

STUDENT WELLNESS SURVEY

Grades 6-12: Social and Emotional Development



Community
Shippagan,
Lamèque,
Inkerman 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 % 2022-2023	22.4	22.2	19.5
Moderate level of mental fitness % 2022-2023	55.4	55.8	55.6
Low level of mental fitness % 2022-2023	22.3	22.1	24.9

Mental fitness needs

Need for autonomy highly satisfied % 2022-2023	67.0	66.1	62.6
Need for competence highly satisfied % 2022-2023	73.6	74.8	71.9
Need for relatedness highly satisfied % 2022-2023	79.6	81.0	78.0

Life domains of mental fitness

Students reporting "Really true for me."

Needs highly satisfied by family % 2022-2023	81.8	80.7	76.4
I feel free to express myself at home % 2022-2023	59.1	56.8	50.4
I have a choice about when and how to do my household chores % 2022-2023	35.5	36.6	31.1
I feel I do things well at home % 2022-2023	40.3	41.2	40.2
I feel my parents think that I am good at things % 2022-2023	60.3	57.8	54.8

	Community Shippagan, Lamèque, Inkerman Area	Zone 6 Bathurst and Acadian Peninsula Area	Province New Brunswick
My parents like me and care about me % 2022-2023	78.9	77.2	72.4
I like to spend time with my parents % 2022-2023	62.8	59.1	50.7
Needs highly satisfied by friends % 2022-2023	80.1	80.5	80.2
I feel free to express myself with my friends % 2022-2023	53.9	53.1	49.8
I have a choice about which activities to do with my friends % 2022-2023	44.3	43.5	41.3
I feel I do things well when I am with my friends % 2022-2023	41.2	42.6	42.7
I feel my friends think I am good at things % 2022-2023	39.9	41.5	39.9
My friends like me and care about me % 2022-2023	43.6	47.5	50.4
I like to spend time with my friends % 2022-2023	71.6	71.9	67.8
Needs highly satisfied by school % 2022-2023	57.6	56.8	52.0
I feel free to express myself at school % 2022-2023	19.8	22.8	21.7
I have a choice about when and how to do my schoolwork % 2022-2023	36.0	35.5	29.9
I feel I do things well at school % 2022-2023	37.6	37.1	31.4
I feel my teachers think I am good at things % 2022-2023	31.7	32.5	27.3
My teachers like me and care about me % 2022-2023	31.4	32.5	28.4
I like to be with my teachers % 2022-2023	20.7	22.3	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	69.1	65.2	65.2
I am able to solve my problems % 2022-2023	43.9	46.7	52.8

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I know where to go for help % 2022-2023	31.3	24.5	25.3
Education is important to me % 2022-2023	58.8	56.2	53.3
I try to finish what I start % 2022-2023	43.7	40.9	39.8
I have people I look up to % 2022-2023	44.1	41.9	42.6
My parents know a lot about me % 2022-2023	55.4	51.5	48.1
My family stands by me % 2022-2023	53.1	48.4	48.2
My friends stand by me % 2022-2023	40.0	39.5	38.4
I have opportunities to develop skills % 2022-2023	41.4	37.9	35.8
I am treated fairly in my community % 2022-2023	35.4	32.2	32.3
I feel I belong at my school % 2022-2023	18.6	18.7	22.2
I enjoy my traditions % 2022-2023	48.9	47.0	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	87.9	87.1	83.1
I do favours for people % 2022-2023	81.9	77.5	67.9
I lend things to people % 2022-2023	64.0	63.1	56.1
I help people % 2022-2023	79.6	77.2	72.5
I compliment people % 2022-2023	68.8	69.1	67.7
I share things with people % 2022-2023	65.6	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	25.8	23.6	21.3
I cut classes or skip school % 2022-2023	17.3	16.3	15.3

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I make other people do what I want % 2022-2023	20.3	22.2	17.5
I disobey my parents % 2022-2023	23.5	21.6	19.9
I talk back to my teachers % 2022-2023	16.7	16.0	15.3
I get into fights % 2022-2023	11.6	13.2	13.6
I often say mean things to people to get what I want % 2022-2023	9.0	8.3	8.9
I take things that are not mine % 2022-2023	8.7	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 % 2022-2023	43.6	46.6	48.8
Physical attacks % 2022-2023	8.8	9.4	9.8
Verbal attacks % 2022-2023	25.2	27.4	29.3
Cyber-attacks % 2022-2023	14.3	14.6	14.1
Exclusion % 2022-2023	24.2	26.2	26.4
Theft/vandalism % 2022-2023	12.6	13.0	15.4
Comments on personal features % 2022-2023	11.5	13.8	17.5
Sexual comments/gestures % 2022-2023	15.0	16.4	19.5
Bullied another student, last 2 months % 2021-2022	10.4	9.0	9.7

Responses when victim of bullying

Among students who have been bullied

I ignored it % 2022-2023	48.7	50.2	51.7
I stood up to the bully or fought back % 2022-2023	26.3	27.1	27.7
I tried talking to the bully % 2022-2023	11.3	9.8	9.0
I told an adult at the school about it % 2022-2023	18.8	15.7	13.8
I told an another adult outside of school about it % 2022-2023	23.4	21.7	20.6

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I told another student about it % 2022-2023	14.8	14.8	15.6
I called a helpline or other support service % 2022-2023	S	0.8	1.1

Responses when witness of bullying

Among students who saw or heard another student being bullied

I ignored it % 2021-2022	27.8	29.6	32.0
I stood up to the bully or fought back % 2021-2022	25.7	23.7	21.4
I tried talking to the bully % 2021-2022	10.9	14.9	13.7
I told an adult at the school about it % 2021-2022	21.3	20.9	18.2
I told another adult outside of school about it % 2021-2022	9.8	12.8	14.1
I told another student about it % 2021-2022	9.1	13.5	16.2
I tried to help the person being bullied % 2021-2022	25.7	28.0	26.2

Mental health

General mental health

Life satisfaction (scale from 0-10) Number 2022-2023	7.4	7.3	7.1
Perceived mental health, very good or excellent % 2022-2023	56.3	49.7	41.0

Mental health risk factors

Spends 3 hours or more per day on social media % 2022-2023	64.5	64.0	61.5
Lonely, most or all of the time % 2021-2022	24.8	25.2	28.3
Difficulty sleeping, most or all of the time % 2021-2022	64.0	65.1	65.1
Insufficient sleep % 2022-2023	58.8	62.4	64.8

Anxiety and depression

Symptoms of anxiety % 2022-2023	41.9	46.9	50.1
Symptoms of depression % 2022-2023	34.8	40.0	44.7

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Symptoms of anxiety or depression % 2022-2023	45.2	51.9	55.8
Mental health related diagnosis			
Autism / Asperger's syndrome % 2022-2023	2.9	2.9	3.7
Behavioural disorder % 2022-2023	3.9	2.7	2.3
ADHD or ADD % 2022-2023	21.0	17.6	14.0
Intellectual disability % 2022-2023	S	0.6	0.6
Mental illness % 2022-2023	14.0	15.0	17.9

Resources

Mental and emotional support

Needed to see someone for a mental or emotional problem % 2021-2022	30.2	31.7	34.1
Needed to see someone for a mental or emotional problem, but did not see someone % 2021-2022	4.0	4.7	6.5

Reasons for not seeing someone

I am waiting for my first appointment % 2021-2022	S	10.3	7.9
I did not feel help was available % 2021-2022	S	15.5	19.2
I thought the problem would go away on its own % 2021-2022	S	35.1	34.8
I was told the wait time would be too long % 2021-2022	S	4.4	6.0
I felt uncomfortable going for help % 2021-2022	S	52.4	52.1
I did not know where to go to get help % 2021-2022	S	21.6	21.7
Other % 2021-2022	S	13.0	17.6

Awareness of resources

Aware of the LINK Program % 2021-2022	72.5	56.4	30.2
And has used it % 2021-2022	2.9	2.8	1.8

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But has not used it % 2021-2022	69.6	53.6	28.4
Aware of Bridge the GAPP % 2021-2022	15.1	11.0	12.5
And has used it % 2021-2022	S	0.7	0.9
But has not used it % 2021-2022	14.2	10.3	11.6
Aware of Kids Help Phone % 2021-2022	70.0	60.3	53.1
And has used it % 2021-2022	5.5	3.9	4.1
But has not used it % 2021-2022	64.5	56.4	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.

Caption

n/a = Not applicable / not available

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