

Perceived demands of schooling, relations with peers and teachers, and mental health

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An extended longitudinal study based on UGU data

- Giota & Gustafsson (2016) conducted a study of students in 6th and 9th grade focusing on perceived school demands, stress and mental health
- Another study has been conducted which includes the same variables, along with teacher and peer relations, and worry.



Research Questions

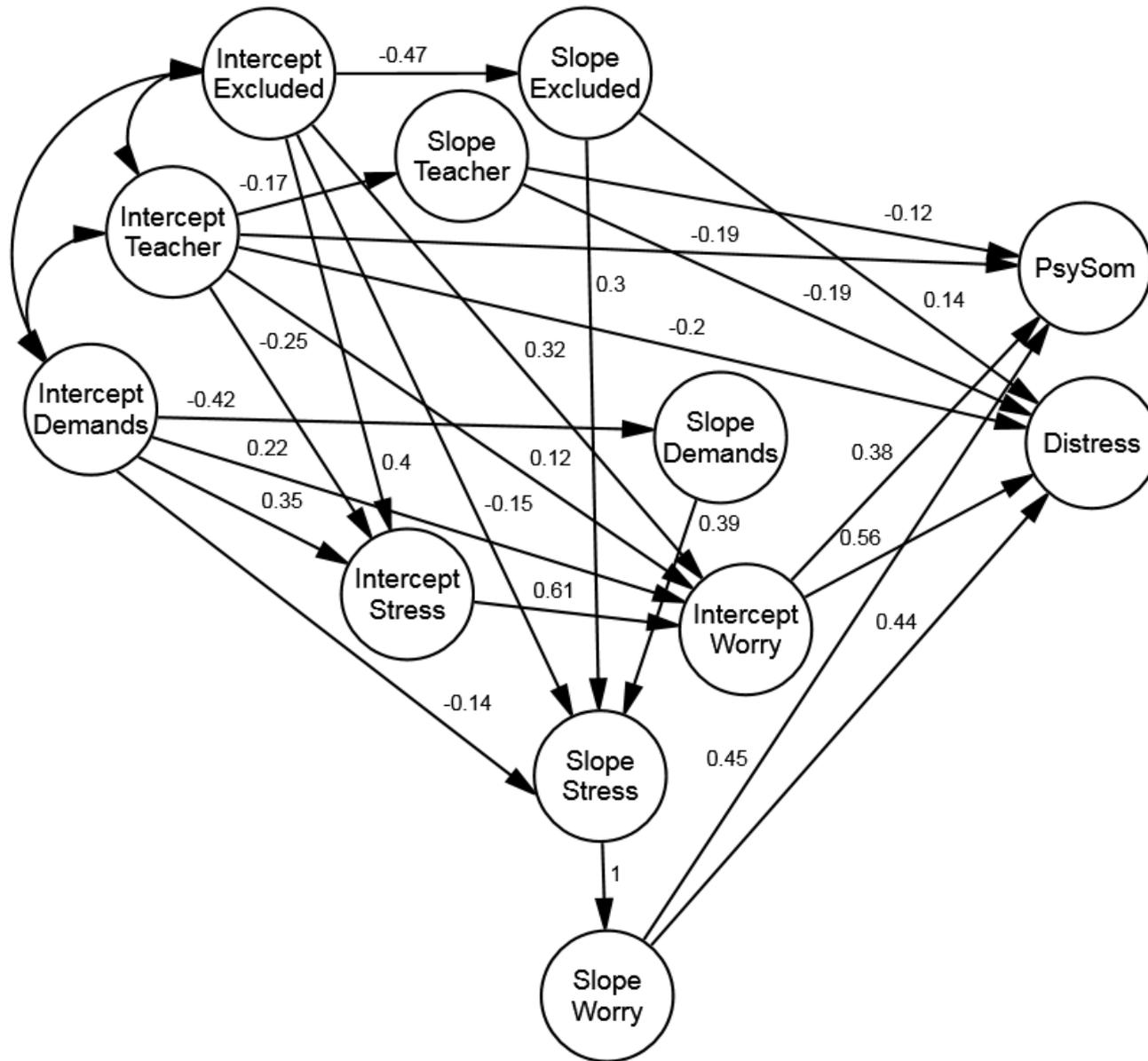
1. How do changes in perceived school demands, teacher and peer relations, worry and stress between 6th and 9th grade relate to one another and to mental health problems, in the form of psychosomatic problems and emotional distress?
2. How do gender and cognitive ability influence level and change in perceived school demands teacher and peer relations, worry and stress , and how do these student characteristics relate to mental health problems?



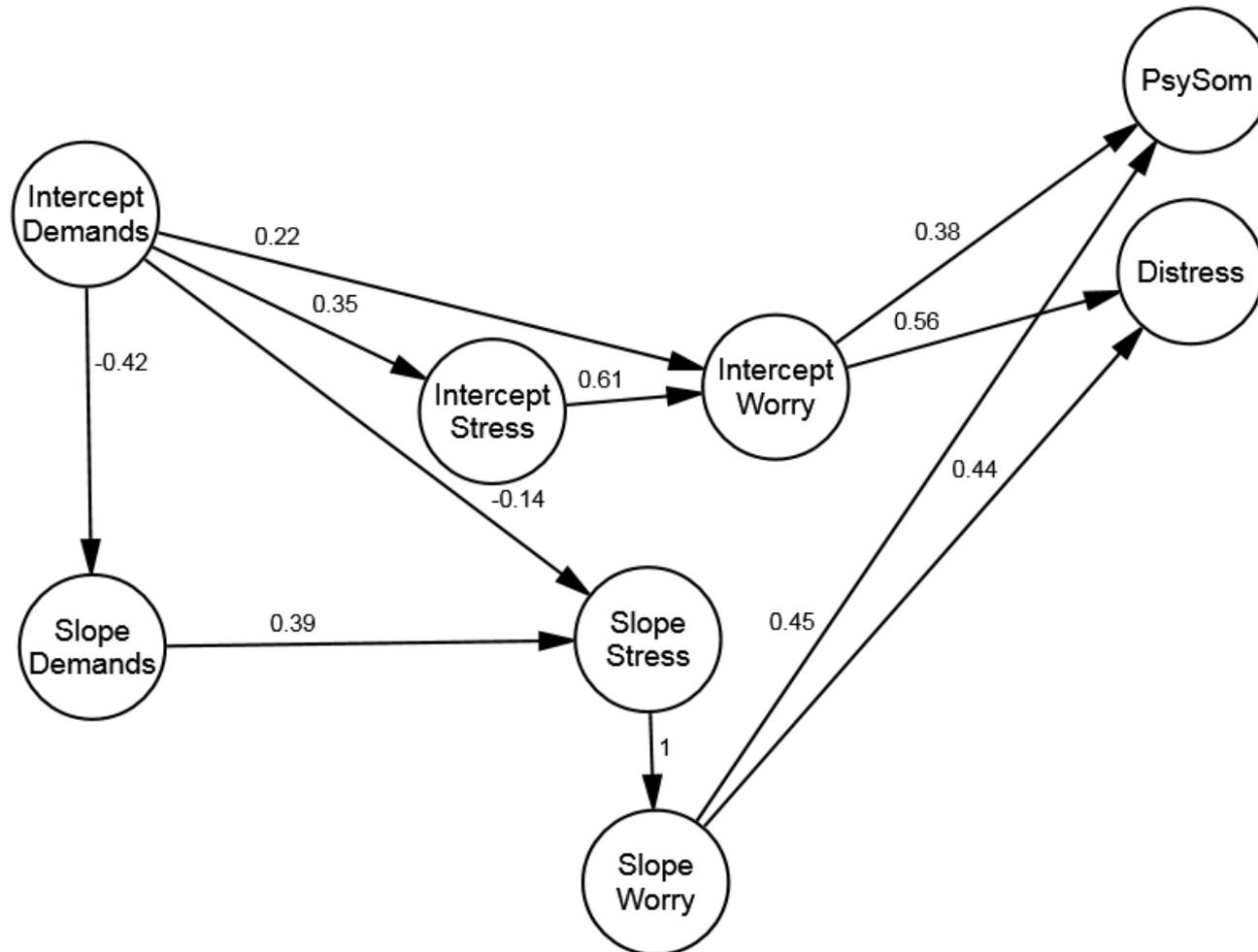
Analysis of change by structural equation modeling

- Growth curve modeling was used to estimate starting points in 6th grade (intercept) and change between 6th and 9th grade (slope), in the form of latent variables.
- Three blocks of variables
 - Gender and cognitive ability
 - School demands, teacher and peer relations, stress and worry in 6th and 9th grade
 - PsySom and Distress in 9th grade

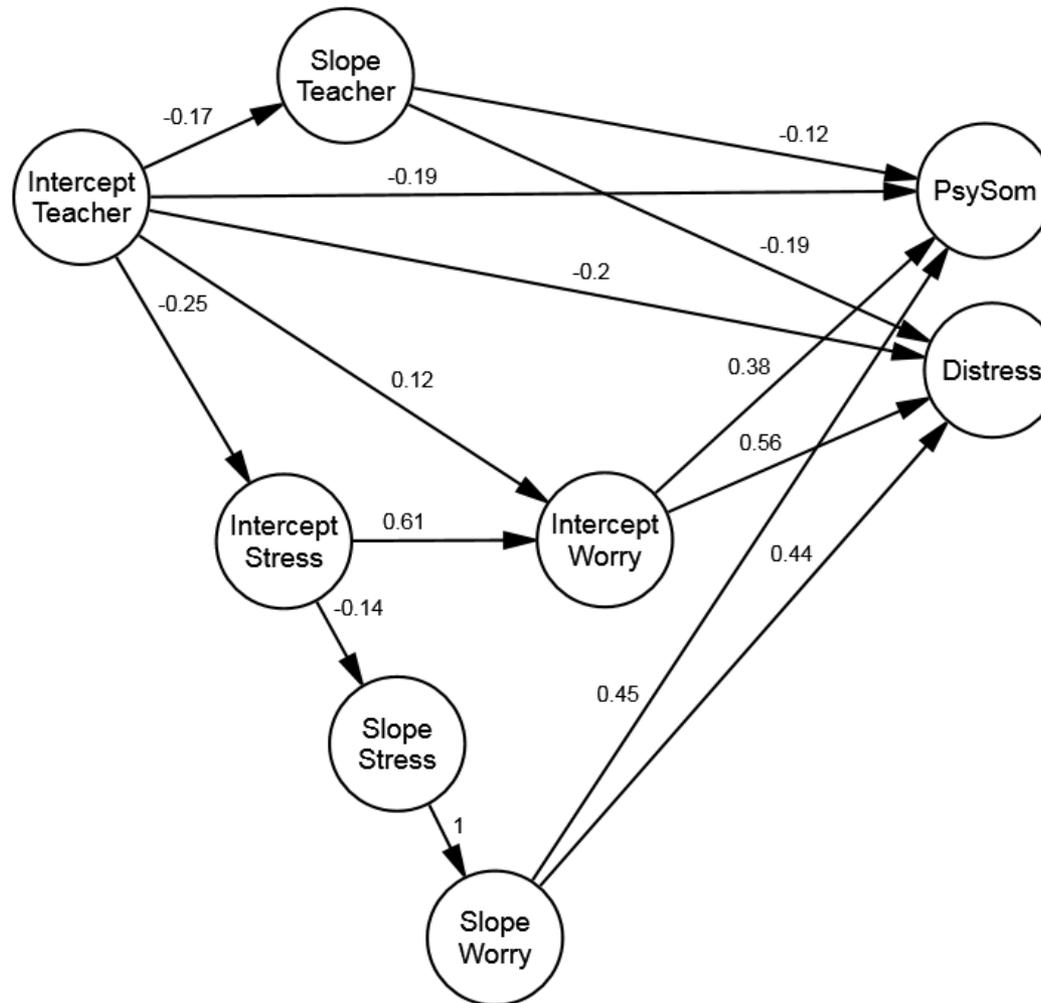




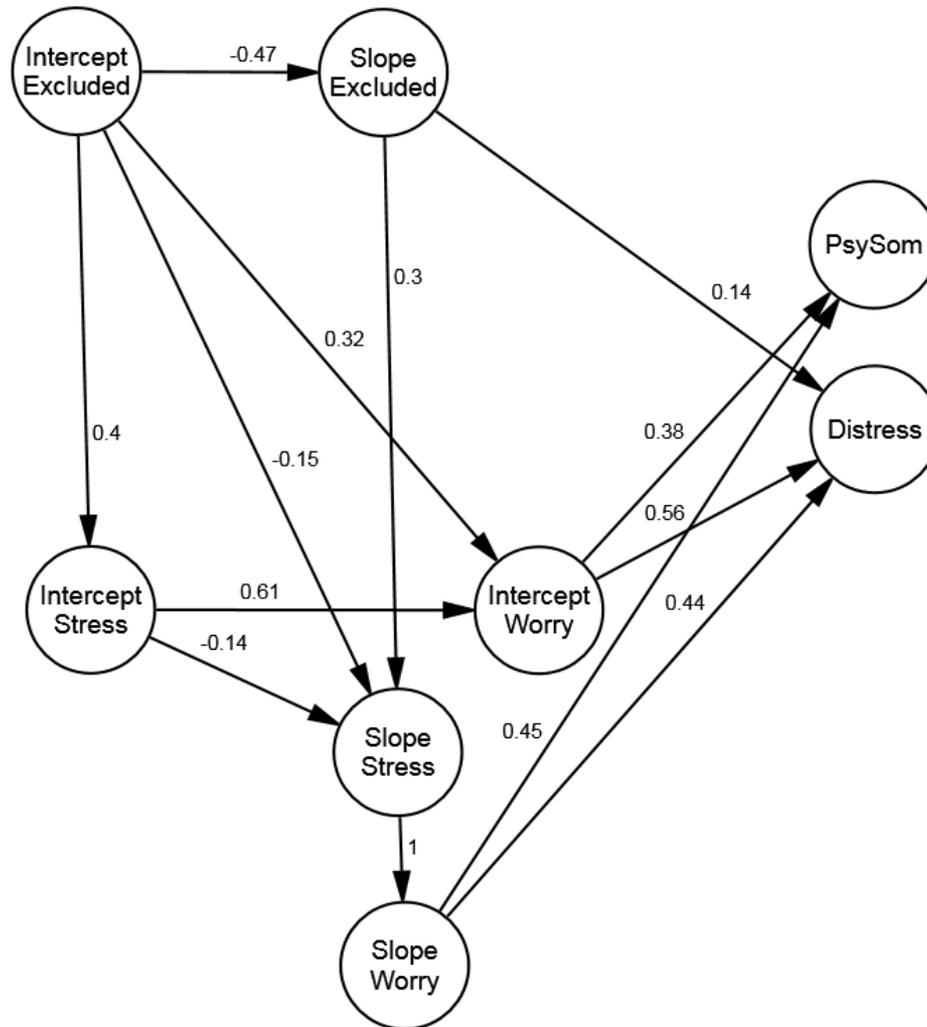
Academic Demands



Teacher Relations



Excluded By Peers



Conclusion

- Can these results explain the increased level of self-reported mental health problems among adolescents in Sweden?
- We do not in this study have data on changes in perceived academic demands, teacher and peer relations, worry and stress across different birth cohorts.
- However, if we assume that demands, teacher and peer relations, and worry and stress have increased across cohorts, this study presents a set of credible mechanism to at least partly explain the increase in mental health problems.

