Annotated Bibliography

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Morazes, Jennifer Lynne (2016). **Educational background, high school stress,** and **academic**

**success.** In [Children and Youth Services Review](javascript:__doLinkPostBack('','ss~~JN%20%22Children%20and%20Youth%20Services%20Review%22%7C%7Csl~~rl','');) October: pp.201-209**.**

This research considers whether students without college-educated parents encounter more stressful life events, and if this exposure influences high school academic success, college matriculation and college degree attainment. Analyses were performed on 7989 students between 1988 and 2000. Findings suggest that students without college-educated parents encounter more stressful life events. This difference did not account for group differences in outcomes. However, exposure to certain stressors affects high school success over the entire sample. These stressors tend to be beyond student control. In addition, total life events in high school relates to students' ability to finish a college degree over the entire sample. This research extends current knowledge by considering **stress**' impact on student growth, academic trajectory and retention. His research considers whether students without college-educated parents encounter more stressful life events, and if this exposure influences high school academic success, college matriculation and college degree attainment. Exposure to certain stressors affects high school success over the entire sample. Total life events in high school relates to students' ability to finish a college degree over the entire sample. Stress exposure has some effect on educational trajectory, and these events are usually out of student control