

TDSB Students (Grades 7-12): Emotional Well-being (Part 2 of 2)

- This Fact Sheet is Part 2 of TDSB's Census findings on students' emotional well-being. Part 1 describes their emotional health and its relationship with their demographics. Part 2 examines the topic further in association with other Census variables, such as school experience, out-of-school experience, self-perceived abilities and academic achievement*.
- In this Fact Sheet, student emotional well-being is derived from a composite index based on six Census items related to students' feelings about themselves. For details, refer to Part 1 (2011-12 Student & Parent Census Fact Sheet: Issue 2).

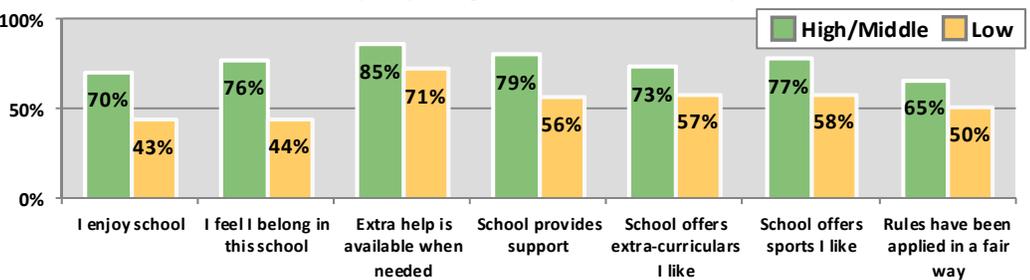
Student Emotional Well-being and School Experience

Overall Feelings about School

Students with low emotional well-being had less positive feelings about their school

- The TDSB Student Census data shows that the majority (70-76%) of Grade 7-12 students with high/middle emotional well-being enjoyed school and felt that they belonged in school all the time or often. Students at the low emotional level were much less likely to feel that way.

Emotional Well-being Index: Feelings about School
(% reporting "all the time" or "often")



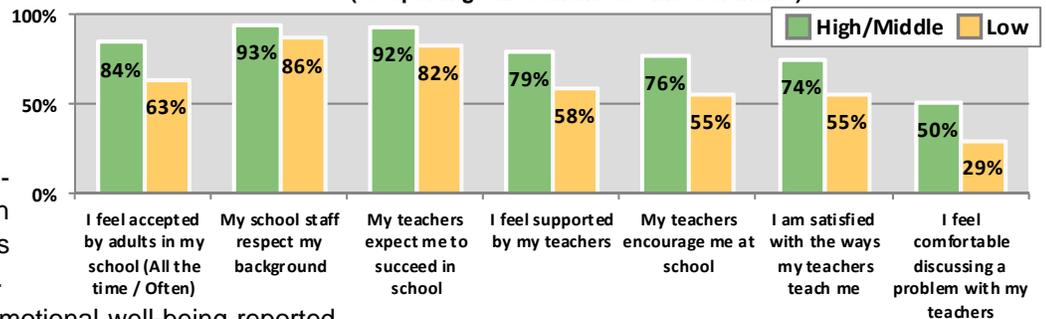
- The latter students were also less likely to say that their school offered them extra help or support when needed or extra-curricular and/or sports activities that they were interested in, or that school rules had been fairly applied to them.

Relationships with School Adults

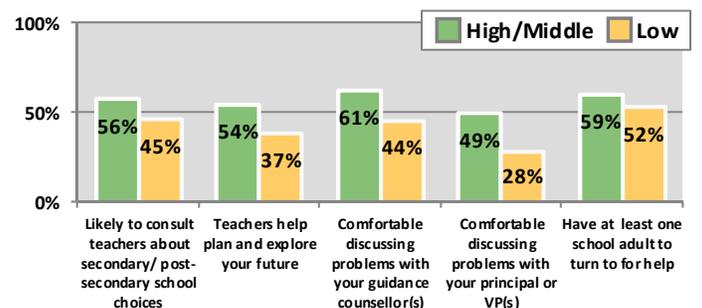
Students with low emotional well-being felt less supported or connected with school adults, especially teachers

- Students with low emotional well-being were much less likely than others to feel accepted by adults in their school (63% versus 84%).
- Over 80% of students with low emotional well-being reported that school staff respected their background and that their teachers expected them to succeed in school. However, they were much less likely to feel supported or encouraged by their teachers, to be satisfied with the teaching, or to feel comfortable discussing problems with teachers.
- While about half of the students often consulted with teachers about their secondary/post-secondary school choices and future plans, felt comfortable discussing problems with guidance counsellors or school administrators, or had at least one school adult to turn to for personal support, the proportion for students with low emotional well-being was much smaller.

Emotional Well-being Index: Perceptions of School Adults
(% reporting "all of them" or "most of them")



Emotional Well-being Index: Help from School Adults
(% reporting "all the time" or "often")



*Achievement data in this Fact Sheet were captured from the Board's Student Information System (2011-2012).

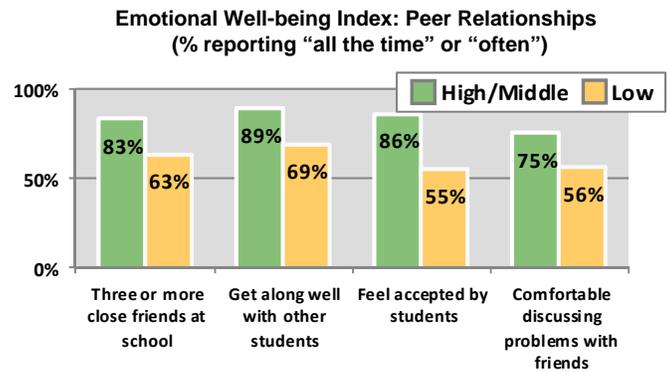


Student Emotional Well-being and School Experience (Cont'd)

Peer Relationships

In school, students with low emotional well-being had fewer friends and felt less comfortable with their peers

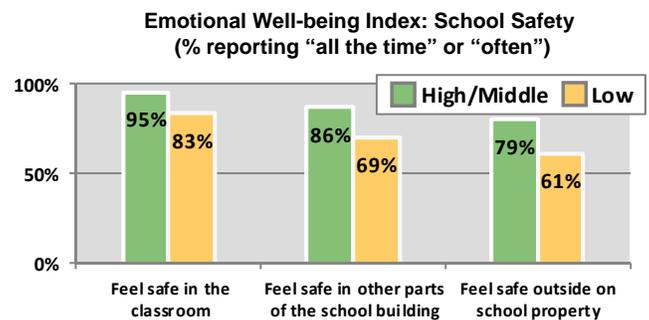
- Compared to students with high/middle emotional well-being, those at the low emotional level were less likely to have a number of close friends in school (63% versus 83%).
- They were also less likely to feel they get along well with other students, to feel comfortable discussing problems with their friends, and especially to feel accepted by other students.



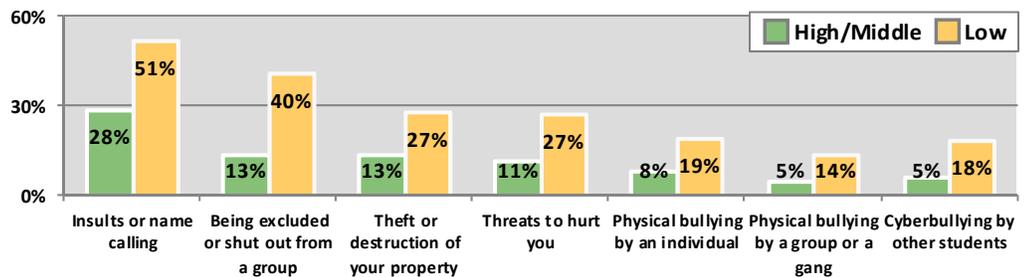
School Safety

In school, students with low emotional well-being felt less safe and were more likely to report they were bullied

- Although the majority of all students felt safe in school, the proportion was smaller for students at the low emotional level, especially regarding safety outside the classroom.
- These students were up to two to three times more likely than other students to report they were bullied in school either all the time, often or sometimes. This was particularly the case in social bullying such as insults, name calling, and being excluded or shut out from a group.
- Also, over a quarter of those at the low emotional level experienced theft or destruction of their personal property, or threats to be hurt; about one-fifth suffered from physical bullying and/or cyberbullying, compared to less than one-tenth among other students.



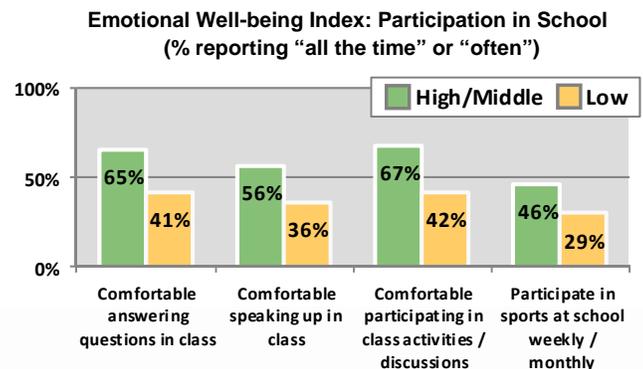
Emotional Well-being Index: Bullying Incidents
(% reporting "all the time", "often", or "sometimes")



Participation in Class and Extra-curricular Activities

Students with low emotional well-being felt less comfortable participating in class, and were less likely to participate in sports activities

- While the majority of students (56-67%) with high/middle emotional well-being felt comfortable answering questions, speaking up, or participating in discussions in class, the percentages for students at the low emotional level dropped to 36-42%.
- Although the overall participation rates of these two groups of students were about the same for various other types of school extra-curricular activities, there was a noticeable gap in terms of participation in school sports activities with less participation among those at the low emotional level (29% versus 46%).

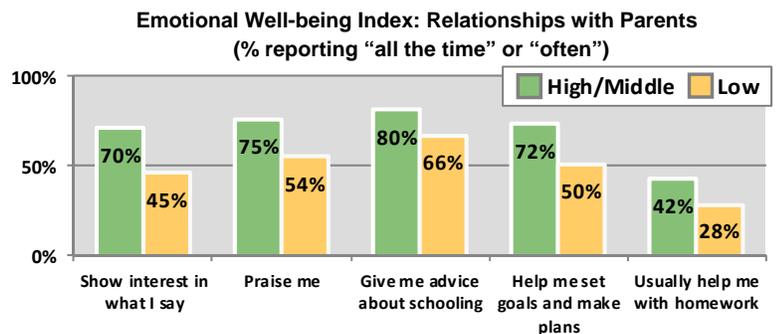
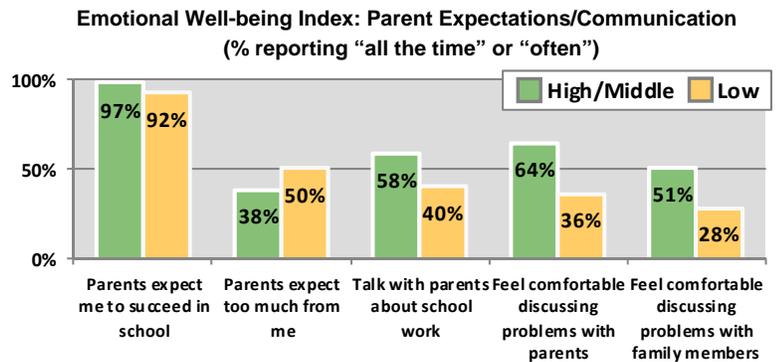


Student Emotional Well-being and Out-of-school Experience

Relationships with Parents and Family Members

Students with low emotional well-being were more likely to feel their parents expected too much from them, but less likely to feel connected with their parents

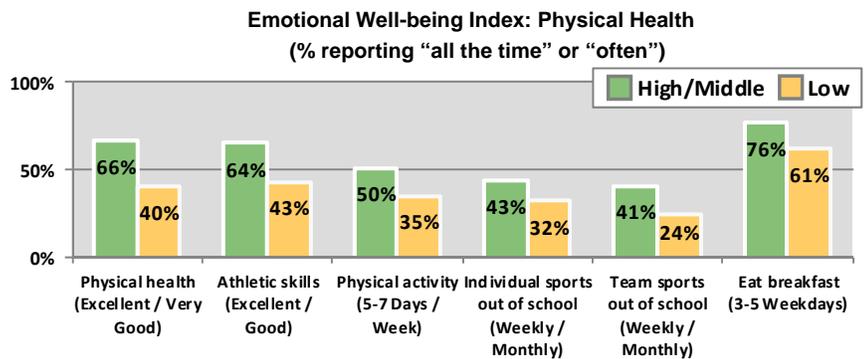
- Regardless of their emotional well-being, over 90% of the students said that their parents expected them to succeed in school. However, those with low emotional well-being were more likely to say that their parents expected too much from them.
- In fact, these students were less likely to talk with parents about school work, and felt less comfortable to discuss problems with parents or family members.
- These students were also much less likely to indicate that their parents showed interest in what they had to say, praised them when they had done something well, advised them about schooling, or helped them set goals, and make plans. While less than half of other students said that their parents usually helped them with homework, the proportion of those with low emotional well-being was even smaller.



Physical Health

There is a strong relationship between students' emotional well-being and their physical health

- Students with low emotional well-being tended not to rate themselves excellent or very good in physical health compared to those with high/middle emotional well-being (40% versus 66%), or good at athletic skills (43% versus 64%).
- They were less physically active on a daily basis, less likely to participate regularly in sports activities outside of school, and less likely to eat breakfast on a regular basis.

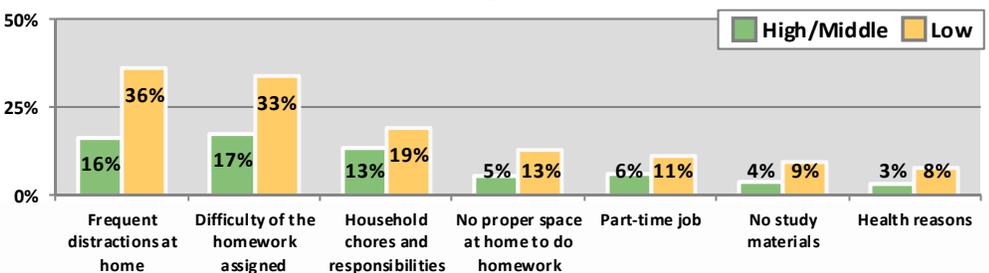


Barriers to Homework Completion After School

- Students with low emotional well-being were at least two times more likely than other students to indicate that frequent distractions at home and difficulty of school assignments had often prevented them from finishing their homework.
- Although fewer students overall identified household chores, no proper space at home, part-time job, and health reasons as barriers to finishing their homework, students with low emotional well-being were more likely to mention these barriers.

Students with low emotional well-being were more likely to report having barriers to finishing their homework

Emotional Well-being Index: Barriers to Homework Completion
(% reporting "all the time" or "often")

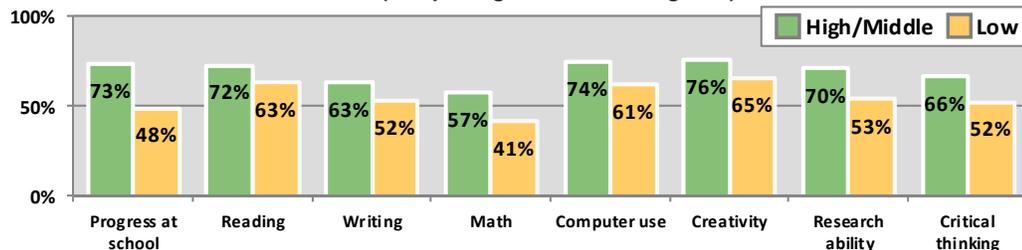


Student Emotional Well-being and Self-perceived Abilities

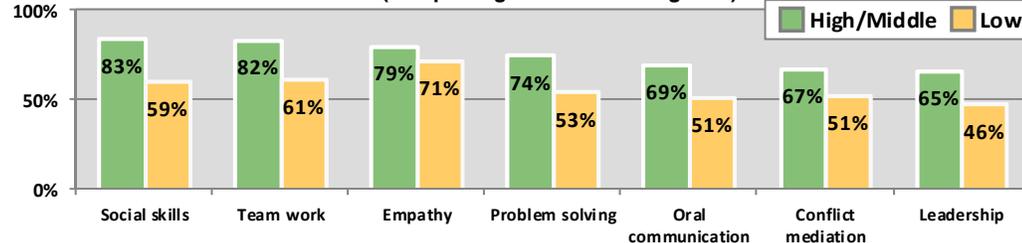
Students with low emotional well-being tended to have lower perceptions about their own abilities

- While nearly three quarters (73%) of students with high/middle emotional well-being rated their overall progress at school as excellent or good, less than half (48%) of the students at the low emotional level assessed themselves this way. They tended to rate themselves lower than others in all academically related skill areas.
- These students were also less likely than other students to rate themselves excellent or good in various social skill areas, especially in terms of team work, problem solving, leadership and oral communication.
- As well, they had a lower self-assessment of their own personal life skills, particularly in relation to time and money management.

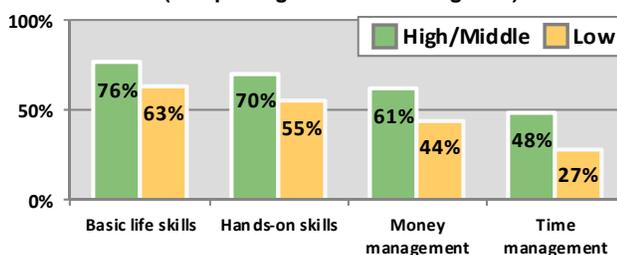
Emotional Well-being Index: Academically Related Skills
(% reporting "excellent" or "good")



Emotional Well-being Index: Socially Related Skills
(% reporting "excellent" or "good")



Emotional Well-being Index: Personal Life Skills
(% reporting "excellent" or "good")

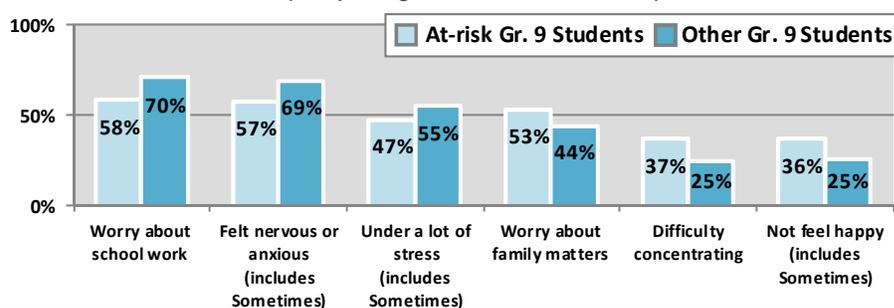


Student Emotional Well-being and Academic Achievement

Students with low emotional well-being performed as well as other students academically

- While students with low emotional well-being tended to have lower perceptions of their own abilities, an examination of Grade 9 achievement indicators reveals that these students performed as well as other students academically in terms of credit accumulation, program level, and course marks in English, Math, Science and Social Science.*
- Further analysis shows that whether students were at-risk academically, according to whether they completed fewer than 8 credits by the end of Grade 9, or not at-risk, they responded similarly for many of the emotionally-related items. There were, however, a few items where discrepancies could be observed.
- While about half of the academically at-risk students often worried about school work (58%), and felt nervous/anxious (57%), or under a lot of stress (47%) often or sometimes, the proportions for other students were even higher. On the other hand, academically at-risk students also tended to worry more about family matters, have more difficulty concentrating, and generally feel less happy.

Emotional Challenges: Academically At-risk Gr. 9 Students versus Other Gr. 9 Students
(% reporting "all the time" or "often")



*For more details about secondary school student achievement in general, refer to *TDSB Secondary Success Indicators Fact Sheets*.