

### Toronto District School Board Adult Students: School Experiences and Social Emotional Well-being

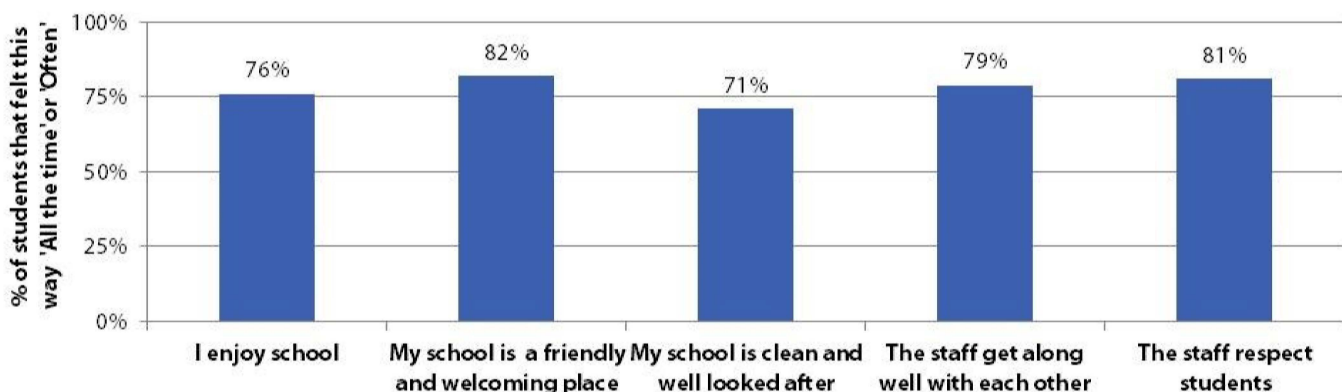
There were 6,172 students registered in the five Toronto District School Board's (TDSB) Adult High Schools. This Adult Student Census Fact Sheet incorporates findings from the Adult Student Census (ASC) that was administered to 4,787 students in October 2014 resulting in a response rate of 78%. A total of 4,616 students completed the ASC and were linked to the TDSB's School Information Systems. The results and percentages reported in this Fact Sheet are based on the 4,616 respondents, although, there were slight variations in the number of responses for some questions. The results have been analyzed from key social emotional variables. The information provided from the ASC is important for the TDSB's Continuing and International Education Department because it informs school planning by identifying student goals, revealing barriers to success, further defining student profile, and sharing school experiences of adult students.

#### IN-SCHOOL EXPERIENCES: SCHOOL CLIMATE AND SCHOOL SAFETY

##### SCHOOL CLIMATE

A high percentage of adult students felt positive about their school experiences in terms of overall school climate or feeling that their school was a friendly and welcoming place (82%). Students also felt respected by school staff (81%) and more than 80% of adult students indicated that they were treated fairly at their adult high school regardless of their: gender, culture, or the way they dressed.

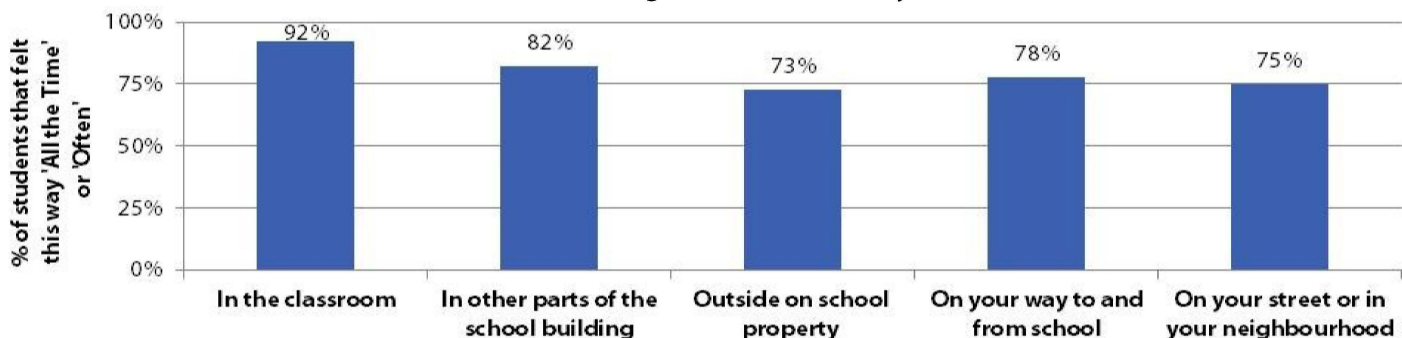
**Figure 1: Overall School Climate**



##### SCHOOL SAFETY

A high percentage of adult students felt positive about their school experiences in terms of school safety in the classroom (92%), in other parts of the building (82%), and outside on school property (78%). Feelings of safety were slightly lower to and from school and in their neighbourhood.

**Figure 2: School Safety**



IN-SCHOOL EXPERIENCES: STUDENT-TEACHER INTERACTIONS, SELF-PERCEIVED ACADEMIC ABILITIES, AND CLASS PARTICIPATION

STUDENT-TEACHER INTERACTIONS

In addition, responses were 80% or higher for students who felt they learned a lot at school and that classes stayed busy. A high proportion of adult students (over 75%) reported favourable responses in all categories of student-teacher interactions including teachers caring about students, teachers making class interesting, and communication from teachers who helped students improve. The school-related areas that indicated some challenges were students receiving extra help when they needed it (67%) or having difficult work explained clearly (69%).

Figure 3: Student-Teacher Interactions

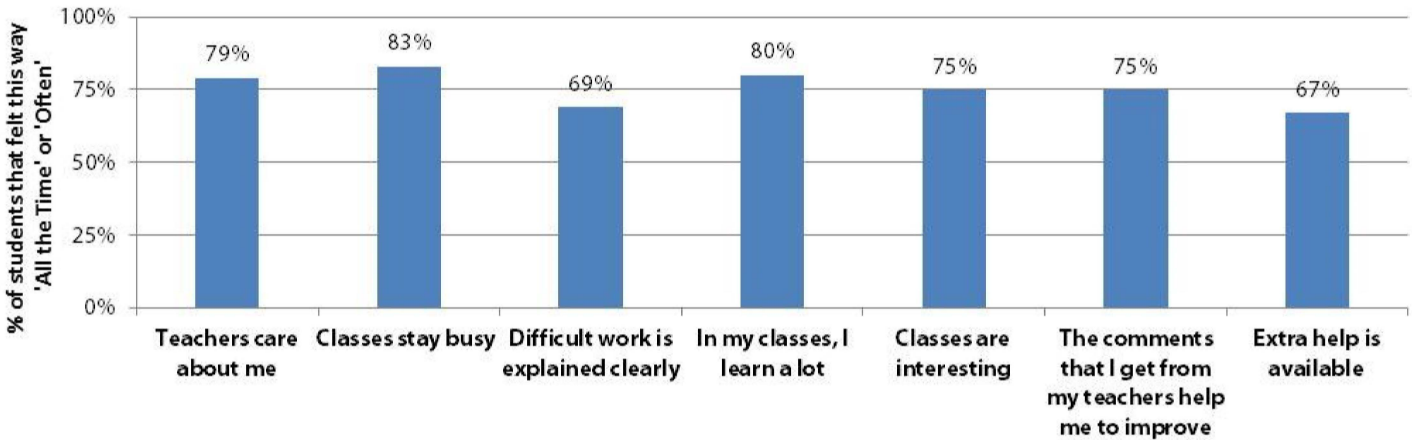
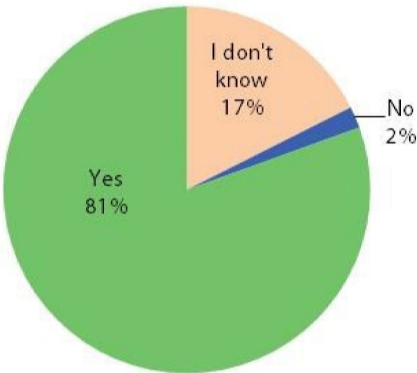


Figure 4: Students Believed They Would Do Well in School

STUDENTS SELF-PERCEIVED ACADEMIC ABILITIES

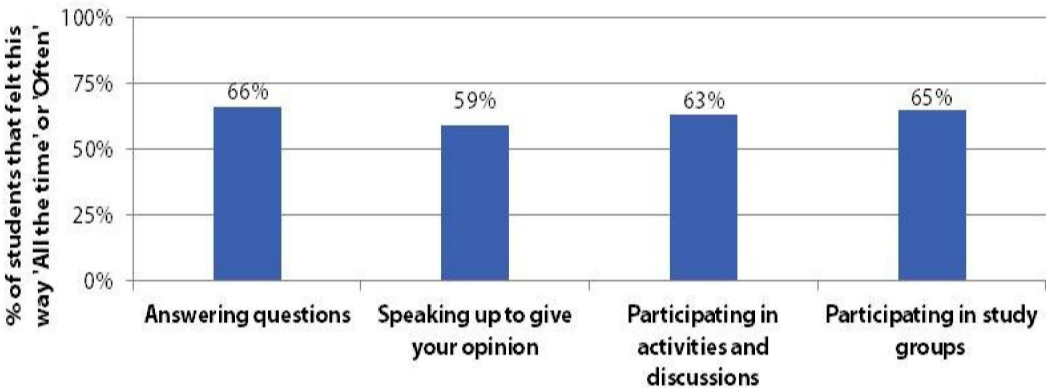
Eighty-one percent (81%) of adult students felt confident they would do well in school during the current quad they were registered in.



CLASS PARTICIPATION

Comfort level across different categories of class participation were 66% for answering questions, 59% for speaking up to give an opinion, 63% for participating in discussions, and 65% for participating in study groups.

Figure 5: Comfortable with Class Participation

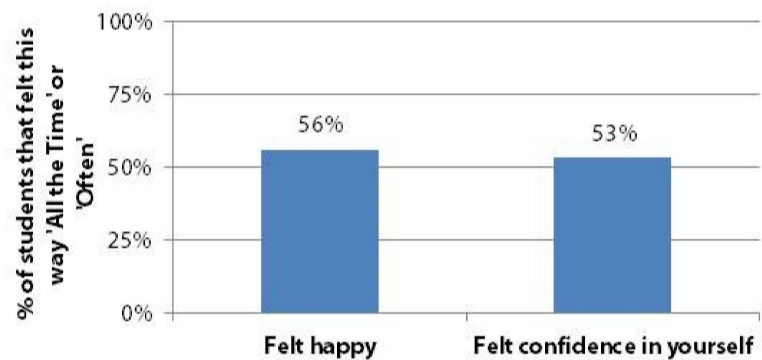
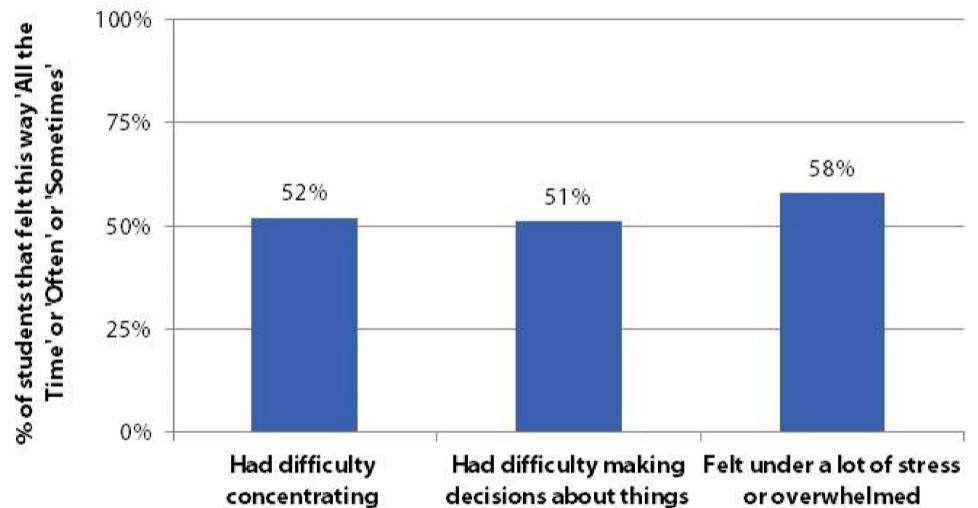


## STUDENTS' EMOTIONAL WELL-BEING

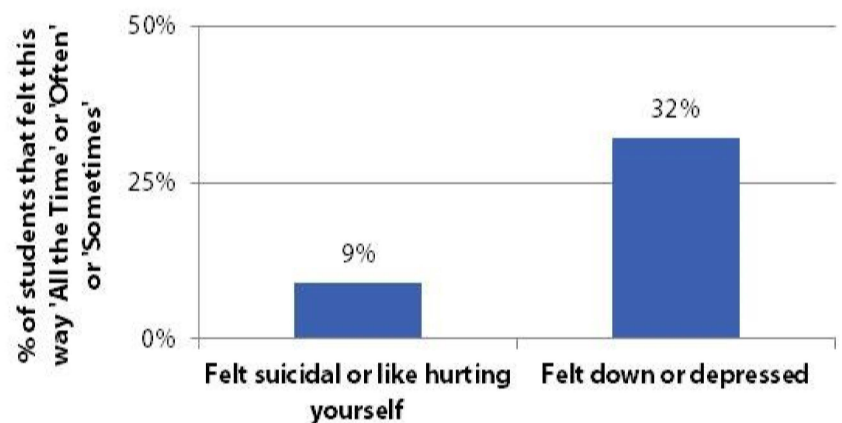
**FEELINGS OF CONFIDENCE**

Fifty-three percent (53%) of adult students felt confident in themselves all the time or often, 23% reported feeling confident 'sometimes', and 9% rarely or never felt confident.

Regarding adult students self-reporting their level of overall happiness, results were 56% feeling happy 'all the time or often', and 23% felt happy 'sometimes'.

**Figure 6: Positive Emotional Feelings****Figure 7: Self-identified Difficulties with Concentration, Decision-making, and Stress****STRESS LEVELS AND FEELING OVERWHELMED**

The majority of adult students reported having difficulty concentrating (52%) and making decisions (51%). Even higher, 58% of adult students indicated feeling under a lot of stress or overwhelmed.

**Figure 8: Emotional Challenges****EMOTIONAL CHALLENGES**

Thirty-two percent (32%) of students felt down or depressed 'all the time', 'often', or 'sometimes'. Another census question also revealed that 6% felt suicidal or like hurting themselves 'sometimes', and 3% had this feeling 'often or all the time'.



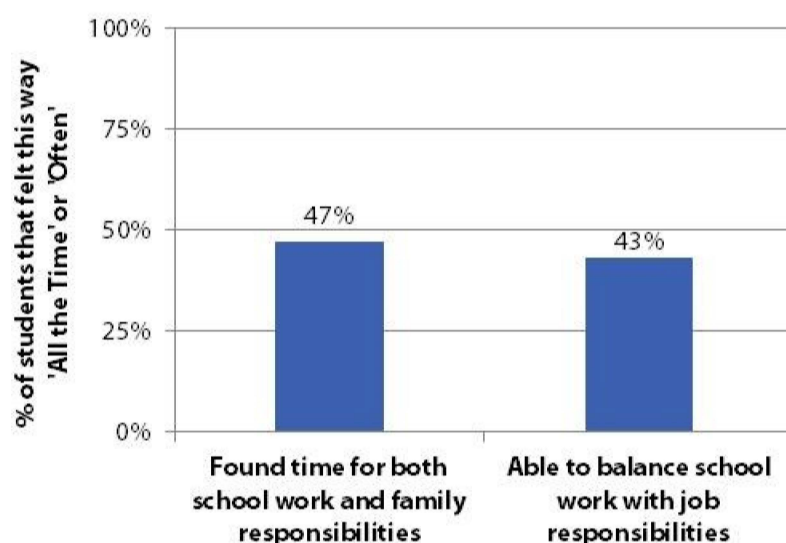


## OUT-OF-SCHOOL EXPERIENCES: SCHOOL-WORK-LIFE BALANCE AND SUPPORT SYSTEMS

Figure 9: School-Work-Life Balance

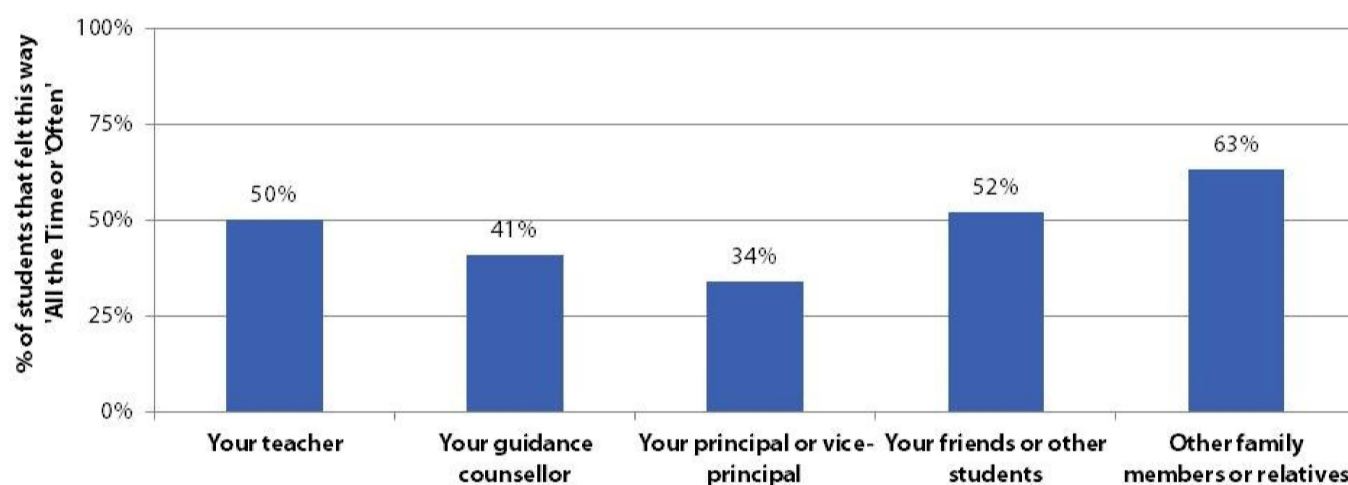
**SCHOOL-WORK-LIFE BALANCE**

Less than half (47%) of the adult students were able to find time for both their school work and family responsibilities. Also, only 43% of adult students felt able to balance school work with job responsibilities.

**STUDENT SUPPORT SYSTEMS INSIDE AND OUTSIDE OF SCHOOL**

About half of respondents felt they could turn to friends or other students to discuss problems, while nearly two thirds would feel comfortable going to family members. Fifty percent (50%) or less of adult students would seek support from school staff including a teacher, guidance counsellor, or principal or vice-principal.

Figure 10: Student Support Systems

**FURTHER ANALYSIS**

The results presented in this Fact Sheet are preliminary findings from key variables that explore in-school experiences, students' social emotional well-being, and out-of-school experiences. There will be a release of three additional Fact Sheets presenting detailed analyses with the Adult Student Census results. Fact Sheet 1: Demographic Profile, and this Fact Sheet 2: School Experiences and Social Emotional Well-being, have presented overall findings from demographic and social emotional variables. The next stages of analysis with the Adult Student Census will explore other areas of research including educational history, future goals, and the comparison of variables across different student groups.

