

STUDENT WELLNESS SURVEY

# Grades 6-12: Social and Emotional Development



Province  
New Brunswick

## Mental fitness

Mental fitness encompasses the psychological needs for competence, autonomy, and relatedness.

### Levels of mental fitness

High level of mental fitness %   2022-2023	19.5
Moderate level of mental fitness %   2022-2023	55.6
Low level of mental fitness %   2022-2023	24.9

### Mental fitness needs

Need for autonomy highly satisfied %   2022-2023	62.6
Need for competence highly satisfied %   2022-2023	71.9
Need for relatedness highly satisfied %   2022-2023	78.0

### Life domains of mental fitness

Students reporting "Really true for me."

Needs highly satisfied by family %   2022-2023	76.4
I feel free to express myself at home %   2022-2023	50.4
I have a choice about when and how to do my household chores %   2022-2023	31.1
I feel I do things well at home %   2022-2023	40.2
I feel my parents think that I am good at things %   2022-2023	54.8
My parents like me and care about me %   2022-2023	72.4
I like to spend time with my parents %   2022-2023	50.7

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Needs highly satisfied by friends %   2022-2023	80.2
I feel free to express myself with my friends %   2022-2023	49.8
I have a choice about which activities to do with my friends %   2022-2023	41.3
I feel I do things well when I am with my friends %   2022-2023	42.7
I feel my friends think I am good at things %   2022-2023	39.9
My friends like me and care about me %   2022-2023	50.4
I like to spend time with my friends %   2022-2023	67.8
Needs highly satisfied by school %   2022-2023	52.0
I feel free to express myself at school %   2022-2023	21.7
I have a choice about when and how to do my schoolwork %   2022-2023	29.9
I feel I do things well at school %   2022-2023	31.4
I feel my teachers think I am good at things %   2022-2023	27.3
My teachers like me and care about me %   2022-2023	28.4
I like to be with my teachers %   2022-2023	18.6

## Social factors

### Resilience

Resilience is a strength that will help youth bounce back from adversity, but it is not solely something residing inside the individual. Rather, it is a socio-ecological model where individual strengths, along with one's caregivers and community, make it possible for a youth to find and access the right supports, programs and services for their needs. Below are students reporting "A lot."

High and moderate levels of resilience %   2022-2023	65.2
I am able to solve my problems %   2022-2023	52.8
I know where to go for help %   2022-2023	25.3
Education is important to me %   2022-2023	53.3
I try to finish what I start %   2022-2023	39.8

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I have people I look up to %   2022-2023	42.6
My parents know a lot about me %   2022-2023	48.1
My family stands by me %   2022-2023	48.2
My friends stand by me %   2022-2023	38.4
I have opportunities to develop skills %   2022-2023	35.8
I am treated fairly in my community %   2022-2023	32.3
I feel I belong at my school %   2022-2023	22.2
I enjoy my traditions %   2022-2023	50.4

### Pro-social behaviours

Pro-social behaviours are actions intended to benefit others. Below are students reporting 4, 5 or 6 on a scale ranging from 1 to 6, where 1 is "Definitely not like me" and 6 is "Definitely like me."

High level of pro-social behaviour %   2022-2023	83.1
I do favours for people %   2022-2023	67.9
I lend things to people %   2022-2023	56.1
I help people %   2022-2023	72.5
I compliment people %   2022-2023	67.7
I share things with people %   2022-2023	62.9

### Oppositional behaviours

Oppositional behaviours are disruptive actions that can be a nuisance to the individual or to others. Below are students reporting 3, 4, 5 or 6 on a scale ranging from 1 to 6, where 1 is "Definitely not like me" and 6 is "Definitely like me."

High level of oppositional behaviour %   2022-2023	21.3
I cut classes or skip school %   2022-2023	15.3
I make other people do what I want %   2022-2023	17.5
I disobey my parents %   2022-2023	19.9
I talk back to my teachers %   2022-2023	15.3
I get into fights %   2022-2023	13.6

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I often say mean things to people to get what I want % | 2022-2023 8.9

I take things that are not mine % | 2022-2023 7.7

## Bullying

A student is being bullied when another student, or a group of students, say or do unpleasant things to them. It is also bullying when a student is teased repeatedly in a way they do not like or when they are deliberately left out of things.

Victim of bullying, last 2 months % | 2022-2023 48.8

Physical attacks % | 2022-2023 9.8

Verbal attacks % | 2022-2023 29.3

Cyber-attacks % | 2022-2023 14.1

Exclusion % | 2022-2023 26.4

Theft/vandalism % | 2022-2023 15.4

Comments on personal features % | 2022-2023 17.5

Sexual comments/gestures % | 2022-2023 19.5

Bullied another student, last 2 months % | 2021-2022 9.7

## Responses when victim of bullying

Among students who have been bullied

I ignored it % | 2022-2023 51.7

I stood up to the bully or fought back % | 2022-2023 27.7

I tried talking to the bully % | 2022-2023 9.0

I told an adult at the school about it % | 2022-2023 13.8

I told an another adult outside of school about it % | 2022-2023 20.6

I told another student about it % | 2022-2023 15.6

I called a helpline or other support service % | 2022-2023 1.1

## Responses when witness of bullying

Among students who saw or heard another student being bullied

I ignored it % | 2021-2022 32.0

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I stood up to the bully or fought back %   2021-2022	21.4
I tried talking to the bully %   2021-2022	13.7
I told an adult at the school about it %   2021-2022	18.2
I told another adult outside of school about it %   2021-2022	14.1
I told another student about it %   2021-2022	16.2
I tried to help the person being bullied %   2021-2022	26.2

## Mental health

### General mental health

Life satisfaction (scale from 0-10) Number   2022-2023	7.1
Perceived mental health, very good or excellent %   2022-2023	41.0

### Mental health risk factors

Spends 3 hours or more per day on social media %   2022-2023	61.5
Lonely, most or all of the time %   2021-2022	28.3
Difficulty sleeping, most or all of the time %   2021-2022	65.1
Insufficient sleep %   2022-2023	64.8

### Anxiety and depression

Symptoms of anxiety %   2022-2023	50.1
Symptoms of depression %   2022-2023	44.7
Symptoms of anxiety or depression %   2022-2023	55.8

### Mental health related diagnosis

Autism / Asperger's syndrome %   2022-2023	3.7
Behavioural disorder %   2022-2023	2.3
ADHD or ADD %   2022-2023	14.0

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Intellectual disability % | 2022-2023 0.6

Mental illness % | 2022-2023 17.9

## Resources

### Mental and emotional support

Needed to see someone for a mental or emotional problem % | 2021-2022 34.1

Needed to see someone for a mental or emotional problem, but did not see someone % | 2021-2022 6.5

### Reasons for not seeing someone

I am waiting for my first appointment % | 2021-2022 7.9

I did not feel help was available % | 2021-2022 19.2

I thought the problem would go away on its own % | 2021-2022 34.8

I was told the wait time would be too long % | 2021-2022 6.0

I felt uncomfortable going for help % | 2021-2022 52.1

I did not know where to go to get help % | 2021-2022 21.7

Other % | 2021-2022 17.6

### Awareness of resources

Aware of the LINK Program % | 2021-2022 30.2

And has used it % | 2021-2022 1.8

But has not used it % | 2021-2022 28.4

Aware of Bridge the GAPP % | 2021-2022 12.5

And has used it % | 2021-2022 0.9

But has not used it % | 2021-2022 11.6

Aware of Kids Help Phone % | 2021-2022 53.1

And has used it % | 2021-2022 4.1

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But has not used it % | 2021-2022

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**49.0**

## About this Table

### Content and description

This table presents data collected from students in grades 6 to 12 through the New Brunswick Student Wellness Survey (SWS). It contains self-reported information regarding the social and emotional development of New Brunswick students in grades 6 to 12. Topics include mental fitness, social factors like resilience, pro-social behaviours, oppositional behaviours and bullying, mental health, and resources for mental and emotional health.

The questionnaire comprises modules, which means that certain questions are asked every other cycle.

### Why it is important

When students are supported in their social and emotional development, they build a life in which they can grow and thrive.

By better understanding the social and emotional needs of students, we can better plan for services and allocate resources to support safe and supportive communities.

### Availability of the data

The information in this data table is available by school district, school sector and overall New Brunswick, as well as by the seven (7) New Brunswick health zones and 33 communities created by the NBHC. More information is available on our [New Brunswick Student Wellness Survey](#) page.

### Note about 2021-2022 data

The methodology of the 2021-2022 edition of the SWS was significantly changed. This was the first cycle to adopt online data collection, and a shorter data collection period. Also, the survey questionnaire was thoroughly revised for this cycle. Many questions were removed or amended. As such, some indicators are no longer comparable to previous years. As such, caution always needs to be exercised when attempting to compare the results of the survey with results from prior survey cycles outside of what is displayed in this Data Table.

The 2021-2022 edition of the SWS was conducted during the COVID-19 pandemic. Some schools may have had lower participation from their students than previous years. Some students may have participated to the survey during periods of remote learning.

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### Caption

n/a = Not applicable / not available

S = Data was suppressed due to low respondent counts