are indicated. Where space is left blank, there is no significant difference or the difference is less than 10%.

Self-supporting academy students were 10% or more higher than day or boarding students in 4 of the top 25 problems: “parents disapprove of music,” “worry about future job or college,” “having trouble concentrating,” and “no time to relax.” Day and boarding academy-students reported no differences in problems that were 10% higher than other academy types.

Females were 10% or more higher than males in 7 of the top 25 problems: “feeling lonely,” “worry about future job or college,” “tired and no energy,” “feeling

depressed or sad,” “not enough exercise,” “no time to relax,” and “poor eating habits.”

Males were not higher than females in any of the top 25 problems.

Two problems were highest for 13/14-year-olds: “parents disapprove of music,” and “bored in school.” One problem tied for 15-year-olds and 18/19-year-olds: “depressed or sad.” Sixteen-year-olds were not higher in any of the top problems. Two problems were higher for 17-year-olds: “tired and no energy,” and “poor eating habits.” Two problems were tied for 17- and 18/19-year-olds: “not enough exercise,” and “poor sleeping habits.” Three problems were higher for 18-year-olds: “feeling lonely,” “worry about future job or college,” and “not making enough money.” There were thirteen problems that were not 10% or more higher by academy type, gender, or age groups. See Table 62.

Table 62

Summary of Main Findings

Scale	Problem	Academy Type	Gender	Age
Social	Being shy			
Social	Feeling lonely		Females	18/19
Social	Criticized by others			
Attitudes	Poor attitude toward school			
Parents	Expect too much			
Parents	Disapprove of music	Self-supporting		13/14
Parents	Parents too strict	Day		
School	Poor study habits			
School	Bored in school			13/14
School	Worry about future job/ or college	Self-supporting	Females	18/19
School	Getting bad grades			
Money	Not making enough money			18/19
Money	Wasting money			
Religion	Confused about religious beliefs			
Emotions	Tired and no energy		Females	17
Emotions	Having trouble concentrating	Self-supporting		
Emotions	Depressed or sad		Females	15 18/19
Emotions	Not remembering things			
Emotions	Same thoughts over and over			
Health	Not enough exercise		Females	17 18/19
Health	No time to relax	Self-supporting	Females	
Health	Poor sleeping habits			17 18/19
Health	Poor eating habits		Females	17
Job	Job not paying enough			

CHAPTER FIVE
SUMMARY, CONCLUSIONS, DISCUSSIONS,
AND RECOMMENDATIONS

Introduction

The purpose of this study was to describe the personal problems of Adventist academy students in three settings: day, boarding, and self-supporting academies. Responding to a survey, the students had an opportunity to speak for themselves about their own problems. This chapter will present an overview of the literature, a brief description of the methodology, the population and sample, followed by the major findings, discussion, conclusions, and recommendations.

Overview of the Literature

This study examined the literature for insights into biological, psychosocial, sociocultural, and psychoeducational factors in the problems of adolescents. A biopsychosocial framework provides a lens through which to make meaning of self-reported problems of adolescents. Generally, the literature does not view adolescent problems from a holistic perspective. Rather, multiple problems are studied and reported, sometimes showing relationships between different problems. For example, it was found that emotional frustrations cause a chaotic heart rhythm (Weiss, 2000); religion was

found to prevent suicidal behavior (Moore & Gleib, 1995); exercise was correlated to better relationships with parents (Field, Diego, & Sanders, 2001), and Rossen (1997) found low competence to be related to depression. Benson (1993) found definite correlations in adolescent behavior with numerous deficits and assets. Maxym and York (2000) found that a crisis such as death or divorce of a friend or family member can be a catalyst for adolescent problems, *however*, in other troubled youth there appears to be no such catalyst.

Balk (1995) found that the six major problems affecting U. S. adolescents are delinquency, depression, substance abuse, eating disorders, violence, and suicide. Correlations have been found between depression and eating disorders (Basow & Rubin, 1999), depression and sleep problems (Naidu, 1997), depression and substance abuse (Gilvarry, 2000), depression and suicide (Gilvarry, 2000), depression and crisis (Kay, 1995), and depression and behavioral problems (Costello & Erkanli, 1999; Rossen, 1997). Suicide is the third leading cause of death for adolescents, having now become an epidemic that leads 6,000 adolescents to kill themselves each year (Balk, 1995, Marrero, 1995).

There is a lack of studies concerning adolescent eating disorders (Streigel-Moore & Cachelin, 1999) and for outcomes of emotional problems in adolescence (Mowbray et al., 2002).

Balk (1995) found adolescent grief to be more common than adults are recognizing, and that grief can be more devastating to a young person than they know how to cope with. Bagley et al. (2001) found that parents in particular are blind to the adolescent perspective of their problems.

Religion appears to be a help to youth in coping with their problems (Smith & Faris, 2002; Donahue & Benson, 1995). Markstrom (1999) found higher levels of hope in youth who attend religious services. Benson and Donahue (1990) found a decline from Grades 6-12 in Adventist youths' view of the church as an accepting climate. A previous study by Rau (1986) revealed Adventist students having to give up sleep, exercise, and personal devotions in order to keep up with academic demands. Rau found little tolerance for change to be possible in achieving balance.

Benson et al. (1999) found that boys have more school, alcohol, violence, and gambling problems, while girls had more depression and suicidal thoughts. Other differences in gender were minor. Benson et al. also found at-risk indicators to increase with age. In summary, the literature tends to report problems without necessarily showing the connections among them. If connections are made, it is usually between two factors.

The biopsychosocial approach recognizes that *all* aspects of an adolescent's life must be considered to really understand what is going on (Scales, 2001). The interactions of *all* variables must be studied (Kail & Cavanaugh, 2004). Systems theory may be a good way to think about the problems that arise in adolescent development because of the highly interrelated nature of their problems (Lerner & Galambos, 1998).

Methodology

This study used a survey design with students in the classroom setting identifying their problems on the Personal Problems Checklist for Adolescents. The survey evaluates 240 problems that are classified into 13 major areas: Social, appearance, attitudes, parents, family, school, money, religion, emotions, dating/sex, health/habits,

job, and crisis. These major areas were the dependent variables in this study. The teacher of the class administered the confidential survey, and all students present on that day participated. All of the checklists were returned to me. The results of the survey were analyzed with ANOVA and with correlation coefficients.

Population and Sample

The population in the study was Adventist academy students. The sample was students in 14 day, boarding, and self-supporting academies in the eastern United States and one self-supporting academy in the Midwest. This included male and female students ages 13 – 19. There were 2,240 participants in the sample.

Purpose of the Study

Adolescence is a time fraught with many challenges including life-threatening behaviors. Prior to this study there were no current reported studies on Adventist adolescents and the whole range of personal problems (physical, cognitive, emotional, spiritual and social) they may be experiencing. The purpose of the study was to examine the personal problems of Adventist adolescents in three different settings: Adventist day academies, Adventist boarding academies, and Adventist self-supporting academies.

Findings

This section will first describe the average number of problems checked in each type of academy, each gender, each age group, and in each of the 13 scales of the Personal Problems Checklist for Adolescents (PPC-A). Following those descriptions the major findings for each research question will be presented.

Day academy students reported an average of 29 problems each. Boarding academy students reported an average of 31 problems, and self-supporting academy students reported an average of 33 problems. The males surveyed (1,043) reported an average of 26 problems each, and females (1,197) reported an average of 34 problems. Students ages 13/14 checked an average of 27 problems, 15-year-olds checked an average of 32 problems, 16-year-olds an average of 29 problems, 17-year-olds an average of 30 problems, and 18-year-olds an average of 32 problems.

In the 13 scales or sections of the PPC-A the average number of problems reported for social, school, and emotional problems was four. The average number of problems for parents and health problems was three, the average number of problems for appearance, attitudes, family, money, and job was two, and the average number of problems for religion, dating/sex, and crisis was one.

Discussion of Research Question 1

Research Question 1 asks: “What are the most frequent problems being experienced by Adventist academy students?” There were 45 (of 240) problems checked by 20 – 47% of the students. Those problems were in 11 of the 13 scales of the PPC-A, all except dating/sex and crisis. The 45 problems were distributed over the 11 scales: emotions (7), social (7), school (6), parents (5), health (5), money (3), attitudes (3), family (3) and job (3), religion (2), and appearance (1). The top 10 problems for all students were: “Poor study habits” (47%), “worry about future job or college” (40%), “not making enough money” (39%), “not enough exercise” (39%), “tired and having no energy” (34%), “no time to relax” (33%), “poor sleeping habits” (33%), “having trouble concentrating” (32%), “being shy” (32%), and “being bored in school” (32%).

In the top 10 problems by academy type students in day, boarding, and self-supporting academies, all reported four of the same top problems: "Poor study habits," "not making enough money," "not enough exercise," and "having trouble concentrating." Day and boarding academy students reported three of the same problems in the top 10: "Being shy," "poor sleeping habits," and "wasting money." Boarding and self-supporting students reported three of the same top problems: "No time to relax," "getting bad grades," and "tired and no energy." Day students reported two problems not in the top 10 for other types: "Bored in school," and "not having a job." Self-supporting students reported two problems not in the top 10 for other types: "feeling depressed or sad," and "parents disapprove of music." Day and self-supporting students reported one same problem in the top 10: "Worry about future job or college."

In the top 10 problems by gender there were four of the same problems reported by both males and females: "poor study habits," "worry about future job or college," "not making enough money," and "having trouble concentrating." Other three school problems reported only by males were "bored in school," "getting bad grades," and "poor attitude toward school." Females checked three health problems: "Not enough exercise," "no time to relax," and "poor sleeping habits." Males did not report any health problems in the top 10. Other emotional problems checked by females were: "Tired and no energy," and "feel depressed or sad." "Being shy" was the only social problem in the top 10 checked by females. Males did not report a social problem in their top 10. Males also reported: "wasting money" and "job not paying enough" and the problem of "parents disapprove of music" in the top 10. Females did not report a parent or job problem in the

top 10. In the top 10 problems for both genders there were no problems reported in the PPC-A scales of appearance, family, religion, dating/sex, or crisis.

In the top ten problems by age group there were four of the same problems reported for all ages: “poor study habits,” “not enough exercise,” “not making enough money,” and “no time to relax.” All ages except age 17 reported: “Being shy.” Only 13/14-year-olds checked “bored in school” in the top 10. All ages except age 18/19 reported: “Having trouble concentrating” in the top ten. At age 15 to 18/19 “worry about future job or college” moved into the top ten problems (becoming the number one problem reported at age 17 and 18/19). For age 16 through 18/19 “tired and no energy” was reported in the top 10 problems.

Discussion of Research Question 2

Research Question 2 asks: “What are the relationships between academy types and the personal problems of Adventist youth?” There were 62 (of 240) problems with significant differences between academy types. Of those 62 there were 14 that had a difference of 10% or more. There were 7 out of the 14 problems that were checked by 20% or more of the students and that also had differences of 10% or more. The greatest differences were: “No time to relax” (19% difference) with self-supporting students reporting the highest number and day students lowest; “worry about future job or college” (14% difference) with self-supporting students reporting the highest incidence of this problem and day students lowest; “bored with job” (13% difference), with self-supporting students highest and day students lowest; “feel different from everyone else” (12% difference), with self-supporting students highest and day students lowest; “parents disapprove of music” (10% difference), with self-supporting students highest and

boarding students lowest; “having trouble concentrating” (10% difference), with self-supporting students highest and day students lowest; and “no time for interests or hobbies” (10% difference), with self-supporting highest and day students lowest. In all seven problems self-supporting students reported the highest frequencies.

Discussion of Research Question 3

Research Question 3 asks: “What are the differences between male and female Adventist academy students?” There were 116 (of 240) problems with significant differences between male and female students. Of those 116 there were 26 that were 10% or higher difference. Of those 26 problems there were 14 reported by 20% or more of the students. In each problem females reported a higher frequency of problems than males: “not enough exercise” (22% difference); “too emotional” (20% difference); “poor attitude toward self” (17% difference); “tired and no energy” (16% difference); “feel depressed or sad” (16% difference); “poor eating habits” (15% difference); “worry about future job or college” (14% difference); “let down by friends” (13% difference); “not able to talk to parents” (12% difference); “confused about religious beliefs” (11% difference); “no time to relax” (11% difference); “feeling lonely” (10% difference); “facial blemishes” (10% difference); and “not understanding class material” (10% difference).

Discussion of Research Question 4

Research Question 4 asks: “What are the differences among age groups on personal problems?” There were 56 (of 240) problems with significant differences by age. Of those 56 there were 20 that had a difference of 10% or more. Of those 20 there

were 14 problems reported by 20% or more of the students. The greatest differences were found to be: "Worry about future job or college" (34% difference), with 18/19-year-olds reporting the highest incidence and 13/14-year-olds the lowest; "not making enough money" (21% difference) with 18/19-year-olds reporting the highest incidence and 13/14-year-olds the lowest; "deciding on the right course of study" (21% difference), with 18/19-year-olds the highest and 13/14-year-olds the lowest; "feeling lonely" (17% difference); with 18/19-year-olds the highest and 13/14-year-olds the lowest; "tired and having no energy" (14% difference), with 17-year-olds the highest, and 13/14-year-olds the lowest; "too emotional" (13% difference), with 18/19 the highest and 13/14 the lowest; "not enough exercise" (13% difference), with 17- and 18/19-year-olds the highest and 13/14-year-olds the lowest; "job not paying enough" (12% difference), with 17-year-olds the highest and 13/14-year-olds the lowest; "poor attitude toward self" (12% difference), with 18/19-year-olds the highest and 13/14-year-olds the lowest; "bored in school" (11% difference), with 13/14-year-olds the highest and 18/19-year-olds the lowest; "poor eating habits" (11% difference), with 17-year-olds the highest and 13/14-year-olds the lowest; "parents disapprove of music" (10% difference), with 13/14-year-olds the highest and 18/19-year-olds the lowest; "feel depressed or sad" (10% difference), with 15- and 18/19-year-olds the highest and 13/14-year-olds the lowest; and "poor sleeping habits" (10% difference), with 17- and 18/19-year-olds reporting the highest incidence of problems and 13/14-year-olds the lowest.

Discussion of Research Question 5

Research Question 5 asks: “What are the relationships among age, gender, and type of academy and personal problems?” For each of the types of interactions tested there were less than would be expected by chance.

Discussion of Research Question 6

Research Question 6 asks: “What are the relationships among the following major categories of personal problems: social, appearance, attitudes, parents, family, school, money, religion, emotions, dating/sex, health, job, and crisis?” All correlations between the number of problems in each area were found to be significant. Highest correlations were between Parents and Family (.63), Attitudes and School (.61), Emotions and Social (.58), Emotions and Attitudes (.58), Emotions and Crisis (.53), Emotions and Family (.52), Health and School (.51), Religion and School (.51), Emotions and Religion (.51), and Family and School (.50).

Open-end Question Analysis

One hundred and seventy-five students responded to the open-ended question which gave the students the opportunity to “list any other problems you might have.” Seven dominant categories of problems were reported: Parents, school, emotions, religion, health, social and crisis problems.

Other Findings

There were other problems not in the list of problems reported by more than 20% of the students that are included here because of their serious nature and because they are

among the six most serious problems of adolescents in the United States (Balk, 1995). These problems were crises issues and those of substance abuse and eating disorders. Fifty-one percent of the students checked at least one crisis with “death of a friend or family member” (15%) being the most frequent crisis. “Having thoughts of suicide” was another crisis that is among the top U.S. adolescent problems and was checked by 9% of the students in this survey. “Eating in binges” was reported by 7% of the students, and substance abuse questions were checked by 5% or less of the students surveyed.

Discussion

This section will discuss the major findings as they were presented in the previous section and will also refer to the literature. The average number of problems reported by day, boarding, self-supporting, male or female students ages 13/14 to 18/19 was about 30 problems out of a total of 240. The most frequent problems for Adventist academy students were checked in social, school, and emotional problems and the least in religion, dating/sex, and crisis problems. The six most serious problems for United States adolescents are in emotional, health, and crisis problems (Balk, 1995).

Most Frequent Problems

The patterns of problems showing up for both genders and in any type of academy and at any age suggest that Adventist academy students are struggling with a lack of balance in their lifestyle. They are in school but they report their study habits are poor. These students know something is wrong but often an adolescent does not understand *why* they feel depressed or *why* they cannot concentrate their thoughts on their schoolwork. Some say they are “bored with school,” some report “tired and no energy.”

All of these problems are characteristics often associated with depression, a condition that has been at epidemic levels for more than a decade (Balk, 1995; Campbell, 1985; Kowalski, 1999; Leader & Klein, 1996; Reinherz et al., 1999). Teenagers will try to cover up their depression or act out behaviorally the feelings they do not understand, sometimes to the extent of looking for a “rush” of good feeling that comes from doing something dangerous (Maxym & York, 2000). Often when people are depressed they feel better temporarily by going shopping and spending money. This could be related to the top 10 problem of “not making enough money.”

Problems by Academy Types

There were four problems common to all academy types: “poor study habits,” “not enough money,” “not enough exercise,” and “having trouble concentrating.” It is not surprising that all students struggled with four common problems. These are problems probably experienced by all adolescent students. Self-supporting students were highest in all problems that were reported by 20% or more of the students and in which there was a difference of 10% or more among types of academy. It is difficult to understand why students in the much smaller self-supporting schools are more frequently reporting “no time to relax” and “no time for interests or hobbies,” unless it is because a work program is mandatory for *all* students in these schools. These students may “feel different from others” because self-supporting academies tend to be established to reform educational practices, such as in areas of dress, diet, work, and social practices of dating.

Problems by Gender

There were four problems common to both males and females in the top ten lists:

“poor study habits,” “not making enough money,” “worry about future job or college,” and “having trouble concentrating.” Females consistently report more health (“not enough exercise,” “no time to relax,” and “poor sleeping habits”), and emotional problems (“tired and no energy,” “feel depressed or sad,” and “having trouble concentrating), as well as “being shy.” These problems may be affected by hormonal change in the monthly cycle. Hormones can affect energy, concentration, emotions, facial blemishes, and relationships. But hormones are very much regulated by a balanced lifestyle. For example, exercise raises the level of important hormones in the brain that influence emotions, and other hormones produced in the dark, while getting enough sleep, keeps moods more even (Nedley, 1998). Such imbalances of emotions can cause females to have a “poor attitude toward self.” Adolescents may have trouble “talking to their parents” because they “do not understand themselves.”

Males reported more school problems than females (“poor study habits,” “bored in school,” and “getting bad grades”) and it may be that they are expressing their problems more often in a school context than in health or emotional problems, as females are prone to do. Males reported two money problems (“not making enough money,” and “wasting money”). Males reported more problems with “parents disapproving of music.” Music is a big item with teenagers and the kind of music being disapproved may represent the generation gap between parent and child since music has changed so much in recent years and not a change to the parents’ liking. It is not clear why this is more frequent for males than females unless females simply have other bigger problems.

Both genders report “worry about future job or college” and this is a sign that something is not going well. It could be a concern of not feeling ready for adulthood and its privileges and opportunities and independence.

The lack of balance is seen in the female number one problem: “Not enough exercise” and in other top 10 problems such as “poor sleeping habits” and “poor eating habits.” All contribute to the serious condition of depression.

Problems by Age

There were four common problems for all age groups in the top 10 lists: “Poor study habits,” “not enough exercise,” “not making enough money,” and “no time to relax.” Thirteen/fourteen-year-olds report the fewest problems—from then on through academy it gets worse. Not only does the frequency of problems increase, but the kinds of problems indicate stress. “Worry about future job or college” becomes the number one problem by ages 17 and 18/19. Why are they so worried? Is it because they are *already* tired, they have “no time to relax” and are “getting bad grades”?

In age-related problems it is so obvious that problems related to stress and lifestyle have increased with age until 18/19-year-olds are reporting the most difficulty—they are tired, emotional, worried, depressed, lonely, and are not exercising, sleeping, or eating well according to their reports.

Relationships of Categories of Problems

In the results of the correlational tests it becomes clear that problems of any category do not stand alone. All problems are affected for better or for worse by what is happening in one’s life. A crisis is often related to physical symptoms and physical

illness can affect relationships or scholastic achievement. All academy students are found to have all aspects of their lives involved in their problems.

This result clearly supports a biopsychosocial approach to understanding adolescent problems and developing programs to help them. White (1948) states: "The sympathy which exists between the mind and the body is very great. When one is affected, the other responds" (p. 60). In systems theory this is referred to as the *dynamic* interplay among the variables (problems) of adolescent development (Craig, 2000). Balien (1994) explains that objective data or "facts" require subjective interpretation for the whole picture to emerge. Balien states:

Synergy describes the 'sum of the whole is greater than that of its parts.' In research, we should strive to create a synergistic mix of objective and subjective elements to attain maximum decision power and learning. (p. 4)

Other Findings

Half of the academy students surveyed report that they are experiencing at least one crisis. Significant numbers of students may be quietly trying to deal with the "death of a friend or family member," not knowing how much it is affecting them emotionally, scholastically, in their health, and even spiritually. Some students (9%) are in serious enough trouble to be checking "thinking about suicide." A small percentage (less than 5%) report they are turning to drugs or alcohol—apparently for some kind of solace.

Normal Adolescent Problems

What are normal adolescent problems and what are crises? In this research there are two separate concepts of "crisis": (1.) In the process of identity formation, a crisis is defined as a time when an adolescent is faced with making a choice between two

meaningful alternatives (Santrock, 2003). Academy-aged students are faced with numerous such crises as part of normal growing up. (2.) Crisis on the Personal Problems Checklist is a section of problems which are critical life events such as “friend/family member dying,” “friend/family member committing suicide,” “friend/family member getting a divorce,” “friend/family member emotionally upset,” “losing something valuable,” “having thoughts of suicide” or “planning to hurt someone else.” In this study, 51% of Adventist students checked at least one crisis on the PPC-A. Many of these students are separated from their family while in boarding schools which may explain why the higher percentages of emotional problems are in boarding and self-supporting academies.

Academy-aged students are at the age when establishing their own identity is the major developmental task. My research found evidence of the four stages of identity formation among the written answers to the open-ended question on the PPC-A. These stages are: (a) identity diffusion: those adolescents who have not experienced a crisis, (b) identity foreclosure: when a commitment has been made but no crisis has been experienced, (c) identity moratorium: when an adolescent is in the midst of a crisis, and (d) identity achievement: when the adolescent has undergone a crisis and made a commitment (Santrock, 2003). A student in a self-supporting academy wrote: “You know these [problems] are all in your mind, everyone has problems, it is just how they feel about their self. People just think they have problems. It could be worse.” This youth could be in the early phase of identity diffusion, where they have not yet experienced a crisis.

A possible example of the second phase—identity foreclosure—is the boarding academy student who wrote: “Sometimes I wish I wasn’t a Seventh-day Adventist.” A commitment had been made but no crisis had been experienced.

The 13-year-old day student “Pressured” is a good example of identity moratorium. She wrote: “My boyfriend wants to have [sex] but I don’t. I told him that I want to do the right thing and wait until I am married and he said that he’s gonna marry me anyway so why not. . . . I don’t know what to do.” She is in the midst of a crisis but has not made a commitment yet.

Another day student wrote, “I don’t consider things in my life problems. In my religious life, I need to spend more time with God, but I am trying to do so. . . . I’m not stupid so I don’t do drugs. I’m not being pressured into having sex. I’m a virgin, proud to be one, and I’ll remain one until I get married. I don’t have a boyfriend and I don’t want one right now. No, I’m not gay. Why should I have those problems? God is the love of my life and it’s been great since He’s been in it.” This is an example of identity achievement.

Adventist youth are experiencing a number of problems that could be considered “normal.” These problems are related to parents, school, and money. These problems include parents “disapprove of music” (27%), “parents expect too much” (27%), “parents interfering with decisions” (24%), and “not able to talk to parents” (22%). Ausubel (1954) stated: “Parental approval, uncritical obedience, and personal loyalty are no longer appropriate measures for exacting conformity from the desatellizing individual” (p. 235). And Ellen White (1902), a leader and oft-quoted author among Adventist members, stated unequivocally: “Lay no rigid injunctions on the youth” (p. 180).

Problems such as with music, problems with parents, being shy, or having facial blemishes are normal problems, yet one might ask, “How many ‘normal’ problems does an adolescent have before they are in a more serious crisis—like “having thoughts of suicide”? Or, even if the problems *are* normal—do students need some support as they go through developmental tasks of identity formation—especially when they are away from the support of their families?

Students were more likely to have poor attitudes toward school (26%). This might be expected since at the time of becoming more independent, school is there to take control of your time and energy. You move by the bell, you do the work or you fail. This can be a conflict between independence and school success, affecting the student’s attitude toward school.

Various problems with money reveal a process of maturation going on as youth take on the responsibilities that come with growing up. Their concerns about wasting money, budgeting money, lending, owing, or having to spend their savings is all reveal that they are beginning to think responsibly about money and its value. It is a normal part of growing up, but students may need guidance in money management.

Among Adventist students, substance abuse appears to be a small problem (4-5%) but it is a serious one nevertheless, as is eating in binges. Using alcohol and drugs are problems with more than 30% of public high-school students, and the problem escalates with age, especially alcohol, reaching 70% with high-school seniors (Santrock, 2003). Adventist academy students are far below that percentage, and it is likely because temperance is a strong lifestyle with Adventists who view their body as a temple for the Holy Spirit.

Streigel-Moore and Cachelin (1999) stated: "Indeed eating disorders represent a major health concern for adolescent girls. It is estimated that 1% to 3% of adolescent girls meet diagnostic criteria for either anorexia nervosa or bulimia nervosa" (p. 86). It is considered to be one of the six most serious adolescent problems in the United States (Balk, 1995). In this survey eating in binges was checked by 7% of the female students. There is some ambiguity in this question—it does not necessarily mean bingeing and purging. But a pattern of bingeing might be the beginning of a serious eating disorder.

In summary, Adventist adolescents are experiencing a wide range of problems, most of which do not appear to be life threatening. Many of their problems seem to be a "normal" part of adolescent development. Yet at some point the accumulation of multiple unresolved problems could thrust a student into a crisis (as defined on the PPC-A) or into emotional stress. Adolescents *need* the benefits of adult experience, wisdom, guidance, and nurture at a time when peer pressures are strong.

Conclusions

Adventist academy students are experiencing a broad range of problems with the most frequent being: emotional, social, health, and school problems. Some problems that appear to be normal are being reported by up to half of the students and other critical problems such as suicidal thoughts, drugs, and bingeing are reported by less than 10%. It is the potential accumulating effect of these problems that should alert Adventist educational administrators to the need for intervention. The obvious conclusion to the results of the correlation between the 13 scales of the PPC-A is that adolescent problems need to be studied from a biopsychosocial framework with the whole range of problems considered.

Recommendations

The following recommendations are for administrators in the Adventist system of education:

1. That a new comprehensive counseling program should be adopted in the academies, which will integrate physical, psychological, social, and spiritual balance into the school program.
2. A program to educate administrators and teachers in ways to identify and deal with adolescent problems should be developed and implemented.
3. That the Adventist educational system should establish a comprehensive training program for parents, to help them understand the major developmental task of identity formation. Evidence suggests a growing need for students to learn money management, time management, and understanding of relationships.

Recommendations for Future Research

1. Further research among Adventist youth to include more academies should be conducted.
2. Further research to explore interconnectedness of adolescent problems and the relationship of unresolved problems to drop-out rates should be conducted.
3. Further research to ascertain the degree of alignment between the Adventist philosophy of education and current practice in Adventist schools should be conducted.
4. Further research taking into consideration what kinds of interventions are already available and how that impacts the kinds of problems reported.
5. Further research to analyze the circled problems on the PPC-A.

Summary

The most frequent problems reported by one-fourth to one-half of Adventist academy students were social problems, health problems, school problems, and emotional problems. There were many differences between genders with females having the most problems. There were not as many differences by age but problems tended to increase with age, especially with stress-related problems. Students in self-supporting academies had more frequent problems by percentage. Adventist academy students are in need of holistic intervention.

APPENDIX 1

SDA PHILOSOPHY OF EDUCATION

SDA PHILOSOPHY OF EDUCATION

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Through Christ and His Spirit, God determined to restore humanity from its lost state. Through the Bible, He has revealed His will to the world, a revelation that supercedes human reason. Through His church on earth, He seeks the lost for His kingdom. The basic tenets of the Seventh-day Adventist Church, as well as the inspired writing of Ellen White, are directed toward God's restorative plan for fallen humanity. The Church conducts its own system of education to engender belief in those tenets within the context of one's personal relationship with Jesus Christ, and to foster a desire to share that relationship with others.

Made in God's image, every human being, although fallen, is endowed with attributes akin to those of the Creator. Therefore, Adventist education seeks to nurture thinkers rather than mere reflector's of others' thoughts; loving service rather than selfish ambition; maximum development of one's potential; and an appreciation for all that is beautiful, true, and good. An education of this kind imparts far more than academic knowledge. It is a balanced development of the whole person. Its time dimensions span eternity. In Adventist education, homes, schools, and churches cooperate together with divine agencies in preparing learners for fellowship here on this earth and in the New Earth to come. (North American Division (NAD) Working Policy).

APPENDIX 2

ACADEMY SURVEY DOCUMENTS

NOTES FOR TELEPHONE CONVERSATION

Introduce myself, and my research project

Explain there are fifteen academies in the project.

Explain 3 categories of academies – day, boarding and self-supporting.

Explain confidentiality for the students and the individual academy results.

Ask students to specify male or female and age.

Ask that the teachers administer the survey in a regular class such as Bible or English.

Try to schedule the survey in October.

Ask principal to sign a letter giving permission for the survey.

Explain how the survey can benefit their school.

Explain that students can have a “voice” concerning what troubles them and can possibly help bring about needed changes.

October 12, 2000

Ellen Crosby
6818 White Oak Circle
McDonald, TN 37353

Re: Survey of students

Dear

Enclosed are the checklists for the survey. I would like all students to take the survey on the same day, preferably in Bible or English class. Please allow 25 minutes for the students to complete the checklist. The teacher can explain to them that they are being given a voice in what is troubling teenagers today and this research can help to bring about changes that are needed in SDA academies. Please ask the students to not put their name on the checklist but rather to put their grade in the space for name.

When the survey is completed the teacher will pick up the checklists and give them immediately to the principal. The checklists are confidential to the researcher and no one else may examine them. The checklists can be returned to me in the postage-paid envelope provided. A report of your school will be sent back to you. Thank you very much for participating in this research.

Please sign below giving your permission, keep a copy for your records and return the original to me.

Sincerely,

Ellen Crosby, NCC, LPC

I, _____ Principal of _____

Academy, give permission for the students to be anonymously surveyed with the Personal Problems Checklist. I understand I will receive a confidential report of our own school and the results will then be pooled with the other academies in the research.

Signed: _____ Date: _____

SDA ACADEMIES CONTACTED FOR RESEARCH

Bass Memorial Academy (Mississippi)	Boarding
Battle Creek Academy (Michigan)	Day
Blue Mountain Academy (Pennsylvania)	Boarding
Broadview Academy (Illinois)	Boarding
Forest Lake Academy (Florida)	Boarding
Garden State Academy (New Jersey)	Boarding
Georgia-Cumberland Academy (Georgia)	Boarding
Great Lakes Adventist Academy (Michigan)	Boarding
Highland View Academy (Maryland)	Boarding
Indiana Academy (Indiana)	Boarding
Mt. Vernon Academy (Ohio)	Boarding
Oakwood Academy (Alabama)	Day
Pine Forge Academy (Pennsylvania)	Boarding
Shenandoah Valley Academy (Virginia)	Boarding
Takoma Academy (Maryland)	Day
Andrews Academy (Michigan)	Day
Mt Pisgah Academy (N. Carolina)	Boarding
Highland Academy (Tennessee)	Boarding
Madison Academy (Tennessee)	Boarding

SDA academies contacted for research, cont.

Laurelbrook School (Tennessee)	Self-supporting
Heritage Academy (Tennessee)	Self-supporting
Ouachita Hills Academy (Arkansas)	Self-supporting
Fletcher Academy (N. Carolina)	Self-supporting
Oklahoma Academy (Oklahoma)	Self-supporting

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LUTZ, FLORIDA 33549

Tel: (813) 968-3000

Fax: (813) 968-2568

www.parinc.com

Sent Via Email: ellencrsby@aol.com

August 4, 2003

Ellen Crosby
6818 White Oak Cir.
McDonald, TN 37353

Dear Ms. Crosby:

In response to your recent request, permission is hereby granted to you to include up to 13 sample items from the Personal Problems Checklist for Adolescents in the appendix of your dissertation. If additional copies are needed, you will need to write to PAR for further permission.

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Sincerely,

Patty Drexler
Executive Assistant
to the Chairman and CEO

ACCEPTED AND AGREED:

BY: Ellen Crosby
ELLEN CROSBY

DATE: August 5, 2003

ACCEPTED AND AGREED:

BY: Patty Drexler
PATTY DREXLER

DATE: August 7, 2003

SAMPLE QUESTIONS FROM PERSONAL PROBLEMS CHECKLIST
FOR ADOLESCENTS

1. Feeling uncomfortable in social settings
2. Not having the right clothes
3. Having a poor attitude toward self
4. Parents being separated or getting a divorce
5. Being physically abused at home
6. Not having good study habits
7. Having to spend savings
8. Being rejected by church members
9. Not being able to stop worrying
10. Being pregnant/girlfriend being pregnant
11. Not having any appetite
12. Friends having better jobs
13. Planning to hurt someone else

APPENDIX 3
OPEN-ENDED QUESTION

DAY SCHOOLS

I really like someone and he would be good for me because he doesn't do bad stuff. Into God and is fun to be with, smart. I really think he would be good for me. But, he doesn't like me. But then again the people that I like don't ever like me back.

Some of this is explained and dealt with through therapy and medicine because I have obsessive compulsive disorder and related illness.

I miss daddy because he's in another country. He always helps us with our study. So I miss him; he and my mom are not divorced. Thanks!

Worrying my brothers and sister will die.

(Planning to hurt someone else) Step mother. Not an elaborate plan, just wish sometimes! It would be so much easier without her.

I hate my parents and I hate school.

I have headaches a lot. My parents yell a lot and they have trouble staying organized and they lose things a lot.

I feel a little ashamed of this questionnaire but I'm glad you're doing it anyway. I have a fear of people throwing up. I get very jumpy and shaky, scared, and cry when I think that someone is about to throw up or someone is throwing up, I will run and react the same way. My so called boyfriend doesn't go to church and that bothers me. My parents think my boyfriend's not right for me. They don't like him. I know him better than they do. My boyfriend wants to have ___ but I don't. I told him that I want to do the right thing and wait until I am married and he said that he's gonna marry me anyway so why not. I told him he doesn't know that for real. I don't know what to do.

I have a problem with knowing too many boys.

I have a problem with this chick who ever since she started having sexual relations with people, started to have my mom all uptight about me and my once trusted boyfriend!

I want a copy of this:

- Feeling unwanted
- Neglect
- Too much heartbreak and pain
- Trying to bring man to church
- Dad interfering with God's work for me
- Wanting to get a job
- Momma is dying
- Try and stop cursing

Day schools, cont.

Not trusting people

People don't accept me for who I am, without even knowing who I am and/or trying to get to know me (they don't try to get to know me, but yet they judge me). Move has made life miserable.

My problem is wishing that I was in heaven right now with Jesus.

Sneaking around, even at home, for no good reason I can think of. Have problems getting a date.

Some of these things change or go up and down depending on whether or not I've missed my medication (anti-depressants).

Abortion

Self-mutilation

Anorexia/bulimia

Drug abuse

Promiscuity

I'm addicted to caffeine. I'm addicted to sadistic, bad influential music (Ko Ru).

Problem with a teacher that will not be reasonable. He did not give us a warning when he separated my friend and I out of our class (we are in two separate classes now).

Wondering if I want to stay in school

School bill too expensive.

School sucks.

Parents are assholes.

My mom is very overbearing. My dad is never at this house when we are. I am always fighting with my step dad.

I am adopted and I want to meet my biological family but my parents won't let me until I'm 18. I think I'm mature enough to know what my history is and where I came from. I think my parents are scared that I will like my biological family better than them. They won't tell me why for sure but I have the right to know.

I worry a lot about my future, and my family's future. I worry about depression.

Day schools, cont.

My parents live in Ohio and I live here (of course) and I keep having to move back and forth from my grandparent's home to my uncle's home.

Missing school I was at last and wanting to go back. Hating this school (sometimes).

Move to another country, leave good friends, family.

Being screwed over by my best friend.

Friends – feel left out. Feel unwanted. Health. Never hungry. When hungry and eat I feel sick. Body image – feel unpretty, fat.

I don't like surveys.

I can't beat Mr. Wilhelm in arm wrestling.

I'm too relaxed and never worry about stuff. I could fall asleep sky diving.

Sometimes I regret things and I wish I could go back in time and change them.

People who steal suck! But I love my life and family and friends!

Can't stop doing drugs (marijuana, ecstasy).

Not trusting anyone. Hating everything and everyone. Having an urge to destroy. Hatred. Vengeful. Feeling a presence inside me.

People thinking that I'm gay but it isn't true. They think that because of the sound of my voice. And who I hang around with. I hang around a lot of girls.

Girls like light skin boys. No money for clothes.

I'm crazy.

Grades not good enough.

SAT scores. Friend might have illness. If I can get into college.

I'm afraid that I will fail in my classes because I don't understand some of the material presented.

Working too slow in school. Too distracted, can't concentrate. Don't like to listen to parents.

Day schools, cont.

Students and friends being resentful of me for getting good grades. I know I shouldn't have sex yet for a number of reasons but it seems like everybody is doing it. My friends are letting me down and my parents expect too much.

Never in my life have I seen my real dad, and he lives so close but no one wants to take the effort into trying to help me find him. And the dad I have now isn't treating me all that well. He makes me just want to run away. Everyone in my family says I look just like him but that doesn't help me, it is not like we're twins. I just want to see him before me or him dies, because he's never seen me either. No one really understands how I feel because everyone has their dad, but might not be with them, but never in my life have I seen my dad and I think that this part of me feeling incomplete. I just want to see him once, go bowling or something. Have a conversation, just talk to him before I die. No one that I've met has been able to relate with me on this issue. It's like I'm by myself in it.

Friend or family member is a homosexual. Friends disliking me. Being lazy. Depending on boyfriend for male love, which I didn't get from my father.

Mom doesn't have a job. Having trouble getting rid of acne.

Not really overweight but feel like I am. Best friend is pregnant and I feel I should be responsible for the baby. Aunt who raised me is in jail for murder.

When interested in someone and the feeling is mutual, I usually change my mind about going out with that person. Not over the loss of a family member from two summers ago.

Parents are taking a long time to accept who I am and realizing I am not the same little girl. Parents are hesitant to talk about guys to me.

Getting an attitude really quickly. Feeling like I'm ugly or fat. Not liking/hating my father. Lying on a daily basis.

Not being able to see my boyfriend. Family members treating me like as if I was a little kid.

Not knowing who to talk to about certain situations. Parents not being same religion. Allowing friends to tell me things that I know will hurt me.

Friends getting in the middle of relationship.

Being afraid to go on in my life without the uncle I lost this summer. Having trouble going to church because when I go I remember how he loved it so much. Having too many people in my family depend on me. Afraid to let them down and fail.

Day schools, cont.

Eating snacks and ruining my appetite. Feeling left out sometimes even though I have friends.

I miss my old school.

Girls mistake me for a boy sometimes. I look nothing like a boy, but it's usually when I'm wearing a hood or something like that or if it's at a party and it's dark. It's a problem. I lost a good friend. She thought I was a boy but I never knew that. I thought she knew I was a girl for sure. I didn't find out until one certain night.

Not trusting people. Not being able to tell people what's the truth when I really want to tell them. Often not caring if I hurt someone's feelings.

Getting along with other females.

My attitude toward people or anything else.

Emotional neglect.

I have a problem seeing myself and my girlfriend and agree that we should break up. I have a problem wanting to tell her we should stay together. Also, have a problem people that like her try to make me jealous and make me mad. They try to hug and talk to her.

Not knowing how to use my special powers.

Best friend tried to commit suicide twice. It doesn't bother me much anymore, but when it happened I was completely worried about her because she was in hospitals about 1-2 months.

Being a perfectionist. Expecting a lot of myself. Being hopeless. Competing with fellow students in grades.

Being worried about being accepted as who I am, and not a mask of myself. Life in general.

I can't express to my friends how much I love them. I'm worried about how my sister may turn out when she gets older. I'm worried that God's going to take my talents away because I'm not using them.

I don't consider things in my life problems. In my religious life, I need to spend more time with God, but I'm trying to do so. I don't consider that a problem. I'm not stupid so I don't take drugs. I'm not being pressure into having sex. I'm a virgin, proud to be one, and I'll remain one until I get married. I don't have a boyfriend and

Day schools, cont.

I don't want none right now. No, I'm not gay. Why should I have these problems? God is the love of my life, and it's been great since He's been in it. I hope your survey goes well, but I don't think mine will help you as you expected.

I'm mad at my sibling and not able to forgive them.

Lack of time to study Bible.

Not studying the Bible often.

Not spending enough time with God.

Making it to heaven.

Drifting farther and farther away from God.

I also have problems with not feeling loved. Not feeling like someone cares. Not feeling like I'm good enough for God. Trying to fit in. Not being able to work like other kids. Not being on the same reading and math levels as others. And not being like a normal child. Not having a normal home. Not having a mother or father. Not taking my grandma serious. Not having a normal family. Not feeling as if I have a family who cares. I just have a problem with my life that I live. The life that I have. Not being able to bring God into my life and keep Him in my life at all times.

BOARDING SCHOOLS

I often feel depressed for seemingly no reason, and this often affects my relationships with others because I tend to push them away from me.

Suicide is a big issue in my life. Not wanting to come to this school. Hating life.

From what I first checked in the health section, it sounds like I'm overweight, but I'm very thin. That's why I checked binging and eating too much—I only think it's true. I'll eat one meal a day and obsess that I'm overweight. I weigh 126, and I need help for my eating habits. I see a counselor who I like but only when I'm home.

The schedule with this school.

Bad café food. Terrible. Too much stress. Disloyal people. Stubborn administrative.

Having enough time to sleep. The schedule being too hectic.

My mom's boyfriend is a drug addict and she has just about left the church. My dad is unemployed and he is putting me through academy.

Not having good habits. Not having parents to talk to.

Not wanting friends. Wanting to be alone. Social anxiety. Sleep too much.

Can't stop thinking about my past. Afraid of being hurt by others.

I have a problem not wanting to worship God, and with the type of music I listen to. Also my dating interests. The girl always is not interested or is kind of skanky.

I'm antisocial and everyone hates me. People want to kill me because I'm different and I don't talk to them.

The question with boyfriend wanting to get married. I am no longer with him, but we are still best friends. But he believes that he is still in love with me, and I am not sure if I know what true love is. The questions about my family – I am mainly talking about my father that needs help, but refuses to seek it. His ego is too big. He thinks he is never wrong.

My leg keeps hurting and I don't know what I should do because I do drink lots of water.

Maybe I'm gonna die soon.

Hands constantly shaking.

Boarding schools cont.

School just keeps going at a hectic pace—everyone needs time to relax, enjoy themselves, and take a break.

The faculty seems to feel that they are better than us. And we should bow to them. My mom's having some medical problems. My sister is pregnant and unmarried.

The staff does not seem to care. I love being in a boarding school but the rules are too strict. We are not allowed to have music or any kind of video games. We are really robots.

Stressing out from schoolwork overload.

I always feel like I need to catch up. Like I'm behind everyone.

Being scared of my dad.

I'm having problems with the way my sister is acting and the fact that people treat her badly and she treats herself kinds wrong and I have to sit back and watch it happen and not be able to help. And the fact that she does not want me to be involved in her life.

No money. Dad against knives.

Parents have very little contact. No family really near by.

Moving and having a hard time adjusting to new life.

Having bad behavior and feeling sorry for the people that I am hurting.

Loneliness.

Jealousy issues. Sometimes I wish I wasn't a Seventh-day Adventist.

Sometimes expressing myself and getting others to listen. /controlling my opinions. I have a problem with the church and people in authority. I feel my parents don't understand me at all.

Stuck-up white people. Eminem. Fakers. Haters. Players. Bitches.

My temper.

Too much school work.

Problems understanding geometry.

Boarding schools cont.

Being too weird. A.D.D.

Thinking that these tests are an accurate way to measure people's problems. That parents don't teach their kids proper things in life because if they did these stupid things wouldn't be necessary and I wouldn't be wasting my time.

Wanting to go to college but not having enough money. No car. Parents don't listen when you're right. Not having enough money. Dorm life gets boring. Nothing to do on campus. Not enough girls. School is too expensive.

I don't even have a permit. Most of the "Parent" category goes to my mom and dad. I want to be an actress but I don't have the money to continue acting classes. I was scouting by modeling scouts but I don't have the money for the conventions. I don't like eating sometimes because my mom makes the same thing all the time (rice and beans). I hate my sister's husband. My mom won't let me get a job off campus and my dad is cool about everything. I wish I could hang out more with my friends and dress like some of them (fashion and stylewise). I haven't had a boyfriend because no one has asked but I have gotten looked at like in the mall or in New York (public). I don't really care though. I do hope to become an actress.

I might have passed it, but at times I feel weird without my best friend not around at school. Not able to get a boyfriend any time soon or talking to someone. Dealing with my father being gone.

Miss my very close friend that moved away.

The FLA church is boring. I learn nothing. I get nothing usually when I'm at church. I learn something or stuff but I hate FLA church with an animosity. Great animosity. I hate the church both physically and mentally. The food is nasty. Café workers tell me how they abuse the food, drop it, don't wash their hands, etc. I don't understand this school. I hate it. It confuses me. There's only 3 black staff members. Why?

My friend sometimes has suicidal thoughts. Having religious problems. Being tempted to do things that are wrong. My grandfather being sick and almost dying. And other private things.

I fight too much. People around my way want me to join their gang. My boyfriend and I are actually engaged.

I feel that I have a problem with wanting to have sex a lot and having a lot, sometimes for no good reason.

I'm just sad many times without knowing why.

Boarding schools cont.

Lack of talking and problems. Building up stress related issues.

Feeling rejected often. Having a hard time trusting others.

Never speaking my mind.

Anger. Pure anger.

Can't trust a male.

I eat way too much but I am still as skinny as a stick. But I don't puke it up.

When mid-terms or exams come and fighting with girlfriend then getting major discipline from school board.

Not getting enough sleep with what I have to do.

Biology I. Not enough free time in school.

Disappointing my dad with my grades. Algebra. Being too hard with myself. Algebra. Algebra.

Dorm hazings.

Algebra II.

I'm afraid I would be unable to say good-bye to my dog and my grandma before they die.

All my siblings are adopted from separate families and my sister has always had problems fitting in. So she makes really stupid choices on how to act so she can feel accepted.

Not understanding anything. Dislike how pessimistic my friends are. I am on antidepressants.

Basically feeling excluded from groups or friends. Wanting to be a part of that. Feeling like I'm not accepted, possibly because of my race.

Not able to accept language friends use.

SELF-SUPPORTING SCHOOLS

Getting anxious about finishing English correspondence course before going on mission trip next semester. Not barely half way done, and I'm not motivated to do it when I have spare time. Need to be done this year with my full load of courses as a senior in order to graduate. Worried I won't graduate. Getting annoyed with my roommate, even just when she says a simple "hello". Homesick.

Sometimes I accidentally gossip. I don't know how to respond to the pervading presence of gossip in my roommate's group of friends that come in my room and gossip and bewail.

I often get extremely angry and I often have to pray and sit by myself so I can calm down, because I'm scared I might hurt someone badly. I also feel like a big failure in my school work. Everyone in my family is succeeding in their lives except me.

Being at a boarding school and feeling homesick.

Not enough time. Time flies too fast.

My sister, and her safety while I am away at school.

I feel left out. My step father doesn't like me. Real father doesn't keep in contact with me. My biological brother left for college. I used to tell him everything. My friends sometimes tell things I tell them not to. Say they'll do things then don't. I think strange things, sometimes suicidal, or like I want to run away. My mom is gone 3 hours away to take care of Grandpa. Not home very often. My girlfriend and her parents are the only ones who encourage/support me. My mom does when she's home and my brother. I feel pulled down and few picking me up. If I didn't have a girlfriend I'd probably run away.

Father lacking to help with children financial-wise.

Hurting myself constantly on purpose.

Trying to do what I feel is right. Trying to do what God would have me to do despite what everyone else is doing. Not letting others opinions and thoughts phase me. Being consistent in the things I do. Staying above my problems and depending completely on God for everything.

Life.

Sometimes I feel like I am losing all feeling in life and I don't care about anything – just want to be somewhere else – some place happy.

Don't like school much. (No music, strict dress codes, too many rules.) (don't like

Self-supporting schools cont.

deans. School not allowing enough social interaction between sexes.

Hating being at this place. Disliking people in charge.

Not having enough free time.

Not communicating with certain people. Have a job but it's not the one I want.

Friends dissing on me all the time.

I get mad at little things. Making a big deal out of nothing.

Masturbation.

Not having enough time to finish homework. No time at all to have the best relationship with God.

Not getting enough sleep. Liking someone who doesn't like me, then getting depressed.

Not letting go of bad things that have happened in the past.

I have a problem with stuttering.

I had to move away from my true friend. And this place and their people don't understand me.

Fear of rejection.

Not having real friends. Don't know how to talk to girls that I like.

Not being able to get a job. Parents putting too much pressure on me about school.
Friends being fake. Having allergies.

Not fitting in with my peers and feeling different is the best things that ever happened to me. I am a unique individual and I am proud of it!

You know these things are all in your mind, everyone has problems, it is just how they feel about their self. People just think they have problems. It could be worse.

This test. You need to mind your own business. About this close to getting mad at ya'll.

Money, money, and more money! There really need to be more jobs out there for people under 16.

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VITA

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Ellen (Marsh) Crosby was born in Edenville, Michigan, on July 9, 1944. She attended elementary school at the Edenville Seventh-day Adventist school. She graduated from Cedar Lake Academy in 1962. In 1964 she married James Crosby. Together they have raised their five children, two daughters and three sons. She received her Bachelor of Arts degree in Psychology from Southern College in 1987. In 1990 she was awarded a Master's in Education from the University of Tennessee in Chattanooga. In 1992 she received National Certification as a Counselor (NCC) from the National Board of Certified Counselors, and in 1997 became a Licensed Professional Counselor (LPC), licensed by the State of Tennessee.

Mrs. Crosby became the founder of Christian Family Learning Centers, Inc., a not-for-profit corporation and opened a home for troubled teenage girls in 1992. This group home was licensed by the State of Tennessee. It operated for 7 years with Mrs. Crosby as Director. The Corporation obtained 501(c) 3 status, became a member of Adventist Laymen's Services and Industries (ASI) and received several grants from Mrs. Crosby's fund-raising activities.

Mrs. Crosby is a life-long member of the Seventh-day Adventist church, currently at the McDonald Rd. SDA Church. She is a member of the American Association of Christian Counselors. In 1997 Mrs. Crosby was accepted into the Leadership PhD program at Andrews University.