

STUDENT WELLNESS AND EDUCATION SURVEY

# Grades 6-12: Social and Emotional Development



**Community**  
Bathurst,  
Beresford, Petit-  
Rocher Area



**Zone 6**  
Bathurst and  
Acadian  
Peninsula Area



**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 %   2023-2024	27.0	28.6	24.6
Moderate level of mental fitness %   2023-2024	53.8	53.5	55.8
Low level of mental fitness %   2023-2024	19.2	17.9	19.6

### Mental fitness needs

Need for autonomy highly satisfied %   2023-2024	68.7	70.8	67.9
Need for competence highly satisfied %   2023-2024	77.7	79.1	77.6
Need for relatedness highly satisfied %   2023-2024	84.6	85.1	83.1

### Life domains of mental fitness

Students reporting "Really true for me."

Needs highly satisfied by family %   2023-2024	82.9	84.7	81.3
I feel free to express myself at home %   2023-2024	59.2	60.6	56.0
I have a choice about when and how to do my household chores %   2023-2024	40.1	41.9	36.2
I feel I do things well at home %   2023-2024	47.0	46.4	45.8
I feel my parents think that I am good at things %   2023-2024	61.3	63.3	59.0

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My parents like me and care about me %   2023-2024	80.0	80.2	77.3
I like to spend time with my parents %   2023-2024	63.4	65.7	57.6
Needs highly satisfied by friends %   2023-2024	82.5	83.1	83.8
I feel free to express myself with my friends %   2023-2024	55.3	56.2	54.3
I have a choice about which activities to do with my friends %   2023-2024	47.6	47.5	46.6
I feel I do things well when I am with my friends %   2023-2024	48.8	48.1	48.3
I feel my friends think I am good at things %   2023-2024	44.0	44.0	43.7
My friends like me and care about me %   2023-2024	52.8	50.9	54.3
I like to spend time with my friends %   2023-2024	74.4	74.6	72.6
Needs highly satisfied by school %   2023-2024	61.1	62.8	58.5
I feel free to express myself at school %   2023-2024	25.3	25.5	24.8
I have a choice about when and how to do my schoolwork %   2023-2024	37.1	39.6	34.0
I feel I do things well at school %   2023-2024	41.3	43.3	36.2
I feel my teachers think I am good at things %   2023-2024	34.5	37.4	31.8
My teachers like me and care about me %   2023-2024	40.0	39.2	35.9
I like to be with my teachers %   2023-2024	26.5	25.7	22.2

## 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 %   2023-2024	68.3	69.6	69.5
I am able to solve my problems %   2023-2024	52.9	48.9	54.6

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I know where to go for help %   2023-2024	25.7	27.0	27.1
Education is important to me %   2023-2024	57.0	58.1	56.8
I try to finish what I start %   2023-2024	42.1	41.9	40.7
I have people I look up to %   2023-2024	46.6	45.9	46.0
My parents know a lot about me %   2023-2024	50.9	54.2	51.0
My family stands by me %   2023-2024	50.7	51.3	51.0
My friends stand by me %   2023-2024	39.2	39.5	39.6
I have opportunities to develop skills %   2023-2024	39.7	40.5	40.6
I am treated fairly in my community %   2023-2024	34.1	35.0	34.9
I feel I belong at my school %   2023-2024	24.6	23.8	26.3
I enjoy my traditions %   2023-2024	48.6	48.9	53.3

### 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	86.1	87.1	83.1
I do favours for people %   2022-2023	73.3	77.5	67.9
I lend things to people %   2022-2023	60.9	63.1	56.1
I help people %   2022-2023	75.3	77.2	72.5
I compliment people %   2022-2023	70.3	69.1	67.7
I share things with people %   2022-2023	65.9	65.4	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	22.5	23.6	21.3
I cut classes or skip school %   2022-2023	13.1	16.3	15.3

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I make other people do what I want %   2022-2023	20.1	22.2	17.5
I disobey my parents %   2022-2023	20.7	21.6	19.9
I talk back to my teachers %   2022-2023	15.7	16.0	15.3
I get into fights %   2022-2023	13.3	13.2	13.6
I often say mean things to people to get what I want %   2022-2023	8.5	8.3	8.9
I take things that are not mine %   2022-2023	7.2	8.0	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 %   2023-2024	46.3	44.7	48.2
Physical attacks %   2023-2024	8.2	9.8	10.3
Verbal attacks %   2023-2024	30.0	27.6	30.1
Cyber-attacks %   2023-2024	14.0	13.6	14.2
Exclusion %   2023-2024	25.6	24.6	25.8
Theft/vandalism %   2023-2024	12.7	12.1	15.0
Comments on personal features %   2023-2024	17.8	15.6	19.1
Sexual comments/gestures %   2023-2024	15.8	14.6	18.3
Bullied another student, last 2 months %   2023-2024	9.6	9.1	12.1

## Responses when victim of bullying

Among students who have been bullied

I ignored it %   2023-2024	47.1	50.9	50.7
I stood up to the bully or fought back %   2023-2024	26.7	26.8	26.4
I tried talking to the bully %   2023-2024	9.0	8.2	8.4
I told an adult at the school about it %   2023-2024	16.1	14.5	14.0
I told an another adult outside of school about it %   2023-2024	18.4	18.4	19.7

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I told another student about it %   2023-2024	14.2	13.7	14.5
I called a helpline or other support service %   2023-2024	1.5	1.4	1.1

### Responses when witness of bullying

Among students who saw or heard another student being bullied

I ignored it %   2023-2024	34.1	36.1	41.1
I stood up to the bully or fought back %   2023-2024	25.6	24.6	19.0
I tried talking to the bully %   2023-2024	13.2	12.6	12.4
I told an adult at the school about it %   2023-2024	20.2	18.9	17.4
I told another adult outside of school about it %   2023-2024	12.7	12.1	13.7
I told another student about it %   2023-2024	16.9	13.9	16.9
I tried to help the person being bullied %   2023-2024	24.8	23.7	22.8

## Mental health

### General mental health

Life satisfaction (scale from 0-10) Number   2023-2024	7.3	7.5	7.1
Perceived mental health, very good or excellent %   2023-2024	47.2	52.2	43.0

### Mental health risk factors

Spends 3 hours or more per day on social media %   2023-2024	47.0	49.4	46.8
Lonely, most or all of the time %   2023-2024	23.6	22.0	23.4
Difficulty sleeping, most or all of the time %   2023-2024	62.4	62.0	60.9

### Anxiety and depression

Symptoms of anxiety %   2023-2024	42.7	41.0	44.1
Symptoms of depression %   2023-2024	34.6	31.7	36.8
Symptoms of anxiety or depression %   2023-2024	48.1	45.3	49.5

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## Resources

### Mental and emotional support

Needed to see someone for a mental or emotional problem %   2023-2024	<b>31.1</b>	<b>29.6</b>	<b>33.1</b>
Needed to see someone for a mental or emotional problem, but did not see someone %   2023-2024	<b>5.9</b>	<b>4.7</b>	<b>7.0</b>

### Reasons for not seeing someone

I am waiting for my first appointment %   2023-2024	<b>16.7</b>	<b>12.7</b>	<b>9.1</b>
I did not feel help was available %   2023-2024	<b>15.2</b>	<b>15.9</b>	<b>20.7</b>
I thought the problem would go away on its own %   2023-2024	<b>28.2</b>	<b>32.7</b>	<b>36.3</b>
I was told the wait time would be too long %   2023-2024	<b>9.1</b>	<b>8.9</b>	<b>5.8</b>
I felt uncomfortable going for help %   2023-2024	<b>34.4</b>	<b>40.2</b>	<b>51.8</b>
I did not know where to go to get help %   2023-2024	<b>25.7</b>	<b>22.4</b>	<b>23.3</b>
Other %   2023-2024	<b>23.6</b>	<b>20.8</b>	<b>18.5</b>

### Awareness of resources

Aware of the LINK Program %   2023-2024	<b>29.7</b>	<b>44.1</b>	<b>25.9</b>
And has used it %   2023-2024	<b>2.2</b>	<b>2.4</b>	<b>1.9</b>
But has not used it %   2023-2024	<b>27.5</b>	<b>41.7</b>	<b>24.0</b>
Aware of Bridge the GAPP %   2023-2024	<b>22.0</b>	<b>19.0</b>	<b>15.1</b>
And has used it %   2023-2024	<b>1.9</b>	<b>1.3</b>	<b>1.3</b>
But has not used it %   2023-2024	<b>20.1</b>	<b>17.7</b>	<b>13.8</b>
Aware of Kids Help Phone %   2023-2024	<b>51.4</b>	<b>57.7</b>	<b>54.5</b>
And has used it %   2023-2024	<b>4.1</b>	<b>4.5</b>	<b>4.3</b>

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But has not used it %   2023-2024	<b>47.3</b>	<b>53.1</b>	<b>50.1</b>

## About this Table

### Content and description

This table presents data collected from students in grades 6 to 12 through the New Brunswick Student Wellness and Education Survey (SWES). 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

Only when we understand who our students are and what their needs are can we better plan for services and allocate resources to meet their health and educational needs.

### Availability of the data

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

### Note about demographic groups:

In 2023, the NBHC undertook a review of the demographic questions in its surveys to more accurately report on the experience of citizens who identify with particular groups. As such, starting in 2024, all demographic groups (characteristics) have been adjusted to reflect this change. Data tables and indicator pages were adjusted to allow for trending where applicable.


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### Caption

n/a = Not applicable / not available

S = Data suppressed due to confidentiality requirements and/or small sample size

 Above-average performance

 Below-average performance