

Partnership Background

In an effort to support girls' mental health around the globe, in 2023 International Coalition of Girls' Schools (ICGS) partnered with Challenge Success, a non-profit organization affiliated with the Stanford University Graduate School of Education, to explore the experiences of girls in ICGS member schools.

As the leading advocate for girls' schools, ICGS connects and collaborates globally with individuals, schools, and mission-aligned entities dedicated to educating and empowering girls. Challenge Success partners with school communities to elevate student voice and implement research-based, equity-centered strategies to improve student well-being, belonging, and engagement. The two educational organizations share many values, including elevating student voices and empowering students to use their agency to drive positive change.

Project Purpose

Our aim was to explore the experiences of girls in girls' schools through gathering and sharing data collected via the *Challenge Success-Stanford Survey of Student Experiences*. Equally important was to highlight areas where girls are doing well such as feeling a strong sense of belonging, support, and engagement in school. The purpose of this is to provide ICGS member schools with recommendations for promising research-based, equity-centered policies and practices aimed at improving girls' well-being, engagement, and belonging in school.

Research Goals

Our high-level goals were to:

- Understand the current state well-being, engagement and sense of belonging for girls in grades 6-12 (ages 12-18) at ICGS girls' schools.
- Study variation of well-being, engagement, and belonging of girls in girls' schools to identify areas of strength for potential future investigation into the practices driving those promising outcomes.

Research Questions

We identified four primary research questions around which to structure our project:

1. How **engaged** are girls in their academics? Are they finding value, enjoyment, interest, and meaning in their schoolwork? To what extent do girls exercise their agency in their classes?
2. What are the major **sources of stress** for these girls, and how confident are they in their ability to cope with stress?
3. How are girls spending their **time** (including sleep, homework, and extracurriculars?)
4. To what extent do girls feel **connected** to teachers and peers? To what extent do they feel a sense of **belonging** at school?

Key Findings: Bright Spots & Opportunities¹

High Levels of Engagement in Learning

We ask students several questions about how often they are behaviorally (e.g. working hard on schoolwork), affectively (e.g. find schoolwork interesting), and cognitively (e.g. find school work meaningful) engaged in their classes. And we organize students' responses into profiles in the following way:

- **Disengaged:** Students who report that they are “never” or “rarely” affectively, behaviorally, or cognitively engaged (on average).
- **Doing school:** Students who are “almost always” or “always” behaviorally engaged but “never” or “rarely” cognitively and affectively engaged.
- **Purposefully engaged:** Students who report “almost always” or “always” being behaviorally and cognitively engaged in school but “never” or “rarely” affectively engaged.
- **Fully engaged:** Students who report that they are “almost always” or “always” affectively, behaviorally, and cognitively engaged.

A majority of girls (63.5%) report being either purposefully or fully engaged in school and approximately one third of girls in girls' schools report “doing school” (completing their school work, but not finding it meaningful or enjoyable). In addition, girls who report a higher sense of school belonging are significantly more likely to report being fully engaged than purposefully engaged, doing school, or disengaged.

Encouraging Reports of Support & Belonging

Many girls in girls' schools report high levels of support: 88% have a peer to go to in their school with a personal problem, and 69% have an adult to go to. Girls who report having an adult to go to with a problem in school also report being significantly more likely to feel confident in their own coping skills. Girls who report higher confidence in coping also report significantly higher average belonging. Furthermore, girls who are “doing school” are less likely to report experiencing support and belonging than girls who report full engagement.

¹ The key findings shown here are intended to provide a high-level view of the data, reflecting the average experience reported. Please be sure to explore the detailed explanations within each area of the results to understand the nuance and variations within the data.

Stress & Confidence in Coping Skills

Whereas a majority of girls in girls' schools surveyed report chronic stress and worry related to school and high levels of physical stress symptoms, and also report inadequate amounts of sleep, girls in girls' schools who report more confidence in their coping skills are less likely to report experiencing physical stress symptoms.

Summary

Overall, the results of the survey responses from ~30,000 girls at ICGS member schools track with what we have typically seen [over the past 10 years](#) across hundreds of thousands of responses. It is encouraging to see that girls in several ICGS schools report high levels of full engagement as well as high levels of belonging and support. We hope to continue to learn from these positive outliers about the policies and practices they employ in order to increase engagement and belonging throughout the network.

Thriving Girls: Opportunities to Improve the Student Experience through Policy & Practice Changes

Where Are Girls Thriving?

Continued chronic mental and physical stress in the data reflects the ongoing need for world-wide attention and efforts to address root causes of student stress. Despite this sobering reality, many girls at ICGS schools are thriving and the data helps underscore key policies, practices, and intentions to support these positive outcomes.

Intention Creates Coherence

Schools with successful outcomes are not simply following a uniform set of best practices; rather, their success stems from a deep clarity of purpose that guides every decision and action. Some schools clearly indicate a focus on a culture of care and connection; others emphasize maintaining clear expectations to create psychological safety; while others cite an emphasis on student-centered learning. While schools differ in their particular focus or approach, what is consistent is how clarity of purpose connects to quality of outcomes. This intentionality serves as a compass, ensuring that every policy, program, and pedagogical approach is aligned with the school's core mission.

Relationships Form the Foundation

Despite variations in school focus and purpose, a common theme in the data is the foundational importance of relationships. A consistent finding across schools and within individual school data is the correlation between students reporting having an adult to go to with a personal problem and their levels of stress, their ability to cope with that stress, and the depth of their engagement. Similarly, students' overall sense of belonging at school is a strong predictor of higher engagement, flourishing, and confidence in coping with stress.

Schools with strong levels of student belonging and relationships are those that have identified it as a clear priority and designed it into their formal policies and practices. Strong student advisory models, peer mentoring systems, intentional traditions and rituals, and focused attention to moments of transition are frequently cited as ways schools [attended to belonging and connection](#).

Seeking Full Engagement

Of all the measures we explore with schools, the one that generates the most insights and conversation is engagement. The survey distinguishes between levels of student engagement, and a consistent pattern in the data is that the more engaged a student is, the stronger the other outcomes. While engagement shows up as a relative strength for ICGS schools overall, we see a great deal of variation within school data and a significant percentage of students falling into the "doing school" category.

"Doing school" represents students with high levels of behavioral engagement - working hard, paying attention, completing their work - but low levels of experiencing purpose and enjoyment in their learning. Students who are doing school are also far less likely to report having an adult to go to, report significantly lower levels of belonging, and higher levels of stress than their more engaged peers.

Finding ways to help move more students out of the "doing school" range and into more purposeful and joyful learning is emerging as a key focus area in many of our conversations. In addition to doubling down on structures and practices to build connection and belonging, many schools are identifying support for student agency as a mission-aligned means of continuing to build engagement. In the data, students who are more engaged are much more likely to report exerting agency in their own learning by doing things like asking questions to help them learn in class; expressing their opinions and preferences; letting teachers know about their interests; and alerting teachers of their wants and needs.

For many schools, these agency measures nicely translate into targets they can strategize around with their faculty while also aligning strongly with their values as a school. If “doing school” is a proxy for the kind of unhealthy “grind” culture schools aspire to dismantle, it makes sense for many schools to focus on creating conditions where girls can exercise agency in support of purpose and joy in their learning.

Recommendations for Further Exploration

Gather qualitative data to illuminate trends and check theories

While the survey data provides valuable quantitative insights that are crucial for understanding trends and patterns, it is equally important for schools to continue gathering qualitative data. Qualitative insights offer rich, contextual information that helps to deepen our understanding of the underlying stories behind the numbers.

Throughout the analysis of the data, schools are encouraged to identify what new questions and curiosities are coming up as well as to name the theories they are using to explain the data and to inform their ideas for interventions. We recommend getting additional student perspectives and insights into these questions and theories through various “listening in” activities like targeted focus groups, interactive fishbowls, informal chat sessions, or running an [“I wish campaign.”](#)

Beware of averages: attend to the needs of specific populations

While averages can be useful in seeing general trends and relationships in the data, moving into action necessitates a deeper understanding of individual variation. Disaggregating results by race, gender/sexual identity, etc. can help uncover uneven or inequitable outcomes. Identifying what is working and not working, for whom, and under what circumstances enables our interventions to target students most in need of support. Effective interventions require taking the time to understand and analyze individual differences and then exploring how those findings can create more thoughtful and equitable approaches to improving the student experience.

Consider how other data sources compliment these results

While survey results provide a valuable snapshot of student experiences and perceptions, many schools have very robust data collection structures in place, and schools might consider how to create a fuller picture by integrating these data. Academic performance metrics, attendance records, behavioral data, and even anecdotal observations can offer critical context that complements survey findings. By triangulating survey data with these other sources, schools can uncover deeper insights and identify patterns that might otherwise

remain hidden. This holistic approach not only enhances the accuracy of the conclusions drawn but also ensures that interventions and strategies are more precisely targeted to meet the diverse needs of students.

Be intentional about how values are put into practice

Coming full circle on the importance of alignment and coherence, it is vital that the messages about engagement, stress, coping, and wellness that schools share with students are backed up by the practices they put into place. In the same way that a teacher who encourages students to develop a “growth mindset” must back that statement up with practices that nurture and reward risk taking and learning from mistakes, schools that support healthy levels of stress and full engagement consistently “walk the talk” through their structures, policies, and activities. Clear articulation of values paired with open dialogue and reflection among all members of the school community, can enable the ongoing adaptation necessary to build an aligned and coherent experience.

Challenge Success-Stanford Student Survey of School Experiences: Questions, Sample & Methods

Since 2003, Challenge Success has surveyed over 375,000 students in all types of schools across the US, Canada, and beyond. Our survey protocols and procedures were developed by Stanford researchers and are overseen by [Stanford’s Administrative Panels for the Protection of Human Subjects](#). Challenge Success is committed to the highest ethical standards and conducts research with expertise and integrity which allows schools to trust our data as they use it to transform the student experience.

The Challenge Success Student Survey measures middle and high school students’ perspectives on a wide variety of topics related to well-being, engagement, and belonging at school, including:

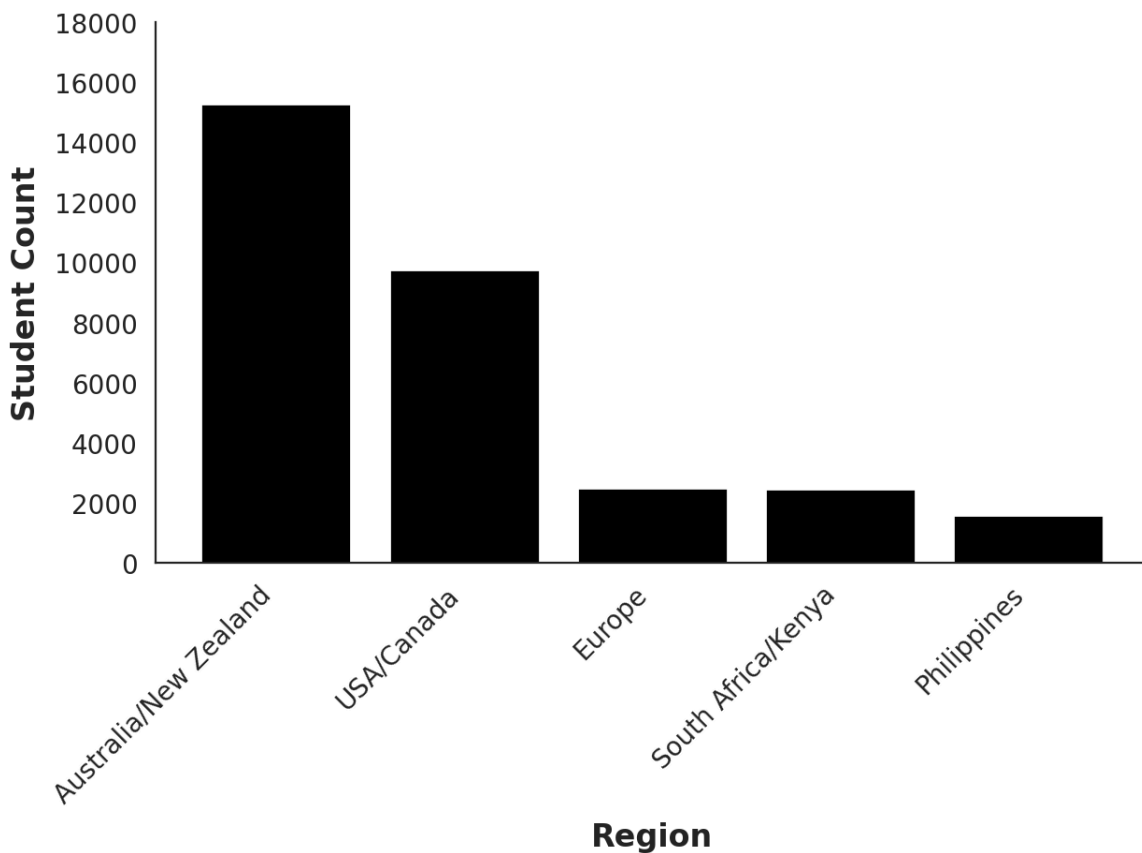
- Academic Engagement
- Belonging & Support at School
- Health & Stress
- Sleep
- Parent / Caregiver Expectations
- Homework & Extracurriculars
- Academic Integrity
- Artificial Intelligence Use in School

For the purposes of this report, we will discuss the results concerning students' experiences of engagement, belonging and support, health and stress, sleep, and time spent on homework and extracurricular activities.

Survey Sample

ICGS member schools are located around the world and all schools with students in grades 6-12 were offered the opportunity to participate in the research project. As seen in Figure 1, the biggest proportion of students surveyed are located in Australia and New Zealand with 24 schools and 15,291 students. The US and Canada made up the next biggest proportion of students and the largest proportion of schools (36 schools, 9,773 students), followed by Europe (5 schools, 2,491 students), South Africa and Kenya (6 schools, 2,481 students), and the Philippines (2 schools, 1,587 students).

Figure 1: Distribution of ICGS Surveyed Students by Region (n=31,623)



Grade Levels

For the results in the main portion of this report, we have not separated students in lower grades from students in upper grades because the schools varied in terms of which grade levels made up “middle school” and “upper/high school”; however, we do provide some additional tables and figures with grade level differences in the Appendix. Grade level percentages are shown in Table 1.

Table 1. ICGS Member School Sample²

Grade/Year	Number of Students in Sample	Percent of Sample
6th	3,532	12%
7th	4,164	14%
8th	5,714	19%
9th	5,089	17%
10th	4,757	16%
11th	4,315	15%
12th	991	4%

A Note on Diversity, Equity, and Inclusion

Many schools opted not to include a question in the survey asking students to indicate their gender identity. Because of this inconsistency, we do not discuss results of the survey measures by gender identity across schools in this report. Because of the different ways that communities describe racial and ethnic identities, we also do not discuss results across schools and regions by race and ethnicity in this report; however we do have this data available in our regional dashboards and, when requested, schools have results from their own students.

While we don't elaborate on differences by gender identity or race/ethnicity in this report, it is important to note that we typically engage in conversations with our school partners aimed at

² For one school, we re-coded their categories of grade level to match the age of other schools; Two schools included students in grade 5, but they were left out of the analysis for this report since there were so few students making up that grade level.

identifying inequities for various identity groups within each school community. Once these differences have been illuminated, we then aim to disrupt patterns of inequity to further well-being, belonging, and engagement for each student. We are especially concerned about those students for whom identity, culture, or socioeconomic status has resulted in barriers to access and success, and believe that centering design on those most marginalized by the current system benefits all students.

Survey Administration

The online survey was administered during the 2023-2024 school year. ICGS member schools were invited to participate and given several opportunities to learn more about the content and administration of the survey from June through October, 2023. Once a school expressed interest in participating, the school staff member was sent a copy of the survey and a parent/caregiver information sheet which allowed parents to opt their children out of the survey and is required in order to comply with Stanford University's Human Subjects policies and procedures³.

School staff chose a time during the school day to administer the survey that reflected a "typical time" in the school year and were provided with the active survey link. Most schools administered the survey between January and May, 2024. Staff at the school sites were provided a common script to read aloud to students prior to administering the survey. Students were also provided an assent form. The online survey took students approximately 40 minutes to complete, and they could opt out of any questions. Consent rates ranged from 60% of the target population to 99%.

Results from a Vibrant & Diverse Sample

Dimensions of Student Engagement in School: Affective, Behavioral, Cognitive, & Agentic

Affective, Behavioral, & Cognitive Engagement

In our survey, we look at the affective, behavioral, and cognitive dimensions of student engagement. The affective scale evaluates students' levels of interest in and enjoyment of schoolwork. Students are asked, for example, *How often do you find your school work*

³ If the region or country required active consent, Challenge Success provided a Stanford IRB-approved active consent form to those schools.

interesting? The behavioral scale relates to effort, hard work, mental exertion, and the completion of assignments. Sample questions include *How often do you try as hard as you can in school?* and *How often do you pay attention in your classes?* The cognitive scale measures students' attitudes towards their schoolwork, its value and importance. For example, students are asked, *How often do you find your school work meaningful?* All items are adapted from previously validated scales of engagement (Marks, 2000) and intrinsic motivation (McAuley, Duncan, & Tammen, 1989).

Table 2. Engagement Descriptive Statistics (n=29,330)

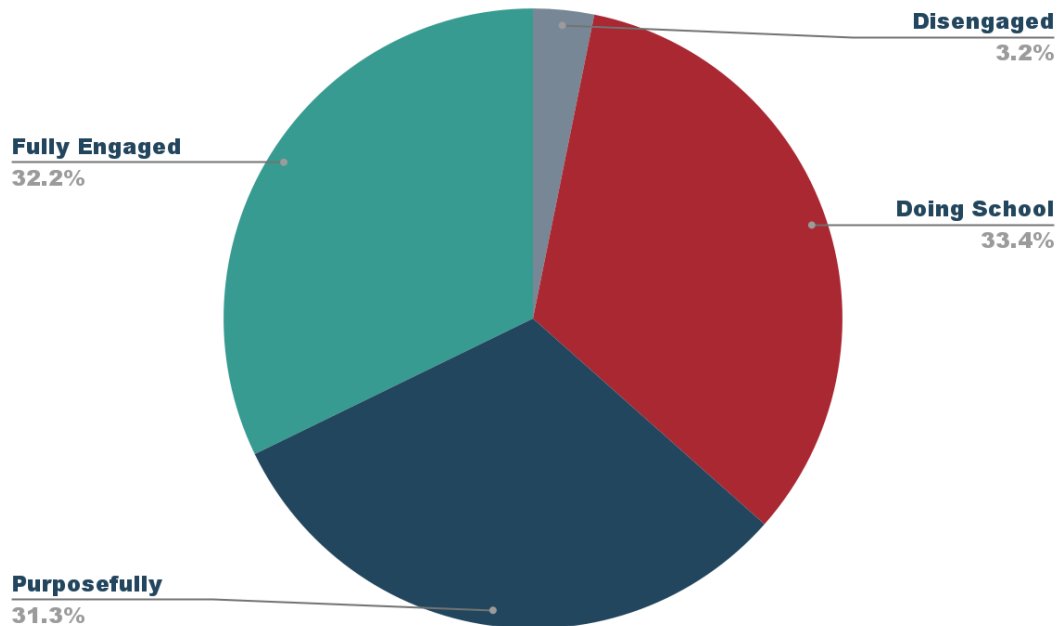
Construct	Mean (SD)
Affective Engagement	3.04 (.79)
Behavioral Engagement	4.18 (.67)
Cognitive Engagement	3.34 (.86)

[Drawing upon our previous analysis of engagement profiles](#), we separate students' responses into full engagement, purposeful engagement, "doing school," and disengagement. Students who report that they are never or rarely behaviorally, affectively, or cognitively engaged (on average), are considered disengaged (4%). Students who report that they are almost always or always behaviorally, affectively, and cognitively engaged are fully engaged (32%). Purposefully engaged students (31%) report almost always or always being behaviorally and cognitively engaged in school but never or rarely affectively engaged (see Figure 2).

The highest percentage of students (33%) report that they are almost always or always behaviorally engaged, but never or rarely cognitively and affectively engaged; this profile we call "doing school" (Pope, 2001).

There are some slight (non-significant) grade level differences in engagement. Full engagement declines slightly and disengagement increases slightly in grades 8 and 9 (see Appendix for results).

Figure 2: Levels of Engagement (n=29,109)



Agentic Engagement

As we know, students are part of the dynamic of an engaging classroom, and they often have opportunities to express their own interests and questions, likes and dislikes. To measure the extent and the ways students may play a role in engagement, we ask students questions that relate to expressing agency in their classes, such as how often they ask questions to help them learn, how often they let teachers know what they are interested in, and how often they express their preferences and opinions in class (Reeve, 2013). Mean agentic engagement is 3.10 ($sd=.87$), ($n=29,330$). Thirty percent of students surveyed report that they never or rarely engage in these behaviors, 41% sometimes do so, and 29% report that they often or always express their agency in their classes.

Student Well-Being: Stress, Sleep, & Coping

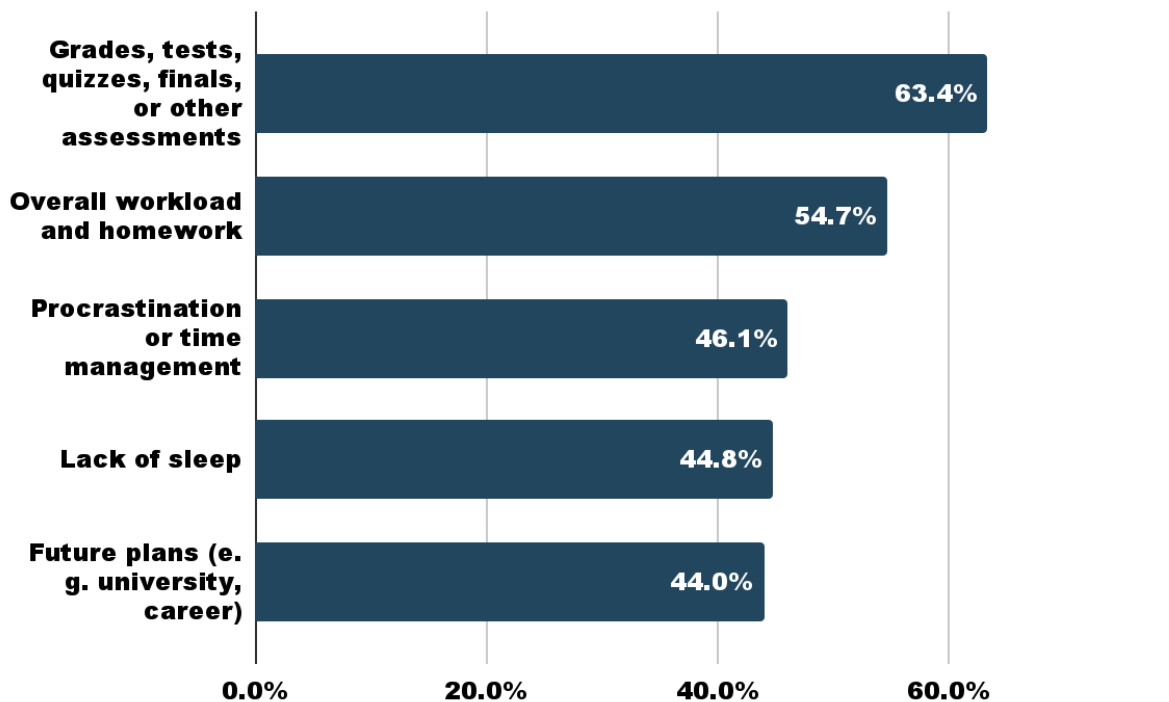
Experiencing a sense of well-being is a broad concept that encompasses physical, economic, emotional, and social aspects of wellness. Even though one's safety, financial security, and physical health are important factors of well-being, for the purposes of our work with schools, we focus on the aspects of well-being that can be nurtured in classrooms and schools across departments, disciplines, and activities.

Sources of Stress & Physical Symptoms of Stress

While it is natural for students to experience some level of stress as they are attending to their studies, work, family obligations, and relationships, we hope to avoid chronic stress that has an unhealthy impact on students (Pascoe, Hetric, & Parker, 2019). Adolescents need practice coping with stress in order to build skills to help them as stressors become greater later in life, and they also need time to recover from stress.

Students are asked to indicate their major sources of stress, if any. As seen in Figure 3, grades and assessments are the most common source of stress for students surveyed, followed by workload, procrastination / time management, lack of sleep, and their future plans.

Figure 3: Students' Sources of Stress (n=27,119)



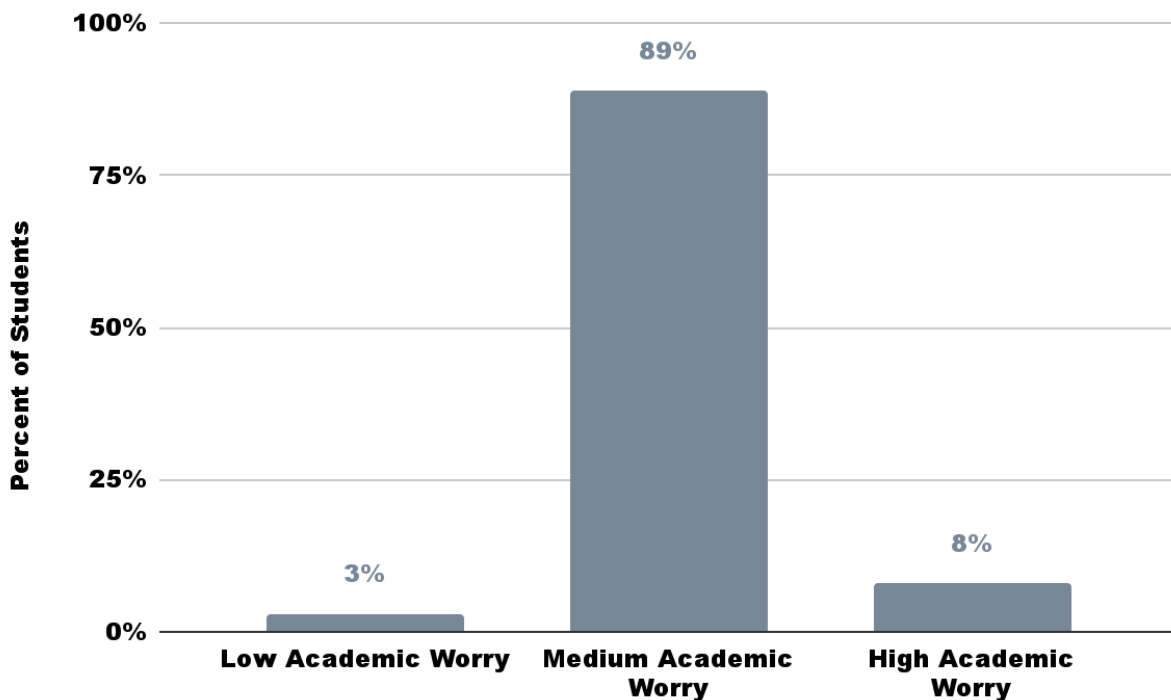
Many students also report that they experience physical health symptoms due to stress. When asked, *In the past month, have you experienced any of the following health problems due to stress?* Across all grade levels, 79% of students report experiencing exhaustion, 65% difficulty sleeping, and 51% headaches.

Academic Worry

The student survey includes seven questions about the extent to which students worry about school. The five-point scale ranges from Never/None (1) to Always/A lot (5). Items in the

academic worry scale include: *How often do you worry about school assignments?* and *How much pressure do you feel to do well in school?* Across grade levels, mean academic worry is 3.91 ($sd=.82$). Most students (88%) responded that they are sometimes worried about school, whereas 8% report that they almost always or always worry about school (see Figure 4). There were no significant differences by grade level (see Appendix).

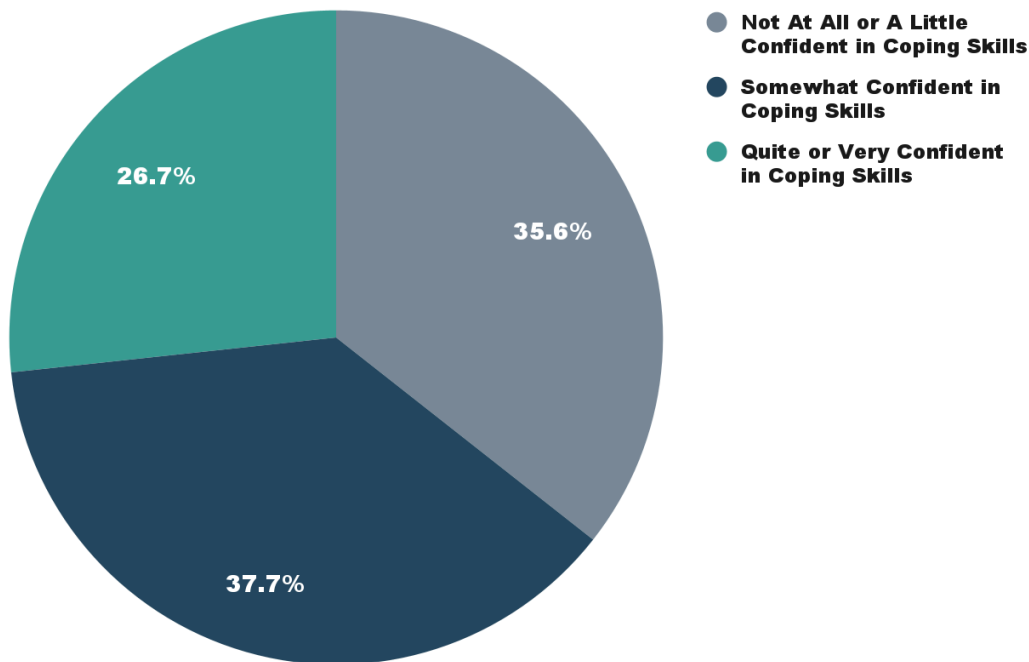
Figure 4: Levels of Academic Worry (n=27,538)



To better understand students' resilience, they are also asked about the extent to which they have confidence in their coping skills. Approximately 35% of students report being not at all or a little confident in their coping skills, whereas about 27% report being very or quite confident in their coping skills (see Figure 5).

When we explore grade level patterns in students' confidence in their coping skills, we find similar percentages across the grades with no significant increases in "not at all" to "a little" confidence in coping in the upper grade levels compared to lower grade levels (see Appendix).

Figure 5: Confidence in Coping Skills (n=25,422)



Students' Sleep & Use of Time

Research indicates that adolescents need between 9 and 11 hours of sleep per night to support their physical and emotional health. In addition to sleep, most students attend school about 7 to 8 hours 5 days a week and, beyond that, students have a myriad of responsibilities and activities. In our survey, we ask them about time spent doing homework after school hours, participating in extracurriculars or co-curriculars, and time spent sleeping.

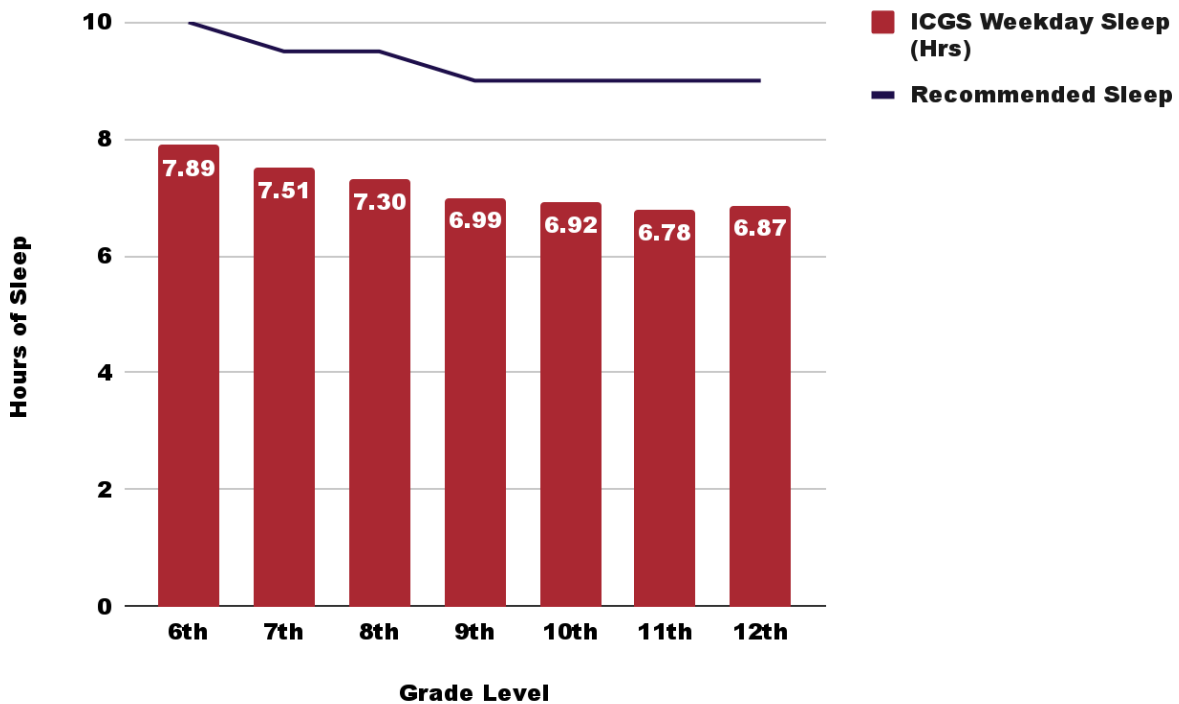
Students are asked approximately how much time they spend on homework on weekdays and weekends and to not include time spent taking breaks, texting, or using the computer for non-academic work. On average, students report spending a little more than two hours per night (SD=1.5) on weekday homework and a little more than two and a half hours (SD = 1.9) on weekends. However, as expected, there is variation by grade level with younger students reporting spending less time on average (1.6 hours on weekdays) than students in 10th and 11th grades (approximately 2.5 hours on weekdays).

The survey also includes questions about how much time they spend participating in extracurricular (or co-curricular) activities. Students report that they spend approximately 5 hours during the week and slightly less than 3 hours on the weekend on activities outside of

school such as sports teams, theater, orchestra, and clubs. (For additional information on homework and extracurriculars by grade level, please see the Appendix.)

Most students report not meeting the recommended sleep threshold (see Figure 6) with 6th through 8th graders reporting an average between 7 to 7.5 hours of sleep on weeknights and 9th through 12th graders reporting between 6.5 to 6.8 hours, on average, of sleep on weeknights.

Figure 6: Students' Weekday Sleep by Grade Level (n=25,990)



Student Belonging, Connection, & Flourishing

To gain an understanding of students' connections at school, they are asked several questions about having someone to go to at school if they have a personal problem, how many of their teachers support them as learners, and their sense of belonging at school (Goodenow, 1993). Overall, survey results indicate that 88% of students have a peer to go to in their school with a personal problem and 69% have an adult to go to in their school with a personal problem. Results indicate no significant differences by grade level on either question (See Appendix for figure).

Items in the belonging section are rated on a five-point scale from strongly disagree (1) to

strongly agree (5) and include statements such as: *I can really be myself at this school, I feel like a real part of this school, and Other students here like me the way that I am.*

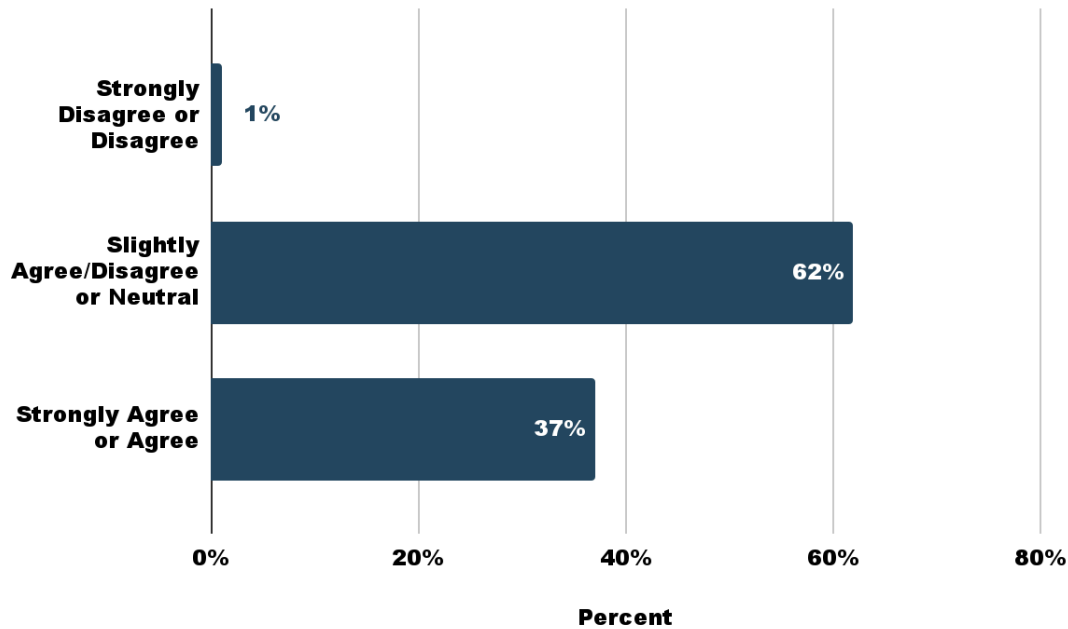
Mean student sense of belonging is 3.44 ($sd=.88$). We did not find any significant differences by grade level (See Figure X in Appendix).

Student Flourishing

Flourishing is a construct that measures the extent to which a person feels positively towards life and is doing well psychologically. Students are asked to respond to eight items related to their own flourishing (Diener et al., 2009), rated on a 7-point scale from strongly disagree (1) to strongly agree (7). Sample items include statements such as, *I lead a purposeful and meaningful life, I am competent and capable in the activities that are important to me, and I am optimistic about my future.*

The mean across all items in the scale is 5.47 ($sd=1.04$). As seen in Figure 7, over 60% of the students surveyed report uncertainty about their flourishing (slightly agree, slightly disagree, or neutral). More than a third of students (37%) agree or strongly agree with statements about their flourishing. We did not find any significant differences in flourishing by grade level. (See Appendix.)

Figure 7: Extent of Flourishing (n=27,339)



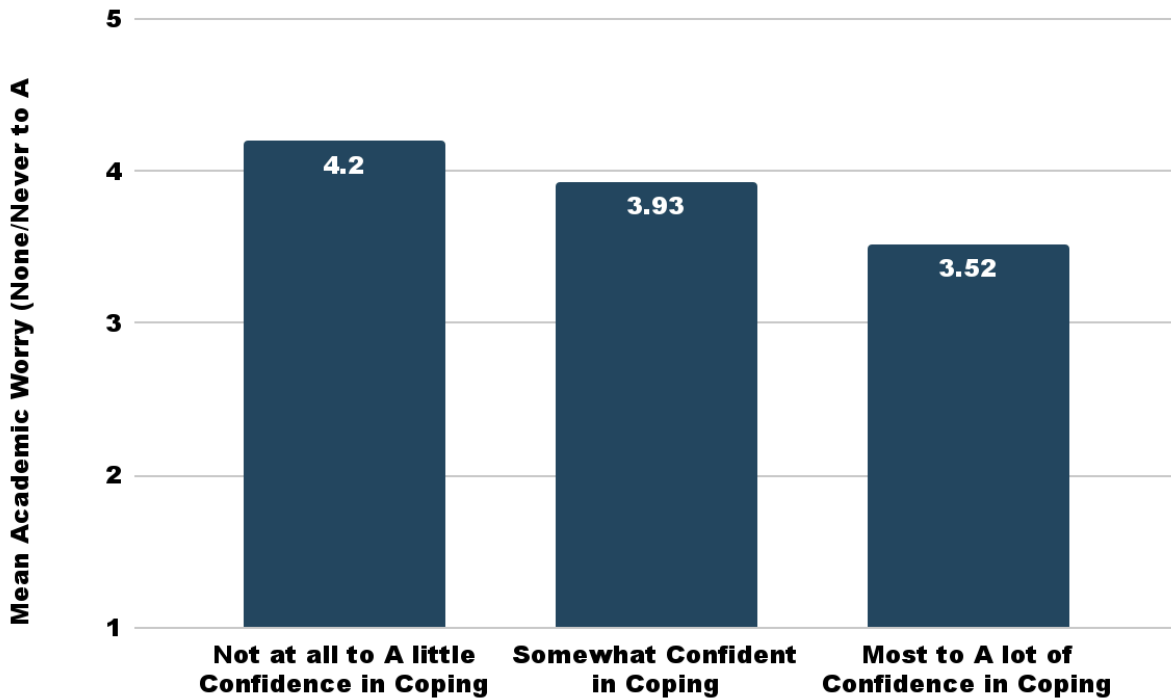
Connecting the Dots: Exploring the Relationships Between Well-Being, Engagement, and Belonging

As reported above, there is variation in the extent to which students surveyed report feeling confident in their coping skills, their worries about school, connections and sense of belonging at school, and engagement in school. An important part of the work we do when we share student data back with schools is to highlight the robust relationships between and among many of these measures. Looking closely at the interconnectedness of well-being, engagement, and belonging helps school communities see opportunities where they might employ effective strategies to improve the experiences of those students who need it most.

Confidence in Coping & Academic Worry

Results from analyzing the relationship between students' confidence in their coping skills and their worries about academics and school indicate a significant negative correlation ($r = -.34, p < .001$) such that students' who have higher confidence in their coping skills are also more likely to have lower worries about academics (see Figure 8).

Figure 8: Academic Worry & Confidence in Coping (n=25,377)



Confidence in Coping & Sense of Belonging

We also analyzed the relationship between students' confidence in coping, sense of belonging in school, and having an adult to go to with a personal problem. Results from exploring the association between the level of confidence girls report in coping with their reports of feeling a sense of belonging and support (separately) indicate significant positive correlations. Girls who report higher confidence in coping also report significantly higher average belonging ($r=.33, p<.001$). In addition, girls who report having an adult to go to with a problem in school report being significantly more likely to feel confident in their own coping skills ($t(25,360)=21.94, p<.001$). See Figures 9 and 10.

Figure 9. Mean Belonging & Confidence in Coping (n=26,911)

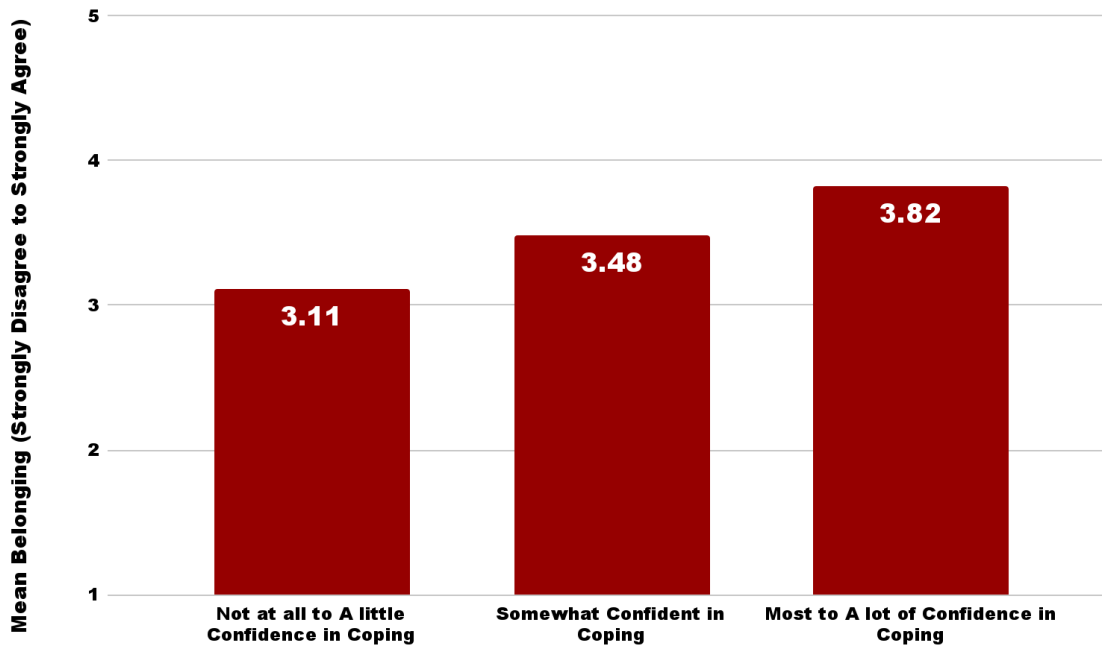
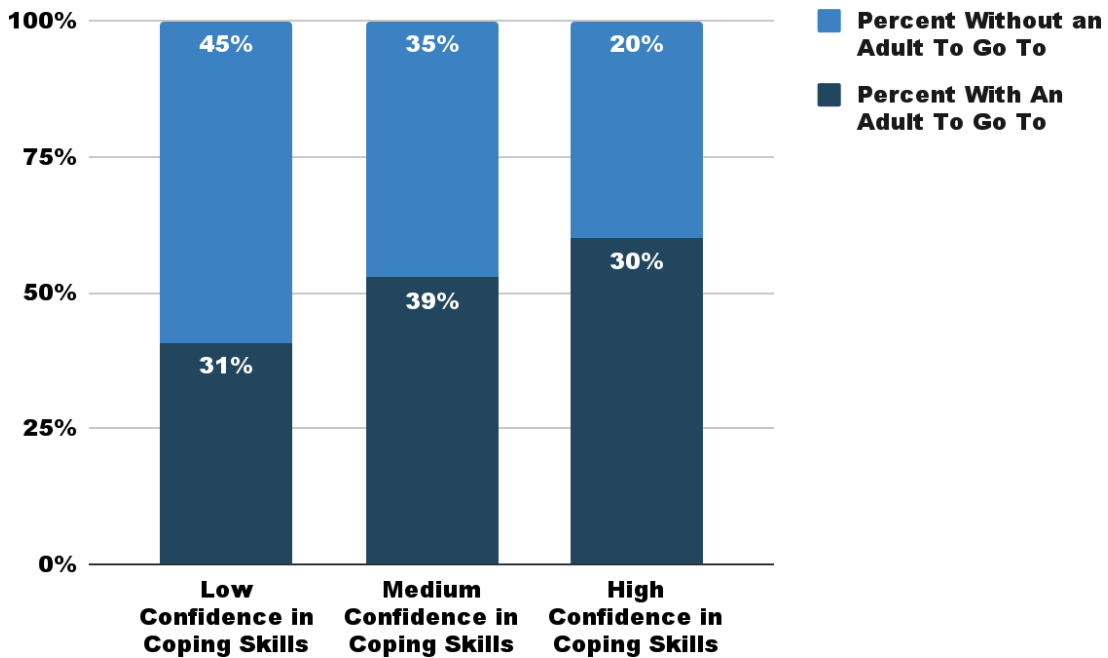


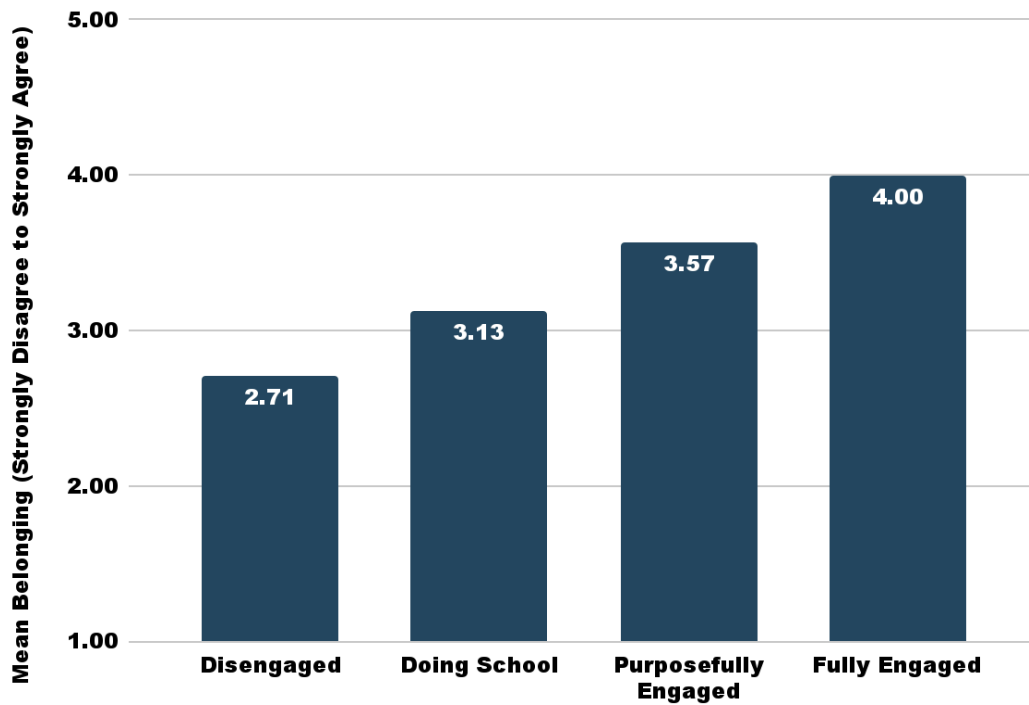
Figure 10. Adult to Go to with a Personal Problem & Confidence in Coping (n=25,360)



Confidence in Coping & Belonging

Girls who report a higher sense of school belonging are significantly more likely to report being fully engaged than purposefully engaged, doing school, or disengaged. In addition, girls who report being purposefully engaged are also significantly more likely to have a higher sense of school belonging, on average (see Figure 11).

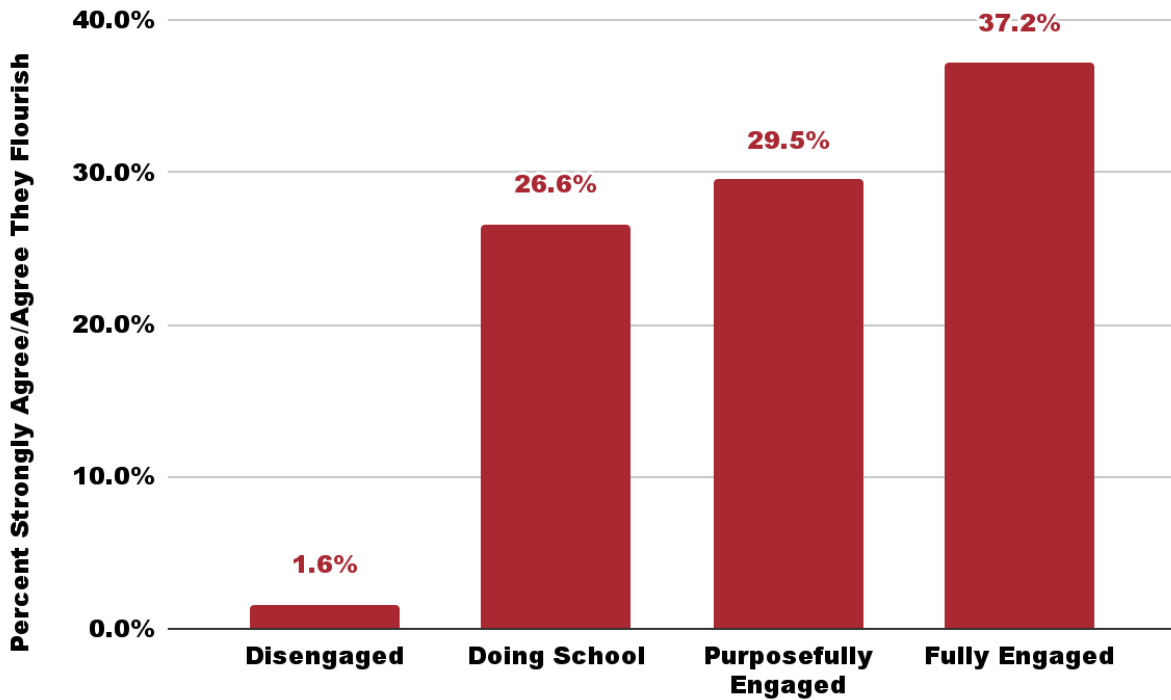
Figure 11: Confidence in Coping & Belonging (n=25,360)



Sense of Flourishing & Engagement

Finally, comparing girls' sense of flourishing and their engagement in school, we find significant relationships such that girls who are more likely to flourish are also more likely to report higher affective ($r=.37, p<.001$) and cognitive engagement ($r=.35, p<.001$). Similarly, and as shown in Figure 12, those girls who are more likely to agree or strongly agree to the statements about flourishing are also more likely to report being fully engaged than disengaged.

Figure 12: Sense of Flourishing & Engagement (n=25,360)



Taking into account all of the analyses described herein and discussions we have had with staff at ICGS member schools, we find many strengths and reasons to be optimistic. We have examples of where, for whom, and under what conditions, girls seem to be thriving both in our quantitative data as well as in the rich conversations we had with staff at girls' schools around the world.

Conclusion

When looking back at our research questions, we are encouraged to see that there are many bright spots within each category. Overall, we find that when girls experience a higher sense of belonging in school, they are more likely to experience confidence in their ability to cope with stress, as well as higher engagement in school. More specifically, we highlight the following findings.

- How engaged are girls in girls' schools in their academics? Are they finding value, enjoyment, interest, and meaning in their schoolwork? To what extent do girls exercise their agency in their classes?
 - Over one-third of girls surveyed report being fully engaged in school (often or always affectively, behaviorally, and cognitively engaged) and just under one-third often or always exercise agency in their classes such as expressing their opinions and interests.
- What are the major sources of stress for these girls, and how confident are they in their ability to cope with stress?
 - Most girls surveyed report moderate levels of academic worry, and a little more than one-quarter of girls report being quite or very confident in their coping skills. Most common sources of stress are workload, grades, and assessments.
- How are girls in ICGS schools spending their time (including sleep, homework, and extracurriculars?)
 - On average, girls who participated in the survey report spending between 1.5 to 2 hours on homework and about 1 hour of extracurricular activities on each weekday. On average, girls report getting about 1.5 to 2 hours **less than** the recommended amount of sleep of 9-11 hours per night.
- To what extent do girls feel connected to teachers and peers? To what extent do they feel a sense of belonging at school?
 - The majority of girls have a peer to go to in their school with a personal problem (88%) and 69% have an adult to go to in their school with a personal problem. On average, girls report that they sometimes feel a sense of belonging at school, and girls that are fully engaged at school also report often feeling a sense of belonging.

As in all learning environments, there are many opportunities to build on practices already in place that are supporting student well-being, engagement, and belonging.

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Appendix

Additional Tables & Figures

Table 4. Engagement Type By Grade Level

	6th	7th	8th	9th	10th	11th	12th
Disengaged	3.0%	5.2%	6.6%	7.2%	6.4%	5.8%	7.7%
Doing School	31.5%	40.0%	40.9%	43.8%	40.5%	36.2%	37.4%
Purposefully Engaged	29.5%	27.2%	27.4%	24.7%	25.7%	25.8%	24.0%
Fully Engaged	30.4%	21.9%	18.3%	17.1%	20.3%	22.4%	20.2%

*Note that grade levels in some countries were re-coded to match the majority of schools. n=29,330

Table 5. Confidence in Coping Skills By Grade Level

	6th	7th	8th	9th	10th	11th	12th
Not At All to A Little Confident In Their Coping Skills	31.5%	33.6%	35.6%	38.7%	37.0%	35.4%	41.7%
Somewhat Confident In Their Coping Skills	34.8%	37.2%	38.9%	36.8%	39.3%	40.2%	36.3%
Quite to Very Confident In Their Coping Skills	33.7%	29.2%	25.5%	24.5%	23.7%	24.4%	22.0%

n=25,422

Figure 15. Time Spent on Weekday & Weekend Homework By Grade Level.

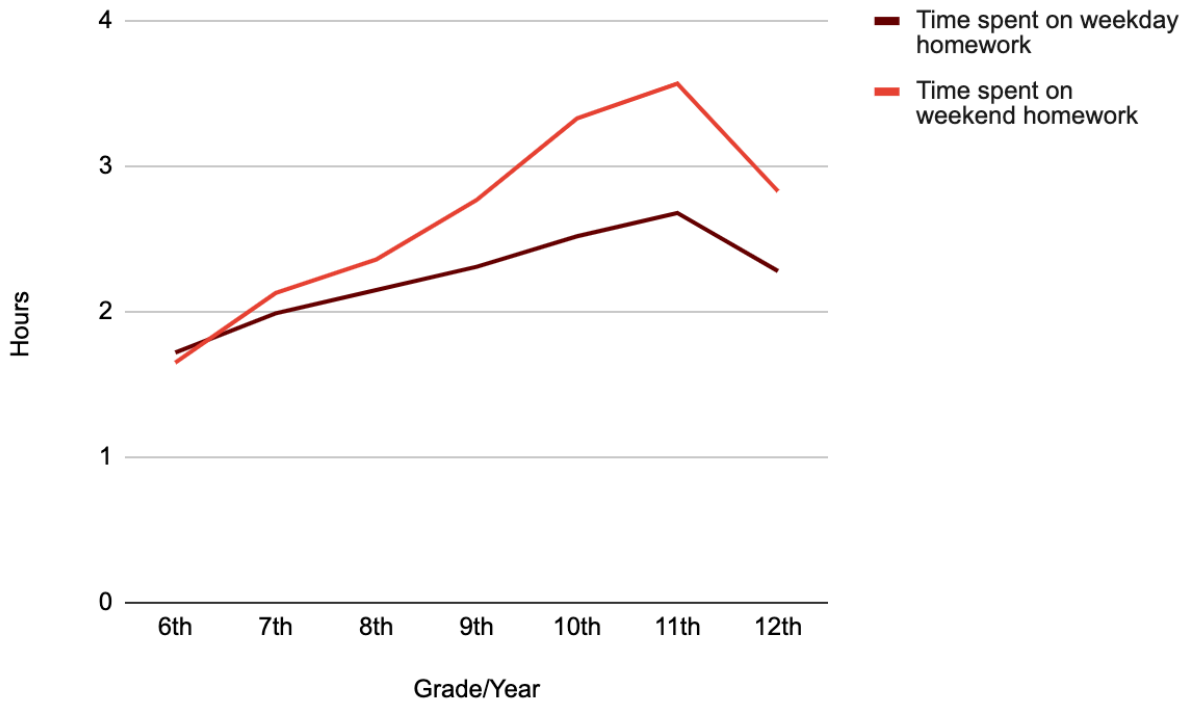


Figure 16 Time Spent on Weekday & Weekend Extracurricular Activities By Grade Level.

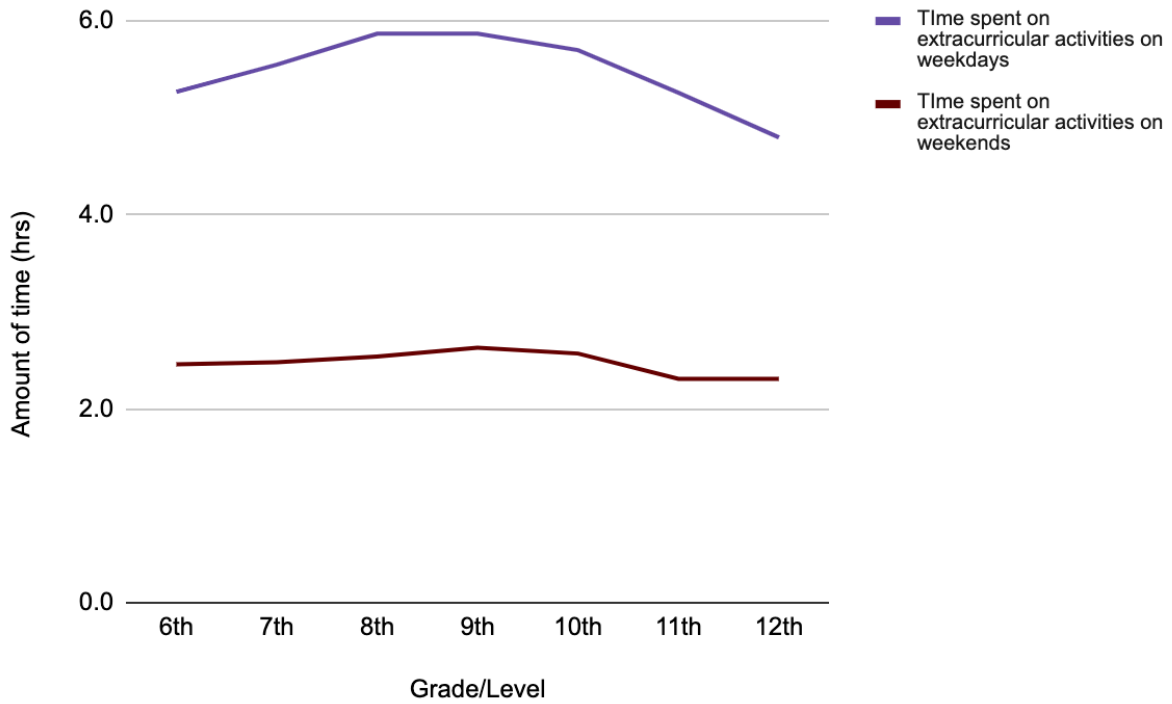


Figure 17. Percent of Students Who Have an Adult & Peer To Go To With a Personal Problem By Grade Level.

