

This essay involved will discuss Erikson's (1963) theory on identity crisis in adolescence Erikson believed that throughout our life we had two conflicting personality a negative personality and a positive one. Part of his theory was that a healthy development was in the healthy outweighing the negative one meaning that if brought up in a healthy stable environment they are more likely to grow up into a more secure and are less likely to take risk where the adolescence who grow up in a negative environment could be more likely growing up having a negative view and are more likely to be risk takers.

During our adolescent years is when we are trying to find our personal identity of where we belong in adult life that we want to be and become later on in life. His theory was in western societies adolescent was a delay to adulthood freeing them of responsibility's helping them make the transition easier but it can also go the other way and have the opposite effect by not giving them as much responsibility as other society's. Many of which societies had some sort of celebration to show when the children reach adulthood.

This is the opposite in western industrialized nations who instead left them make their own life's without help or leaving them without a clear path to follow making their own life's and mistakes leaving them figure it out for themselves it could have been difficult for both the parent and the adolescents during this time. Therefore, the western society found it difficult to know where adolescence end and where adulthood began. Therefore, leave the adolescence feeling trapped and asking, "who they are" and "what they will be one day" a way of expressing this was through risk taking behavior. This lead Erikson to believe that the way the achieved this and make them grow onto a healthy adulthood was only when they choose a career path or a role in life. Failing to do this can end up in a role confusion where he believed it effected peoples life in several areas including intimacy making them fear commitment, time perspective not being able to plan for the future, industry making it hard for them to get into work and a negative identity which can lead to taking drugs or living a negative life which is related to risk taking as teenagers often seek out excitement and risk this was believed to be to take some control over their lives or to make their lives more exciting but (Price and Crapo, 1999) that this changed once they had transitioned into adult hood this enabled them adjust to change and enjoy a sense of community .

Anxiety and depression is linked to a lower performance in school it is believed that an adolescence with high anxiety or depression are lower than those without it is between the ages of 12-13 it looks at the relationship between negative effects and, worry, working memory and academic study. In study 1 between eighty participants 32 boys and 48 girls from a single secondary in the UK. They give the children between 12-13 years a self-report questionnaire which they then had to fill out with parents' permission and a signed consent slip. They were given questionnaire packs at the start of the day. They had to read a question and pick a response themselves without the teacher/research does not interfere at all. The self-report measured anxiety, depression and worrying about tests and academic performance. The results of study 1 showed that the higher anxiety and depression levels were linked to a lower academic performance and the more worrying about a test can also lead to a

low academic performance. When worrying about tests the results also showed that they had a lower academic performance. High levels of worrying are linked with both depression and anxiety leading to a lower academic achievement scores. This effect had a statistical significance when it came to academic achievement score that had mathematics and science but not in English test scores. In study 2 was a test to see the presence of indirect effects on academic performance in working memory tasks and academic performance through self-report questionnaire's they got 31 pupils 15 boys and 16 girls again from one school in the UK with a mean age of 12.4. they again used self-report measures using working memory tasks they were using different tasks during this experiment the automated working memory assessment (AWMA), the Cambridge neuropsychological test automated battery (CANTAB) they also used SAT'S data of the school and two WRAT4 tests. they were tested in two groups one group in the morning and one group in the afternoon where they were tested on the working memory battery individually. The standardized working memory variables were then sorted into groups on if they tapped the central executive process this creating to composite score of the central executive and phonological/visuospatial only. The results of the experiment showed that even know all the parts of working memory was linked with better academic test performance, but the effect was larger in the central executive process than the phonological loop ad higher negative affect was linked to anxiety and depression and were both related to higher worrying about tests. had a better academic performance it still showed children with anxiety and depression worried about test more leading to a lower performance than children without showing it had a negative effect on their school study and work than the children who didn't have anxiety or depression. Together it shows that anxiety and depression are linked with higher worry about tests which affects the complex working memory which led to lower test performance which are reliable with (Keogh, Bond, & Flaxman, 2006) research. It showed it had a bigger effect on certain school subjects than other subjects.

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