Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022

Primary survey results

Québec ⚜

This document has been translated into English by the Nunavik Regional Board of Health and Social Services to facilitate broader dissemination of the information. In case of any discrepancy between the English and French editions, the French version prevails.

Translation of the original French version of the Enquête sur la santé des jeunes du secondaire du Nunavik – Uvikkavut Qanuippat? 2022 authorized by the Institut de la statistique du Québec.

This document is available in electronic format only.

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Foreword

The Nunavik Regional Board of Health and Social Services has set up a program of health surveys for the purpose of gathering data necessary to monitoring the population's state of health and to planning the health services provided in the region. Thus, the regional board has assigned the Institut de la statistique du Québec (ISQ) with the task of conducting a health survey among secondary students of Nunavik—UVIKKAVUT QANUIPPAT? 2022—to respond to the need for data on youth health.

The present report establishes an overall profile of the state of physical and mental health, the lifestyles and the social adaptation of secondary students of Nunavik. The extremely valuable data gathered under this survey and the analyses presented in this report will contribute to informing decisions to be made in view of improving the programs and services destined for Nunavik youths.

The ISQ wishes to acknowledge the precious contribution of the regional board, the Kativik School Board and the ministère de la Santé et des Services sociaux to the project. Their extraordinary collaborative efforts at the various steps, from design of the questionnaire to data gathering to drafting of the present report, contributed to the survey's successful completion.

We would like to thank the administration of the schools as well as their support personnel and teachers who received us on their premises, the parents who agreed to have their children participate in the survey and the youths of the 14 communities who shared with us part of their lives and experiences by answering the questions.

Finally, this survey could not have been conducted without the teams of interviewers which included Inuit researchers. Working in the field over several weeks, these teams, thanks to their deep commitment, enabled ensuring a smooth operation of gathering and compiling valuable information on the state of health of young Nunavimmiut.

The head statistician,

Simon Bergeron

Warning

The estimated proportions provided in this report are rounded to the nearest decimal in the tables and figures, and to the nearest unit in the text, with the exception of those inferior to 5%, which include a decimal. Proportions with a decimal of .5 are rounded up or down, depending on the following decimal. Because of this rounding of decimals, the total of all proportions may be slightly superior or inferior to 100%.

Standard symbols

x   Confidential data

*   Coefficient of variation between 15% and 25%; interpret with caution.

**   Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

a, b, c …   Significant variation between the categories of the cross-tabulated variable displaying the same letter.

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Introduction

The Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022 – is the first health survey conducted among Nunavik youth in secondary school. Carried out by the Institut de la statistique du Québec (ISQ) in September and October 2022, this initiative is part of the health survey program[1] of the Nunavik Regional Board of Health and Social Services (NRBHSS), which aims to monitor the overall health status of Nunavimmiut.

This survey is a joint project conducted by the ISQ, the NRBHSS (authorized representative), the Kativik School Board and the Ministère de la Santé et des Services sociaux. The ISQ was inspired in large part by the Québec Health Survey of High School Students, 2016-2017[2], and relied on the QANUILIRPITAA? 2017 survey[3] to ensure that the questionnaire adequately met regional needs in terms of data while also being tailored to the reality of Nunavimmiut youth.

Survey objectives

While the overall goal of the survey was to measure the health status of secondary school students in the Nunavik region, it also specifically sought to:

- obtain a picture of the physical and mental health, lifestyle habits and social adaptation of secondary school students in Nunavik;

- gather data on secondary school students which would allow for examining the links between their health status or lifestyle habits and their individual characteristics;

- produce estimates for the Ungava Coast and Hudson Coast sub-regions.

The survey aimed to generate quality data that will make it possible to support and enhance the programs and action plans developed to improve the health of Nunavik youth.

Report content

This document, which seeks to succinctly describe the primary survey results, begins with a presentation of the main methodological elements of the survey. The analysis of results is divided into three parts. Part 1 concerns the characteristics of secondary school students in Nunavik. Part 2 presents the results associated with physical health and lifestyle habits, and lastly, Part 3 addresses results related to the social adaptation and mental health of youth. In the last two parts, indicators are linked to certain sociodemographic and socioeconomic characteristics. The conclusion section of this report addresses the scope and limitations of the survey, offers a brief synthesis of the results, and other perspectives for analysis are presented. The Appendix section at the end of the report includes additional tables.

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1. Nunavik Regional Board of Health and Social Services (n.d.). Nunavik Health Surveys [online]. [https://nrbhss.ca/en/nrbhss/public-health/nunavik-health-surveys] (Accessed on August 28, 2023).

2. Institut de la statistique du Québec. (2020). *Québec Health Survey of High School Students*, 2016-2017, [online]. [https://statistique.quebec.ca/en/document/quebec-health-survey-of-high-school-students-2016-2017] (Accessed on August 28, 2023).

3. Nunavik Regional Board of Health and Social Services (n.d.). *QANUILIRPITAA? 2017*, [online]. [https://nrbhss.ca/en/nrbhss/public-health/health-portraits-health-surveys/qanuilirpitaa-2017] (Accessed on August 28, 2023).

Broad guidelines with regard to indicators[1]

Given the vast number of topics covered by the survey, it became imperative to make certain choices regarding the indicators that would be presented in this report. Indicators coming from other populational surveys and already validated were given priority, along with those offering an overall view of the phenomenon being examined. When such indicators could not be developed, a statement review was presented. Moreover, the objective was to limit the presentation of confidential information and to offer the most accurate estimates possible.

Indicators were also selected according to their relevance and the needs identified by partners. Additional tables were added in the Appendix section to meet specific needs.

1. For more information on the method adopted to develop the indicators, see: Institut de la statistique du Québec (2024). *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*. (cahier technique - design book), Québec, ISQ, 422 p.

Main methodological elements of the survey[1]

- The population targeted by the Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022 consisted of all students enrolled in the youth sector of the Kativik School Board's 14 secondary schools in fall 2022. This population thus included students in Grade 7 (pre-secondary), in Secondary 1 to 5, and in the pre-work training programs. Students enrolled in occupational training programs, however, were not included.

- The project consists of a census type survey, which means that all targeted youth were invited to complete the questionnaire (rather than merely a sample of these youth). Data was gathered between September 12 and October 26, 2022 in Nunavik schools. A total of 699 youth completed the self-administered questionnaire[2] on an electronic tablet. This represents a response rate of 51%.

- All estimates presented in this report were weighted, which allowed for drawing inferences about the target population. This weighting allowed to consider the greater nonresponse among certain groups of students. Bootstrapping was also used in conjunction with the precision estimation of results and to conduct statistical tests.

- In the tables and figures presented, the estimates:
  - where the coefficient of variation is less than or equal to 15% are deemed sufficiently precise to be presented with no mention in this regard;
  - O where the coefficient of variation is higher than 15% but less than or equal to 25% are marked with an asterisk (*) to indicate that their precision is only average and that they should be interpreted with caution;
  - O where the coefficient of variation is higher than 25% are marked with a double asterisk (**) to indicate that their precision is low and that they are being provided solely for information purposes.

- Associations between two variables were examined with a statistical chi-square test of independence. If this global test was significant and at least one of the two variables included more than two categories, tests to compare proportions were carried out to identify the significant variations.[3] Results of bivariate analyses must be interpreted with caution, as no confounding factors were considered. These analyses nonetheless allow for establishing a regional picture of the health status of secondary school students.

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1. For more information on the methodology adopted, see: Boucher, M. (2024). *Health survey of secondary school students in Nunavik – UVIK-KAVUT QANUIPPAT? 2022*. Survey methodology, Québec, Institut de la statistique du Québec, 20 p.

▶ The significance threshold was established at 5%. This report underscores results deemed significant, meaning that all results presented herewith should be considered significant, whether or not this is mentioned.

▶ Given the fact that many students were not present at the time of the survey, there is a possibility that some participating students' answers to certain topics may not reflect the exact reality of all enrolled students. Of these absent students, many were not in school at the time of the survey for various personal reasons, while others had already dropped out of school.

▶ Given the significant partial nonresponse with regard to several questions, we recommend interpreting the slight gaps between two proportions considered statistically significant with caution.

▶ The data presented in this report do not allow for establishing a causal link between the indicators and the cross-tabulated variables, but do point to associations when significant differences are observed.

1

Caracteristics of secondary school students

Age, sex and level of education

Data on the age, sex and level of education of students were gathered at the start of the questionnaire, by means of the following questions, which were asked to all students.

Age

(SD9_1) How old are you? The possible responses were 11 years old or younger, 12 years old, 13 years old, 14 years old, 15 years old, 16 years old, 17 years old, 18 years old and 19 years old or older. This question sought to establish the age of student at the time of completing the survey questionnaire.

Sex

(SD9_2) What is your sex? The possible responses were Male and Female. In this report, we will be mostly referring to boys and girls.

Level of education

(SD9_3X) What grade level are you in? If you are taking courses in more than one level, indicate the level in which you take the most courses. The possible responses were Grade 7 (1.0), Secondary 1 (1.1), Secondary 2 (1.2), Secondary 3 (2.1), Secondary 4 (2.2), Secondary 5 (2.3) and Pre-work training (WOTP/IPL).

With regard to the analyses presented in Parts 2 and 3, students were divided into two categories:

1. 1st cycle – comprised of students in Grade 7 as well as those in Secondary 1 and 2;

2. 2nd cycle – comprised of students in Secondary 3, 4 and 5 as well as those undergoing pre-work training (either the Work-Oriented Training Path [WOTP] or an Individualized Path of Learning [IPL]).

The variable **Level of education** thus became **School cycle**.

The distribution of students by age, according to level of education and school cycle (Table A1.1), as well as that of students according to certain school-related characteristics (Table A1.2) are presented in Appendix 1.

▸ Girls constitute around 51% of all secondary school students and boys, 49% (Table 1.1).

▸ The proportion of girls is higher in Grade 7 than in Secondary 5 or in pre-work training (63% vs. 47% and 40%), while boys are proportionally more numerous in Secondary 4 and 5 than in Grade 7 (66% and 53% vs. 37%).

Table 1.1

Distribution of boys and girls according to level of education and school cycle, secondary school students - Nunavik, 2022

	Boys	Girls
	%	
Total	**49,0**	**51,0**
Level of education		
Grade 7	36,6 a,b,c,d,e	63,4 a,b,c,d,e
Secondary 1 (1.1)	49,6 a	50,4 a
Secondary 2 (1.2)	47,7 b	52,3 b
Secondary 3 (2.1)	46,8 c	53,2 c
Secondary 4 (2.2)	66,0 a,b,c,d	34,0 a,b,c,d
Secondary 5 (2.3)	52,6 d	47,4 d
Pre-work training[1]	59,8 e	40,2 e
School cycle		
1st cycle	44,0 a	56,0 a
2nd cycle	55,6 a	44,4 a

a,b,c,d,e   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 0.05.

1.   Pre-work training programs, such as the Work-Oriented Training Path (WOTP) or the Individualized Path of Learning (IPL).

Source :   Institut de la statistique du Québec, *Health Survey of Secondary School in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

▶ Around 22% of secondary school students in Nunavik are in Grade 7, 10% are undergoing pre-work training, and 8% are in Secondary 5 (Table 1.2).

▶ Relatively, there are more boys than girls in Secondary 4 (14% vs. 7%), but there are more girls than boys in Grade 7 (27% vs. 16%).

Table 1.2

Distribution of students by level of education and school cycle, according to sex, secondary school students - Nunavik, 2022

	Level of education							School cycle	
	Grade 7 (1.0)	Secondary 1 (1.1)	Secondary 2 (1.2)	Secondary 3 (2.1)	Secondary 4 (2.2)	Secondary 5 (2.3)	Pre-work training[1]	1st cycle	2nd cycle
	%								
Total	**22,0**	**17,4**	**17,1**	**14,9**	**10,7**	**7,9**	**10,0**	**56,5**	**43,5**
Sex									
Boys	16,4 a	17,6	16,7	14,2	14,4 a	8,5	12,2	50,7 a	49,3 a
Girls	27,4 a	17,2	17,6	15,5	7,1 a	7,4	7,9	62,1 a	37,9 a

a   The same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Pre-work training program, such as the Work-Oriented Training Path (WOTP) or the Individualized Path of Learning (IPL).

Source :   Institut de la statistique du Québec, *Health Survey of Secondary School in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

Sociodemographic and socioeconomic characteristics

2.1 Sociodemographic characteristics

At the beginning of the questionnaire, all students were asked questions designed to gather information on certain sociodemographic characteristics.

Living with a foster family

(SD12_2) Are you living in a foster family? The possible responses were Yes and No. This question did not include a definition of the term foster family.

Having been adopted

(SD12_3) Have you been adopted? The possible responses were Yes and No. This question did not include a definition of the term adopted.

Having a child

(SD10_9X) Do you have a child? The possible responses were Yes and No. Only students aged 14 years or more were asked to answer this question.

Inuit parents

(SD10_6X) Is your mother Inuk? and (SD10_7X) Is your father Inuk? The possible responses were Yes and No for each of these questions. Based on the response to these two questions, three categories were created for this indicator: 1) Two parents who are Inuuk; 2) One parent who is Inuk; and 3) No parent who is Inuk.

Coast

The coast on which a given school was located was information that the ISQ already possessed. The coast was thus determined based on the school which a student attended. The Hudson Coast includes the schools from the following seven communities (villages): Akulivik, Inukjuak, Ivujivik, Kuujjuarapik, Puvirnituq, Salluit and Umiujaq. The Ungava Coast includes the schools from the following seven communities (villages): Aupaluk, Kangiqsualujjuaq, Kangiqsujuaq, Kangirsuk, Kuujjuaq, Quaqtaq and Tasiujaq. It was then assumed that students lived in the same community as the one in which their school was located.

▸ Around 16% of secondary school students indicated living with a foster family (Table 2.1).

▸ Close to one out of every 5 students (21%) claimed to be adopted.

▸ It is estimated that 87% of secondary school students had two Inuuk parents and that 12% had one Inuk parent.

▸ Approximately 6 out of every 10 students lived on the Hudson Coast (61%).

Table 2.1

Distribution of students according to certain sociodemographic characteristics, secondary school students - Nunavik, 2022

	%
Living with a foster family	
Yes	16,3
No	83,7
Having being adopted	
Yes	21,3
No	78,7
Having a child[1]	
Yes	4,2*
No	95,8
Inuit parents	
Two parents who are Inuk	86,8
One parent who is Inuk	11,8
No parent who is Inuk	1,4*
Coast	
Ungava	39,2
Hudson	60,8

*   Coefficient of variation between 15% and 25%; interpret with caution.
1.   Secondary school students aged 14 years or more.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▸ For the vast majority (92%) of secondary school students, Inuktitut is the language spoken most often at home, and for 82% of them, it is English (Table 2.2).

Table 2.2

Distribution of students according to the language spoken most often at home, secondary school students - Nunavik, 2022

	%
English	
Yes	82,2
No	17,8
French	
Yes	13,0
No	87,0
Inuktitut	
Yes	91,7
No	8,3
Other language(s)	
Yes	2,7*
No	97,3

*   Coefficient of variation between 15% and 25%; interpret with caution.

Note :   A student could indicate that several languages were spoken one as often as the other at home.

Source :   Institut de la statistique du Québec, Health survey of secondary school students in Nunavik – *UVIKKAVUT QANUIPPAT? 2022.*

A question divided into four subquestions regarding **the language or languages spoken** most often at home was asked to all students, namely:

What language do you speak most often at home?

(SD12_4_1) English

(SD12_4_2) French

(SD12_4_3) Inuktitut

(SD12_4_4) Other language(s)

For each of the subquestions, the possible responses were Yes and No. It bears noting that a student could consider that several languages were spoken one as often as the other at home. In other words, students could answer Yes to more than one subquestion.

2.2 Socioeconomic characteristics

For all students, data on certain socioeconomic characteristics of the parents were gathered.

Highest level of education achieved by the parents

This variable refers to the highest level of education achieved by one or the other of a student's parents or to the highest level of education achieved by a student's only parent or only parental figure present. This information was obtained with two questions concerning the highest level of education achieved by the mother (or adult woman responsible for student) (SD13_1X) and by the father (or adult man responsible for student) (SD13_2X).

Students were subsequently divided into four categories, based on the answers provided:

1. Less than a high school or secondary school diploma – groups together students who responded with Elementary or Some high school or secondary school (not finished);

2. High school diploma – groups together students who responded with High school or secondary school (graduated) or Adult Education diploma;

3. Pre-work training program - groups together students who responded with Finished Individual Path of Learning (IPL) program;

4. College or university studies - groups together students who responded with either CEGEP, technical or vocational school, commercial college or University.

It bears noting that parents whose highest level of education is pre-work training, college or university studies did not necessarily obtain a diploma associated with their studies in this context.

With regard to the analyses presented in Parts 2 and 3, students were divided into two categories:

1. Less than a high school diploma – groups together students who responded with Elementary or Secondary school (not finished);

2. Pre-work training, college or higher level – groups together students who responded with Finished Individual Path of Learning (IPL) program, High school or secondary school (graduated) or Adult Education diploma, College (CEGEP, technical or vocational school, commercial college or other) or University.

It bears noting that in light of the very high partial nonresponse rate (68%) associated with this variable, estimates generated based on the latter may be biased. They are provided solely for information purposes.

Parents' employment status

This variable was developed on the basis of two questions regarding the main occupation of the mother (or the adult woman responsible for student) (SD13_3X) and of the father (or the adult man responsible for student) (SD13_4X).

The parent is considered to be employed if student responds with. They work full time (30 hours a week or more), They are a hunter, full-time or They work part time (less than 30 hours a week).

The parent is considered unemployed if student responds with. They are in school studying, They are unemployed (or are looking for a job), They are a homemaker (stay-at-home mom/dad or housewife/house husband), They are on maternity/paternity leave or on sick leave, or other.

Students were subsequently divided into three categories, based on the answers provided: 1) Two parents are employed, 2) One parent is employed, and 3) No parent is employed.

In cases where a student has only one parent (or one parental figure present) and this person is considered as being employed, they are placed in the category Two parents are employed.

With regard to the analyses presented in Parts 2 and 3, the students were divided into two categories:

1.   At least one parent is employed;

2.   No parent is employed.

In light of the high partial nonresponse rate (32%) associated with this variable, estimates generated based on the latter may be biased. They should be interpreted with caution.

Table 2.3

Distribution of students according to certain socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Highest level of education achieved by the parents[1]	
Less than a high school diploma	29,4
High school diploma	41,2
Pre-work training program	9,4*
College or university studies	19,9
Parents' employment status[2]	
Two parents are employed	54,6
One parent is employed	22,6
No parent is employed	22,8

*   Coefficient of variation between 15% and 25%; interpret with caution.
1.   Due to a very high partial nonresponse associated with this variable, the estimates generated based on the latter may be biased. They are provided solely for information purposes.
2.   Due to a high partial nonresponse associated with this variable, the estimates generated based on the latter may be biased. They should be interpreted   with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

▶ It is estimated that 41% of Nunavik's secondary school students have at least one parent whose highest level of education is a secondary school diploma (or an adult education diploma), 9%* have at least one parent whose highest level of education is a pre-work training program, and 20% have at least one parent whose highest level of education is a post-secondary diploma (college or university studies) (Table 2.3).

▶ Around 3 out of every 4 students (77%) have parents who work, whether it be both parents (55%) or one parent (23%).

2 Physical health and lifestyle habits of secondary school students

———

A description of the indicators is provided prior to the presentation of the results associated with each of them in this section of the report. To obtain a description of the variables used in bivariate analyses, namely Sex, School cycle, Highest level of education achieved by the parents, Parents' employment status and Coast, see Part 1 – Characteristics of secondary school students.

Perceived health status

3.1 Perceived health status

The perceived health status of students was measured with the following question, which was asked to all students: (HV8_1) In general, would you say your health is... Excellent, Very good, Good, Not too bad or Bad? Some of the answers were grouped together to create three categories for this specific indicator:

1. the answers of Excellent and Very good were grouped to form the category of Excellent or very good;

2. the answer of Good was used to create the category of Good;

3. the answers of Not too bad and Bad were grouped to form the category of Not too bad or bad.

▶ Around 28% of secondary school students in Nunavik consider themselves in excellent or very good health, and 32% believe they are in not too bad or bad health (Figure 3.1).

Figure 3.1

Perceived health status, secondary school students - Nunavik, 2022
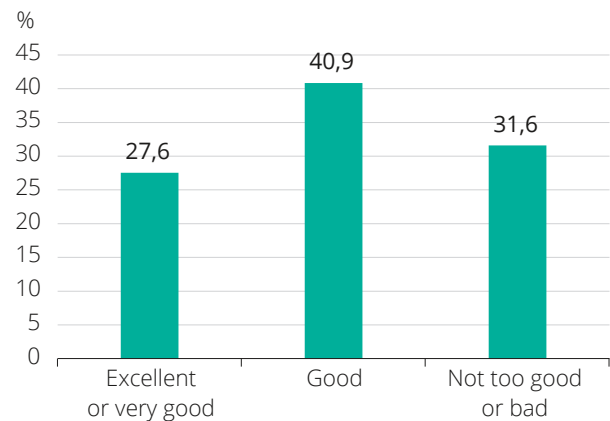
Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▶ Boys are proportionally more numerous than girls to believe themselves to be in excellent or very good health (37% vs. 19%) (Table 3.1).

▶ Students in the 1st cycle are proportionately more numerous in considering themselves in excellent or very good health than students in the 2nd cycle (31% vs. 23%).

Table 3.1

Perceived health status according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Excellent or very good	Good	Not too bad or bad
	%		
Sex			
Boys	36,7 [a]	40,1	23,2 [a]
Girls	18,7 [a]	41,6	39,7 [a]
School cycle			
1st cycle	30,8 [a]	40,3	28,9 [a]
2nd cycle	23,3 [a]	41,5	35,1 [a]
Highest level of education achieved by the parents[1]			
Less than a high school diploma	38,9	24,9* [a]	36,2 [a]
Pre-work training program, high school diploma or higher	32,7	41,3 [a]	26,0 [a]
Parents' employment status[2]			
At least one parent is employed	29,2	38,7	32,1
No parent is employed	26,9	42,1	31,0
Coast			
Ungava	24,3	42,5	33,2
Hudson	29,7	39,8	30,5

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are being provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Santé respiratoire

4.1 Wheezing or whistling sounds in the chest over the past 12 months

To measure the presence of asthma symptoms, we checked for **wheezing or whistling sounds in the chest over the past 12 months**, by putting the following question to all students:

(HV6_1) In the past 12 months, have you had wheezing or whistling sounds in the chest?

The possible responses were Yes and No. The measure reflects students' perceptions, as the symptoms were not confirmed by a physician.

▶ Around 19% of secondary school students in Nunavik reported having experienced wheezing or whistling sounds in the chest over the past 12 months (Table 4.1).

▶ Relatively, more students from the Hudson Coast (22%) mentioned having had wheezing or whistling sounds in the chest over the past 12 months than students from the Ungava Coast (13%).

Table 4.1

Wheezing or whistling sounds in the chest over the past 12 months according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**18,8**
Sex	
Boys	17,7
Girls	19,8
School cycle	
1st cycle	17,4
2nd cycle	20,5
Highest level of education achieved by the parents[1]	
Less than a high school diploma	24,2*
Pre-work training program, high school diploma or higher	16,1
Parents' employment status[2]	
At least one parent is employed	20,3
No parent is employed	18,9
Coast	
Ungava	13,5 [a]
Hudson	22,2 [a]

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

Work experience

5.1 Employment status during the school year

The **employment status during the school year** is measured with the following two questions, which were asked to all students:

(HV5_10C) Do you currently work... for an employer with pay? (At a store, a restaurant, an arena, a youth centre, etc.)

(HV5_10DX) Doing odd jobs <u>with pay</u>? (Babysitting, helping with homework, etc.)

The possible responses, for both questions, were Yes and No. Chores done around the house for an allowance are excluded. Based on the responses to these two questions, four categories were created:

1. Work for an employer - groups together students who responded Yes to the first question (HV5_10C) and No to the second (HV5_10DX);

2. Odd jobs (paid) – groups together students who responded No to the first question (HV5_10C) and Yes to the second (HV5_10DX);

3. Odd jobs (paid) and work for an employer – groups together students who responded Yes to both questions;

4. No employment – groups together students who responded No to both questions.

Students who worked for an employer or who did odd jobs (paid) at the time of the survey were considered as being **Employed** during the school year..

▶ It is estimated that 58% of secondary school students in Nunavik are employed during the school year (Figure 5.1). More specifically:

- 31% work for an employer;

- 17% do odd jobs (paid);

- 10% work for an employer and do odd jobs (paid).

Figure 5.1

Employment status during the school year, secondary school students - Nunavik, 2022
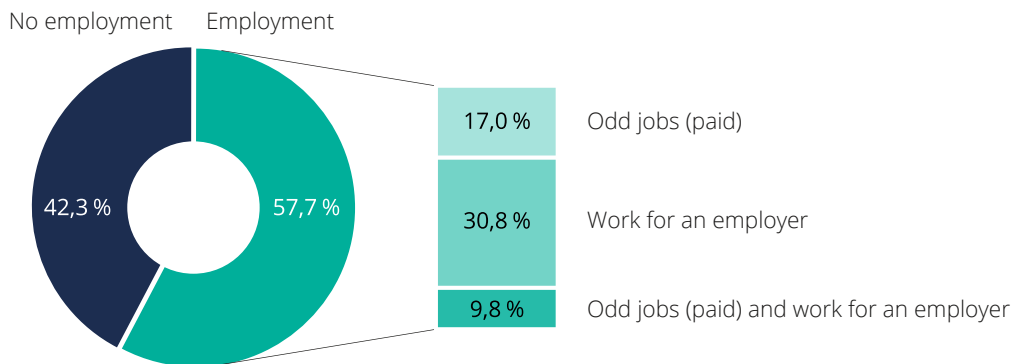
Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▶ It is estimated that the proportion of employed students, namely those who work for an employer or do odd jobs (paid), during the school year is higher:

- among girls than boys (66% vs. 49%);
- among 2nd cycle students than those in the 1st cycle (67% vs. 50%);
- among students from the Ungava Coast than those from the Hudson Coast (67% vs. 52%) (Table 5.1).

▶ Proportionally, there are more boys (35%) than girls (27%) who work for an employer, but girls are more likely to do odd jobs (paid) than boys (24% vs. 9%).

▶ There are proportionally more 2nd cycle students than 1st cycle students who work for an employer (46% vs. 19%), but more 1st cycle students do odd jobs (paid) (20% vs. 13%).

▶ Students from the Ungava Coast are more likely to work for an employer (37%) than those from the Hudson Coast (27%).

Table 5.1

Employment status during the school year, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Employed[1]	Odd jobs (paid)	Work for an employer	Odd jobs (paid) and work for an employer	Not employed
			%		
Sex					
Boys	**49,0** [a]	9,0 [a]	34,8 [a]	5,3* [a]	51,0 [a]
Girls	**65,5** [a]	24,3 [a]	27,3 [a]	14,0 [a]	34,5 [a]
School cycle					
1st cycle	**50,4** [a]	20,1 [a]	18,7 [a]	11,6 [a]	49,6 [a]
2nd cycle	**66,9** [a]	13,2 [a]	46,2 [a]	7,6 [a]	33,1 [a]
Highest level of education achieved by the parents[2]					
Less than a high school diploma	**63,2**	15,1**	38,4	9,7*	36,8
Pre-work training program, high school diploma or higher	**60,1**	10,6*	37,9	11,7	39,9
Parents' employment status[3]					
At least one parent is employed	**59,5**	13,7 [a]	35,8 [a]	10,0	40,5
No parent is employed	**67,6**	26,2 [a]	27,1 [a]	14,3*	32,4
Coast					
Ungava	**66,5** [a]	18,4	36,7 [a]	11,5	33,5 [a]
Hudson	**51,8** [a]	16,1	27,0 [a]	8,8	48,2 [a]

*   Coefficient of variation between 15% and 25%; interpret with caution.

**   Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   The Employed category groups together students who work for an employer and those who do odd jobs (paid) during the school year.

2.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

3.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

5.2   5.2 Hours worked per week during the school year

A survey question allowed for determining the **hours worked per week during the school year** by those students who were employed.

(HV5_11X) Thinking of all the jobs you currently have (with pay), how many hours a week do you generally work?

The possible responses were Less than 6 hours a week, 6 to 10 hours a week, 11 to 15 hours a week, 16 to 20 hours a week and 21 hours a week or more.

To conduct analyses, we grouped together certain responses to create two categories:

1.   15 hours a week or less;

2.   16 hours a week or more.

> ▶ Around 21% of secondary school students employed during the school year work 16 hours a week or more (Figure 5.2).

Figure 5.2

Hours worked per week during the school year, secondary school students employed during the school year - Nunavik, 2022
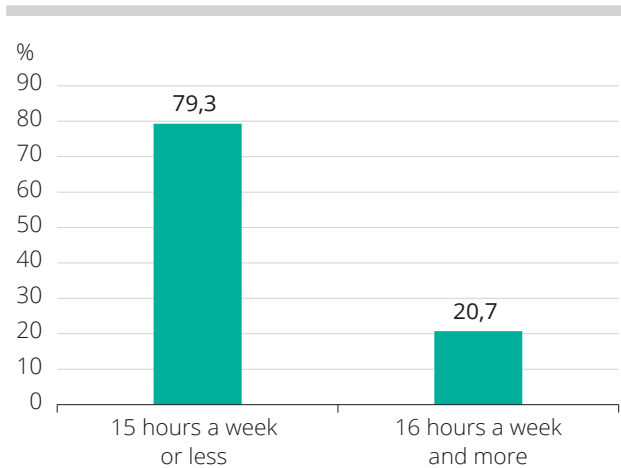
Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▶ It is estimated that the proportion of students who dedicate 16 hours a week or more during the school year to working is greater:

- among boys than girls (29% vs. 15%);

- among 2nd cycle students than those in the 1st cycle (29% vs. 12%);

- among students with at least one parent who is employed than those with no parent who is employed (25% vs. 13%*) (Table 5.2).

Table 5.2

Hours worked per week during the school year, according to certain sociodemographic and socioeconomic characteristics, secondary school students employed during the school year - Nunavik, 2022

	15 hours a week or less	16 hours a week or more
	%	
Sex		
Boys	70,9 a	29,1 a
Girls	85,2 a	14,8 a
School cycle		
1st cycle	88,3 a	11,7 a
2nd cycle	71,3 a	28,7 a
Highest level of education achieved by the parents[1]		
Less than a high school diploma	76,5	23,5*
Pre-work training program, high school diploma or higher	76,5	23,5
Parents' employment status[2]		
At least one parent is employed	75,4 a	24,6 a
No parent is employed	86,5 a	13,5* a
Coast		
Ungava	79,5	20,5
Hudson	79,1	20,9

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

5.3

5.3 Responsibilities at home (not paid) that take up a lot of time during the school year

Responsibilities at home (not paid) that take up a lot of time during the school year were measured based on the following question, which was asked to all students:

(HV5_14X) Do you have responsibilities at home (for which you don't receive any money) that take up a lot of your time? The possible responses were Yes and No.

Given the fact that many students were not present at the time of the survey, there exists a possibility that participating students' answers to certain topics may not exactly reflect the reality of all enrolled students. In fact, some were not in school at the time of the survey for various personal reasons, while others had already dropped out of school. Also, the term "a lot of" in the question could have been interpreted in different ways by students.

▶ Around 59% of secondary school students consider that they have responsibilities at home (for which they don't receive any money) that take up a lot of their time (Table 5.3).

▶ Students in the 2nd cycle (63%) are proportionally more numerous to find themselves in this situation than students in the 1st cycle (55%).

Table 5.3

Responsibilities at home (not paid) that take up a lot of time during the school year, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**58,6**
Sex	
Boys	60,7
Girls	56,5
School cycle	
1st cycle	55,3 [a]
2nd cycle	62,8 [a]
Highest level of education achieved by the parents[1]	
Less than a high school diploma	67,3
Pre-work training program, high school diploma or higher	60,3
Statut d'emploi des parents[2]	
At least one parent is employed	60,9
No parent is employed	62,6
Coast	
Ungava	57,7
Hudson	59,1

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

5.4 Number of hours a week dedicated to responsibilities (not paid) during the school year

The **number of hours a week dedicated to responsibilities (not paid) during the school year** was measured with a question that was asked to all students who had responsibilities at home (for which they didn't receive any money) that took up a lot of their time:

(HV5_15X) Thinking of all your responsibilities for which you don't receive money, how many hours a week do you generally work?

The possible responses were Less than 6 hours a week, 6 to 10 hours a week, 11 to 15 hours a week, 16 to 20 hours a week and 21 hours a week or more. To conduct analyses, we grouped together these responses into two categories:

1. 15 hours a week or less

2. 16 hours a week or more.

Given the fact that many students were not present at the time of the survey, there exists a possibility that the participating students' answers to certain topics may not reflect the exact reality of all enrolled students. In fact, of these absent students, many were not in school at the time of the survey for various personal reasons, while others had already dropped out of school.

Figure 5.3

Number of hours a week dedicated to responsibilities (not paid) during the school year, secondary school students with responsibilities at home (for which they don't receive any money) that take up a lot of their time - Nunavik, 2022

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▶ Among secondary school students with responsibilities (not paid) at home that take up a lot of their time, about 14% of them dedicated 16 hours a week or more, in this regard, during the school year (Figure 5.3).
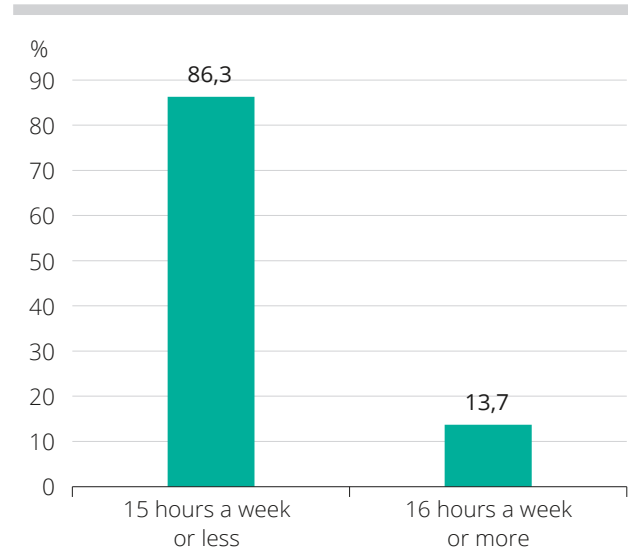
▶ Among students with responsibilities (not paid) at home that take up a lot of their time, those in the 2nd cycle are proportionally more numerous than those in the 1st cycle to dedicate 16 hours a week or more in this regard (19% vs. 9%*) (Table 5.4).

Table 5.4

Number of hours a week dedicated to responsibilities (not paid) during the school year, according to certain sociodemographic and socioeconomic characteristics, secondary school students with responsibilities at home (for which they don't receive any money) that take up a lot of their time - Nunavik, 2022

	15 hours a week or less	16 hours a week or more
	%	
Sex		
Boys	84,5	15,5
Girls	88,3	11,7
School cycle		
1st cycle	91,0 [a]	9,0* [a]
2nd cycle	80,8 [a]	19,2 [a]
Highest level of education achieved by the parents[1]		
Less than a high school diploma	90,9	9,1**
Pre-work training program, high school diploma or higher	82,6	17,4*
Parents' employment status[2]		
At least one parent is employed	84,8	15,2
No parent is employed	90,1	9,9**
Coast		
Ungava	85,3	14,7
Hudson	86,9	13,1

* Coefficient of variation between 15% and 25%; interpret with caution.

** Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are being provided solely for information purposes.

2. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

5.5 Absence from school to go to work or because of responsibilities at home

Student absence from school to go to work or because of responsibilities at home was measured with the following question:

(HV5_13X) Do you skip school to go to work or because of your responsibilities at home?

This question was asked to students who were employed, who did odd jobs (paid) or who had responsibilities at home (for which they didn't receive any money) that took up a lot of their time. The possible responses were Yes and No.

Given the fact that many students were not present at the time of the survey, there exists a possibility that participating students' answers to certain topics may not exactly reflect the reality of all enrolled students. In fact, some were not in school at the time of the survey for various personal reasons, while others had already dropped out of school. Also, the term "a lot of" in the question could have been interpreted in different ways by students.

▶ Of secondary school students employed during the school year or having responsibilities at home that took up a lot of their time, around a quarter of them (26%) skipped school because of their employment or responsibilities (Table 5.5).

Table 5.5

Absence from school to go to work or because of responsibilities at home, according to certain sociodemographic characteristics and socioeconomic characteristics, secondary school students employed or with responsibilities at home (for which they don't receive any money) that take up a lot of their time - Nunavik, 2022

	%
Total	**26,0**
Sex	
Boys	27,6
Girls	24,6
School cycle	
1st cycle	26,0
2nd cycle	26,0
Highest level of education achieved by the parents[1]	
Less than a high school diploma	23,2*
Pre-work training program, high school diploma or higher	28,2
Parents' employment status[2]	
At least one parent is employed	27,1
No parent is employed	25,7*
Coast	
Ungava	27,2
Hudson	25,2

* Coefficient of variation between 15% and 25%; interpret with caution.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Note : No significant difference was observed at a threshold of 5%.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

Eating habits

6.1 Eating or drinking something every morning before classes begin over the prior school week

Eating or drinking something every morning[1] before classes begin, over the prior school week, was measured with the following question, which was asked to all students:

HV4_11X In the past school week (Monday to Friday), how many days did you eat or drink something in the morning (including breakfast) before classes began? Don't count coffee, tea or water.

The possible responses were None, 1 or 2 days, 3 or 4 days and Every school day.

This question did not seek to measure the quantity students would eat or drink for breakfast on those days when they did eat or drink something, nor to measure the nutritional value of what they ate or drank. The proportions presented in this report only concern students who responded with Every day.

▶ It is estimated that 39% of students ate or drank every morning before classes during the prior school week (Table 6.1).

Table 6.1

Eating or drinking something every morning before classes begin, over the prior school week, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**39,5**
Sex	
Boys	38,9
Girls	40,0
School cycle	
1st cycle	41,5
2nd cycle	36,9
Highest level of education achieved by the parents[1]	
Less than a high school diploma	40,4
Pre-work training program, high school diploma or higher	35,9
Parents' employment status[2]	
At least one parent is employed	39,0
No parent is employed	43,5
Côte	
Ungava	42,2
Hudson	37,7

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.
2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Note : No significant difference was observed at a threshold of 5%.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

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1. It bears noting that in the past school week, 24.1% of students ate or drank something one or two days a week, 16.0% had done so 3 or 4 days a week (data not indicated) and 39.5% had done so every day (Table 6.1). This being said, 20.4% of students had not had anything to eat or drink in the morning that week (data not indicated).

6.2   Eating traditional foods

The **frequency at which students ate traditional foods** was measured with the following six subquestions asked to all students:

On average, how often do you usually eat the following traditional foods?

(HV4_12_1) Bannock

(HV4_12_2) Caribou

(HV4_12_3) Game birds (such as goose, ptarmigan, duck)

(HV4_12_4) Sea-based mammals (such as seals, whale or walrus)

(HV4_12_5) Fish (such as trout, char)

(HV4_12_6) Wild berries (arpik, cranberries, etc.)

Students had to answer each subquestion with Never, Occasionally or Often. The results in Table 6.2 concern students who claimed to eat these foods frequently, i.e., those who answered Often.

▶ Around half of secondary school students in Nunavik often eat wild berries (52%), caribou (50%) or fish (46%) (Figure 6.1).

▶ A third of students often eat game birds (34%) or sea-based mammals (33%).

Figure 6.1

Eating traditional foods, secondary school students - Nunavik, 2022
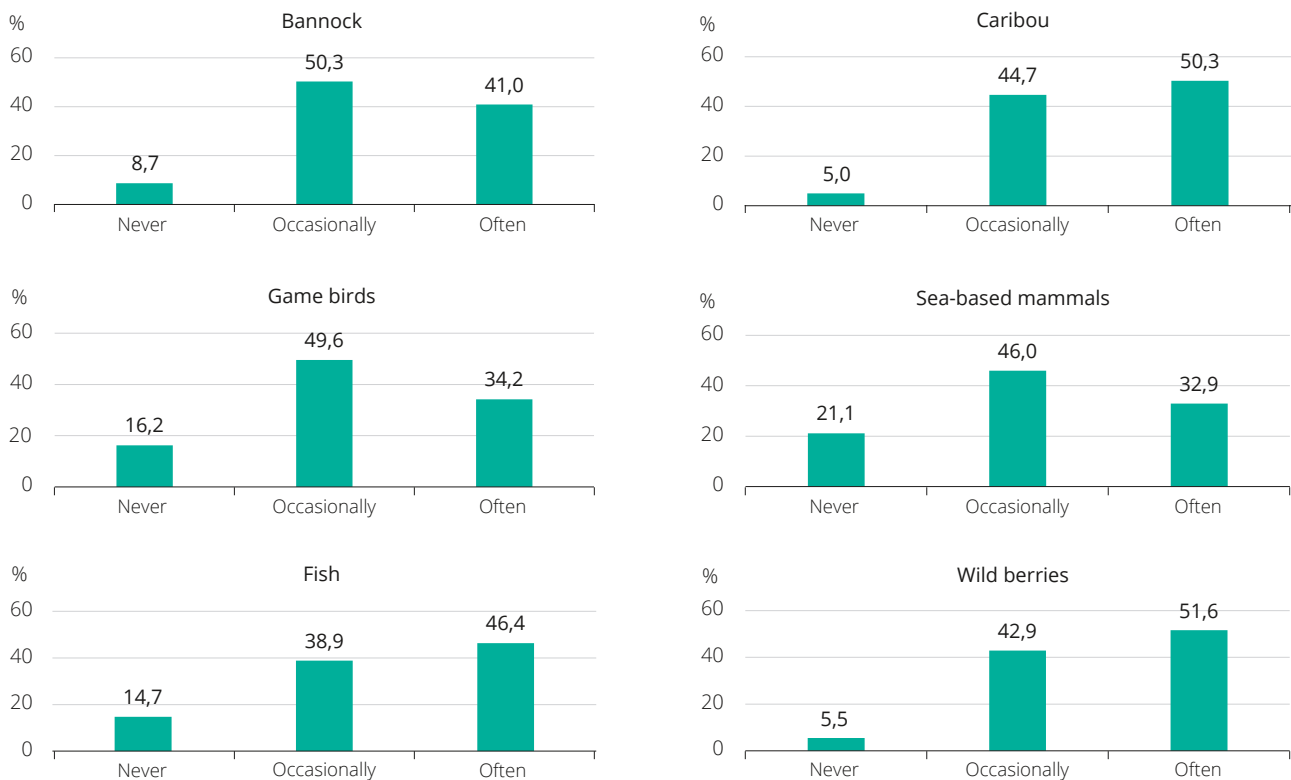
Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▸ Relatively, more girls frequently eat the following traditional foods than do boys: caribou (56% vs. 44%), fish (51% vs. 41%) and wild berries (62% vs. 41%) (Table 6.2).

▸ More students from the Ungava Coast, in turn, frequently eat the following traditional foods than do students from the Hudson Coast: fish (51% vs. 44%) and wild berries (58% vs. 47%).

Table 6.2

Frequently eating traditional foods, according to certain sociodemographic characteristics and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Bannock	Caribou	Game birds	Sea-based mammals	Fish	Wild berries
				%		
Sex						
Boys	38,3	43,9 a	34,9	33,1	41,4 a	40,8 a
Girls	43,4	56,5 a	33,5	32,8	51,1 a	61,9 a
School cycle						
1st cycle	42,5	50,3	31,6	34,3	41,8 a	52,1
2nd cycle	39,0	50,3	37,4	31,2	52,2 a	51,1
Highest level of education achieved by the parents[1]						
Less than a high school diploma	39,7	58,2	36,9	36,3	52,8	56,0
Pre-work training program, high school diploma or higher	38,4	50,9	34,1	32,0	46,9	51,5
Parents' employment status[2]						
At least one parent is employed	38,6 a	49,7	33,6	32,7	45,4	49,9
No parent is employed	48,4 a	50,7	33,6	32,3	49,9	56,2
Coast						
Ungava	43,2	51,6	36,5	35,8	50,7 a	58,1 a
Hudson	39,5	49,5	32,7	31,0	43,5 a	47,3 a

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

6.3 Wanting to eat more traditional foods

Wanting to eat more traditional foods was measured with the following six subquestions asked to all students:

Would you like to eat more of the following traditional foods?

(HV4_12X_1) Bannock

(HV4_12X_2) Caribou

(HV4_12X_3) Game birds (such as goose, ptarmigan, duck)

(HV4_12X_4) Sea-based mammals (such as seals, whale or walrus)

(HV4_12X_5) Fish (such as trout, char)

(HV4_12X_6) Wild berries (arpik, cranberries, etc.)

Students had to answer each subquestion with Yes or No. The results presented concern students who indicated wanting to eat more of each of the traditional foods along with those who mentioned wanting to eat at least one of the six traditional foods considered.

▸ Nearly all secondary school students in Nunavik (98%) would like to eat more of at least one of the traditional foods considered (Table 6.3).

▸ Around 90% of students would like to eat wild berries more often, and 96% would like to eat more caribou.

▸ Relatively, more students from the Ungava Coast would like to eat more of the following traditional foods than would students from the Hudson Coast: caribou (98% vs. 95%), game birds (80% vs. 75%) and wild berries (94% vs. 87%).

Table 6.3

Wanting to eat more traditional foods, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Bannock	Caribou	Game birds	Sea-based mammals	Fish	Wild berries	**At least one of the six foods**
				%			
Total	**87,9**	**95,7**	**77,2**	**71,2**	**82,0**	**90,0**	**98,2**
Sex							
Boys	87,4	95,0	79,2	74,4 a	82,8	84,8 a	**98,6**
Girls	88,4	96,5	75,2	68,2 a	81,2	94,8 a	**97,9**
School cycle							
1st cycle	86,7	96,0	77,0	70,9	81,6	90,8	**98,2**
2nd cycle	89,5	95,4	77,4	71,5	82,4	88,9	**98,3**
Highest level of education achieved by the parents[1]							
Less than a high school diploma	92,8	95,8	82,6	69,0	85,0	92,1	**98,9**
Pre-work training program, high school diploma or higher	86,2	95,0	81,6	72,3	83,1	88,8	**98,2**
Parents' employment status[2]							
At least one parent is employed	88,5	96,6 a	80,2	73,4	81,1	89,0	**99,2** a
No parent is employed	87,7	92,4 a	74,1	68,0	81,5	90,3	**96,6** a
Coast							
Ungava	89,6	97,6 a	80,2 a	74,0	83,6	93,8 a	**99,5** a
Hudson	86,8	94,6 a	75,3 a	69,4	80,9	87,4 a	**97,4** a

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Note :   A student could indicate more than one food.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

6.4 Having been hungry at a certain point because there was no food nor money to buy some

This indicator, which measures being hungry at a certain point because there was n° food nor money to buy some, is associated with the following question, which was asked to all students:

(HV4_13) Have you experienced being hungry because your family had run out of food or money to buy food?

The possible responses were Yes, No and I don't know. Students who answered I don't know[2] were excluded from this indicator's denominator.

▸ Around 44% of secondary school students in Nunavik stated that they had already been hungry but were unable to eat because their family had n° more food nor any money to buy some (Table 6.4).

▸ It is estimated that the proportion of students who indicated that they had already been hungry but were unable to eat is higher:

  ○ among those with n° employed parent than those with at least one parent who is employed (64% vs. 39%);

  ○ among those from the Hudson Coast than those from the Ungava Coast (50% vs. 34%).

Table 6.4

Having been hungry at a certain point because there was no food nor money to buy some, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**44,4**
Sex	
Boys	41,2
Girls	47,7
School cycle	
1st cycle	42,7
2nd cycle	46,4
Highest level of education achieved by the parents[1]	
Less than a high school diploma	64,5 [a]
Pre-work training program, high school diploma or higher	41,6 [a]
Parents' employment status[2]	
At least one parent is employed	38,9 [a]
No parent is employed	63,7 [a]
Coast	
Ungava	34,2 [a]
Hudson	50,1 [a]

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

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2.   For the question HV4_13, 31.9% of secondary school students in Nunavik answered Yes, 40.0% answered No and 28.1% answered I don't know (data not indicated).

Physical activity during leisure time

7.1 Physical activities that youth take part in during leisure time at home, at school or elsewhere during the school year

Fourteen **physical activities that youth take part in during leisure time at home, at school or elsewhere during the school year** were measured among all students in the following manner:

The questions below are about the <u>leisure-time physical activities</u> you take part in at home, at school or elsewhere. During the school year, do you take part in these types of physical activities?

(HV2_1X_1) Sports

(HV2_1X_2) Hockey program

(HV2_1X_3) Nurrait

(HV2_1X_4) Outdoor activities

(HV2_1X_5) Weight lifting

(HV2_1X_6) Gym

(HV2_1X_7) Cycling

(HV2_1X_8) Hiking on the land

(HV2_1X_9) Nunavik running club

(HV2_1X_10) Running

(HV2_1X_11) Cross country skiing

(HV2_1X_12) Kayak

(HV2_1X_13) Dance

(HV2_1X_14) Walking

The possible responses were Yes and No, and this for each subquestion. The questions did not seek to measure the frequency of students' participation in these activities, nor the level of intensity exerted when taking part in the activities they did do.

▸ The three leisure-time physical activities most popular among secondary school students in Nunavik are walking (71%), sports (70%) and exercising at the gym (63%) (Figure 7.1).

▸ Close to 4 out of 10 students enjoy hiking on the land (39%), running (38%) and outdoor recreation activities (37%).

Figure 7.1

Physical activities that youth take part in during leisure time at home, at school or elsewhere during the school year, secondary school students - Nunavik, 2022
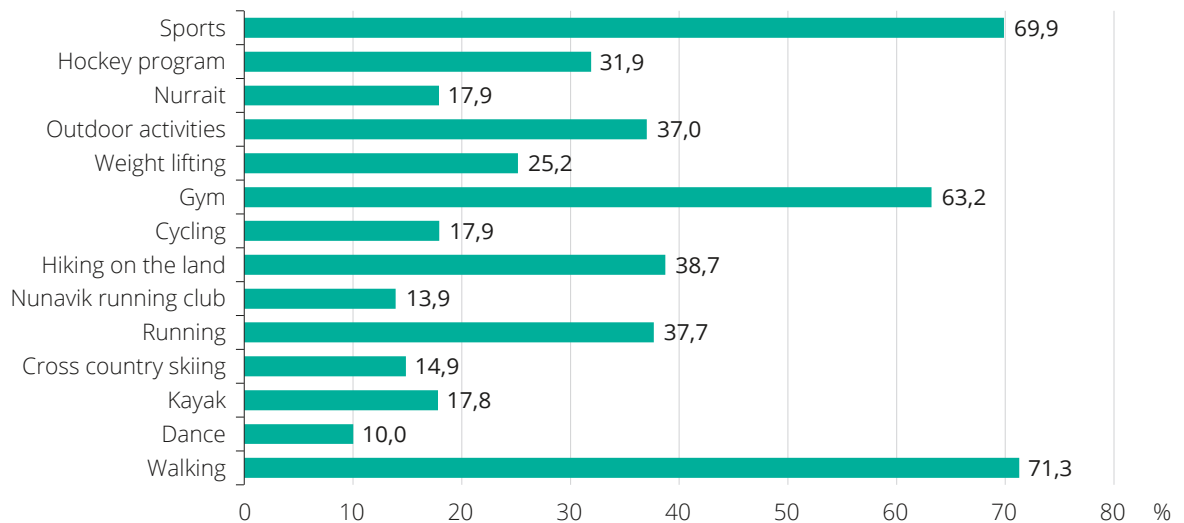
Note : Students could indicate more than one leisure-time physical activity.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▶ Boys are more likely than girls to take part, during the school year, in 10 of the 14 leisure activities measured; they are, for example, proportionally more numerous to do sports (82% vs. 58%), participate in the hockey program (45% vs. 19%), lift weights (35% vs. 16%), exercise at the gym (70% vs. 57%) and run (46% vs. 30%) (Table 7.1).

▶ Girls are more prone than boys to dance (13% vs. 7%) and take walks (74% vs. 68%).

▶ Relatively, students in the 1st cycle are more numerous than those in the 2nd cycle when it comes to participating in the hockey program (36% vs. 27%), cycling (22% vs. 13%), taking part in the Nunavik running club (18% vs. 9%*), running (43% vs. 30%), dancing (12% vs. 8%*) and walking (75% vs. 67%).

▶ Students from the Hudson Coast are proportionally more numerous than those from the Ungava Coast to lift weights (29% vs. 19%) and cycle (20% vs. 14%), while students from the Ungava Coast are more numerous to kayak (21% vs. 16%).

Table 7.1

Physical activities that youth take part in during leisure time at home, at school or elsewhere during the school year, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Sex		School cycle		Highest level of education achieved by parents[1]		Parents' employment status[2]		Coast	
	Boys	Girls	1st cycle	2nd cycle	Less than a high school diploma	Pre-work training program, high school diploma or higher	At least one parent is employed	No parent is employed	Ungava	Hudson
	%									
Sports	81,6 a	58,4 a	69,1	70,9	72,2	70,1	70,1	69,2	70,4	69,5
Hockey program	45,1	19,0 a	35,5 a	27,1 a	22,2* a	34,6 a	33,1	30,5	29,4	33,5
Nurrait	21,5	14,5 a	18,3	17,4	33,1 a	17,7 a	18,5	22,0*	16,5	18,9
Outdoor activities	37,3	36,8	39,6	33,7	37,2	41,3	36,8	37,0	35,5	38,0
Weight lifting	34,6 a	16,0 a	24,8	25,6	34,9	26,0	25,7	31,0	19,1 a	29,1 a
Gym	69,9 a	56,7 a	62,3	64,5	65,6	60,1	60,6	63,7	61,7	64,2
Cycling	22,3	13,7 a	21,6 a	13,2 a	21,5*	21,5	16,9	20,3*	14,4 a	20,3 a
Hiking on the land	39,6	37,9	39,9	37,2	41,3	41,9	38,8	46,6	41,1	37,2
Nunavik running club	16,3 a	11,6 a	17,6 a	9,2* a	21,4*	13,9	12,2 a	21,5* a	13,3	14,3
Running	45,9 a	29,7 a	43,5 a	30,1 a	41,0	36,9	36,7	40,5	35,6	39,0
Cross country skiing	17,4 a	12,4 a	14,4	15,5	22,0*	15,0	13,3 a	25,5* a	13,4	15,8
Kayak	21,9 a	13,8 a	16,0	20,2	23,0*	20,0	17,7	22,2*	20,7 a	15,9 a
Dance	6,8 a	13,2 a	11,9 a	7,6* a	17,7* a	8,0* a	8,8 a	18,6* a	11,5	9,0
Walking	68,3 a	74,2 a	74,9 a	66,5 a	75,3	71,6	71,9	68,5	68,6	73,0

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same row at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Sleep

16.1 Getting the recommended hours of sleep during the school week

The hours of sleep of students was estimated with the following two questions, which were asked to all students:

(HV_9_1) What time do you usually go to bed at night <u>during the school week</u> (<u>Sunday</u> to <u>Thursday</u>)?

(HV_9_2) What time do you usually wake up in the morning <u>during the school week</u> (<u>Monday</u> to <u>Friday</u>)?

To gather more information on the approximate hours of sleep during the school week, we calculated the difference between the time students indicated waking up at (question HV_9_2) and the time they indicated going to bed at (question HV_9_1). In other words, the exact number of hours of sleep of individual students was not measured.

It bears mentioning that the quality of sleep or fatigue felt due to lack of sleep (which could be estimated with questions on difficulty falling asleep or being tired at school) were not measured; as such, there is n^o way of knowing whether the sleep was restorative or not.

Based on the answers obtained, we were able to determine whether students followed the National Sleep Foundation's recommendations in terms of hours of sleep per night. Hence, we consider that the recommended number of hours of sleep based on age are adhered to when students 13 years old or less usually sleep between 9 and 11 hours per night, students between the ages of 14 and 17 usually sleep between 8 and 10 hours per night, and students 18 years old or more usually sleep between 7 and 9 hours per night. The proportions presented for the indicator **Getting the recommended hours of sleep during the school week** therefore concern these students.

▶ Around 30% of secondary school students in Nunavik usually sleep the recommended number of hours for their age group during the school week (Table 8.1).

▶ 2nd cycle students are proportionally more numerous to sleep the recommended number of hours during the school week than are 1st cycle students (38% vs. 24%).

▶ Students from the Ungava Coast are proportionally more numerous to sleep the recommended number of hours during the school week than are students from the Hudson Coast (37% vs. 26%).

Table 8.1

Getting the recommended hours of sleep during the school week, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**30,2**
Sex	
Boys	28,2
Girls	32,1
School cycle	
1st cycle	24,1 [a]
2nd cycle	38,2 [a]
Highest level of education achieved by the parents[1]	
Less than a high school diploma	30,6
Pre-work training program, high school diploma or higher	29,8
Parents' employment status[2]	
At least one parent is employed	30,8
No parent is employed	34,6
Coast	
Ungava	37,2 [a]
Hudson	25,6 [a]

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

Weight and physical appearance

9.1 Self-perception with regard to weight

To measure students' perception of their own weight, we showed them two series of seven illustrations of boys and girls; the silhouettes at both ends of the spectrum respectively represented someone "very skinny" and someone "obese" (see Figure 9.1). In the questionnaire, students were asked to select the illustration (for their sex) that corresponded the most to their actual appearance (HV3_3) and the one that corresponded best to their desired appearance (HV3_4).

We then grouped together certain silhouettes to create three categories for the indicator **Self-perception with regard to weight**. More specifically:

- illustrations 1 and 2 formed the category Underweight;
- illustrations 3, 4 and 5 formed the category Normal weight;
- illustrations 6 and 7 formed the category Overweight.

Figure 9.1

Illustrations presented to secondary school students in Nunavik, 2022

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
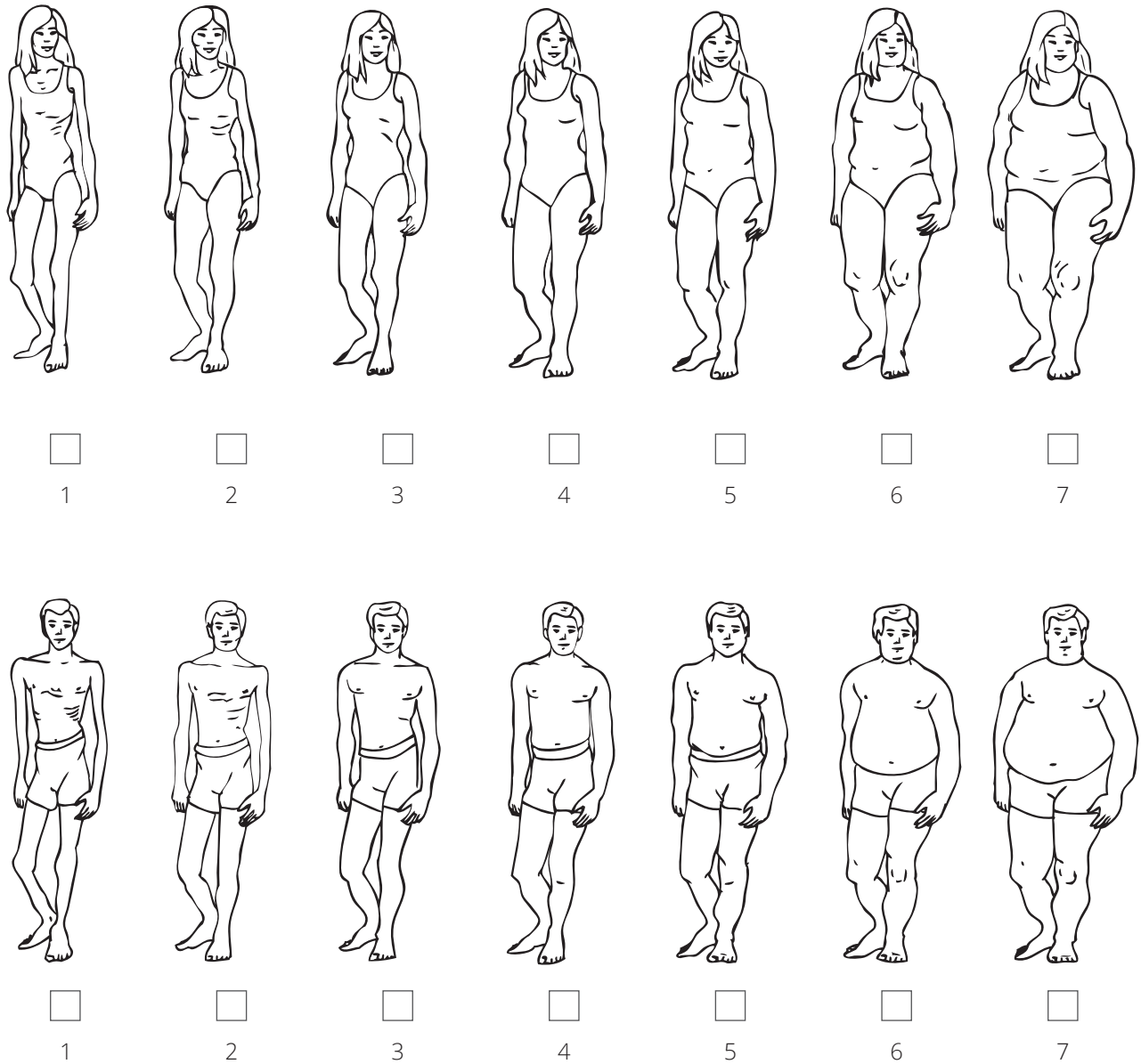
Source :   COLLINS, M. E. (1991). "Body figure perceptions and preferences among preadolescent children", *International Journal of Eating Disorders*, vol. 10, no 2, mars, p. 208-217.

▶ A large majority of students (84%) consider their weight as normal, 11% believe they are underweight and 4.2% think they are overweight (Figure 9.2).

Figure 9.2

Self-perception with regard to weight, secondary school students - Nunavik, 2022
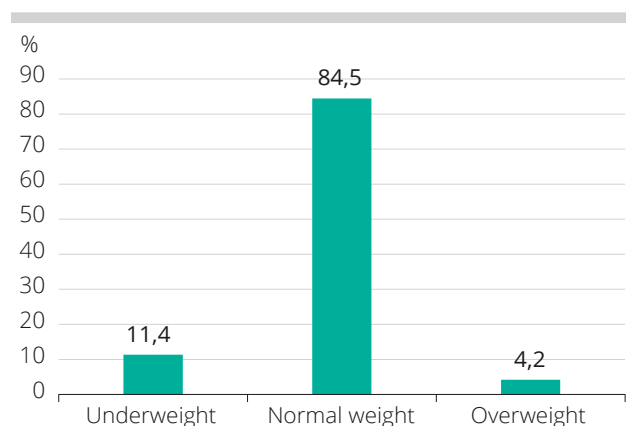
Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▶ It is estimated that the proportion of students who believe that their weight is normal is higher:

- among 1st cycle students than those in the 2nd cycle (88% vs. 79%);

- among students with at least one employed parent than those where no parent is employed (87% vs. 79%);

- among those from the Hudson Coast than those from the Ungava Coast (87% vs. 81%) (Table 9.1).

Table 9.1

Self-perception with regard to weight, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Underweight	Normal weight	Overweight
		%	
Sex			
Boys	9,4 [a]	85,3	5,3*
Girls	13,3 [a]	83,6	3,1*
School cycle			
1st cycle	9,5 [a]	88,2 [a]	2,2* [a]
2nd cycle	13,8 [a]	79,4 [a]	6,8* [a]
Highest level of education achieved by the parents[1]			
Less than a high school diploma	4,9**	89,1	6,1**
Pre-work training program, high school diploma or higher	7,5*	88,6	3,9*
Parents' employment status[2]			
At least one parent is employed	7,6 [a]	87,1 [a]	5,3
No parent is employed	18,3* [a]	79,0 [a]	2,7**
Coast			
Ungava	14,7 [a]	80,9 [a]	4,4*
Hudson	9,2 [a]	86,7 [a]	4,1*

* Coefficient of variation between 15% and 25%; interpret with caution.

** Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

9.2 Satisfaction with one's appearance

Satisfaction with one's appearance is dependent on the difference between the self-perception of one's current appearance (HV3_3) and the desired appearance (HV3_4). Students were divided into three categories:

1. Feeling of satisfaction - groups together students who selected the same illustration twice, which is an indication that they do not wish to change their appearance.

2. Desire to be skinnier - groups together students who chose, for their desired appearance, a skinnier silhouette than the one they selected for their current appearance.

3. Desire to be larger - groups together students who chose, for their desired appearance, a larger silhouette than the one they selected for their current appearance.

Figure 9.3

Satisfaction with one's appearance, secondary school students - Nunavik, 2022
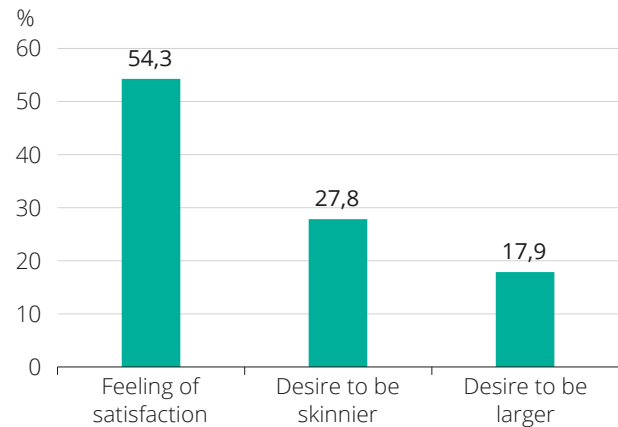
Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▶ It is estimated that 54% of secondary school students in Nunavik are satisfied with their body image, while 28% would like a skinnier silhouette and 18% would like to have a larger one (Figure 9.3).

▶ Relatively, boys in secondary school are more numerous to be satisfied with their appearance than are girls (58% vs. 51%) (Table 9.2). Girls want to lose weight more than boys do (33% vs. 23%).

▶ 1st cycle students are proportionally more numerous than 2nd cycle students in being satisfied with their weight (59% vs. 48%). Proportionally, moreover, a greater number of the latter, compared to 1st cycle students, would like to be larger (24% vs. 13%).

Table 9.2

Satisfaction with one's appearance, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Feeling of satisfaction	Desire to be skinnier	Desire to be larger
	%		
Sex			
Boys	58,0 [a]	23,0 [a]	19,0
Girls	50,6 [a]	32,6 [a]	16,8
School cycle			
1st cycle	59,2 [a]	27,5	13,3 [a]
2nd cycle	47,7 [a]	28,3	24,0 [a]
Highest level of education achieved by the parents[1] [1]			
Less than a high school diploma	44,9	37,1	18,0*
Pre-work training program, high school diploma or higher	53,3	26,9	19,8
Parents' employment status[2]			
At least one parent is employed	50,5	32,4 [a]	17,1
No parent is employed	58,4	18,4* [a]	23,3*
Coast			
Ungava	55,9	24,3	19,7
Hudson	53,2	30,1	16,7

* Coefficient of variation between 15% and 25%; interpret with caution.
a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.
1. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.
2. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

Use of cigarettes and e-cigarettes

10.1 Experience with smoking cigarettes

Experience with smoking cigarettes

This indicator was developed on the basis of the four following questions:

(HV8_2T) Have you ever tried cigarette smoking, even just a few puffs?

(HV8_3T) Have you ever smoked a whole cigarette?

(HV8_4TX) Have you smoked 100 cigarettes or 4 packs or more in your life?

(HV8_5TX) In the past 30 days, have you smoked cigarettes, even just a few puffs?

The possible responses to the first two questions were Yes and No. As for the third question, the possible responses were Yes, No and I don't know, and for the last question, the possible responses were No, I haven't smoked in the past 30 days, Yes, a few times (a few days), Yes, almost every day and Yes, every day.

Based on the answers to these questions, we defined six categories:

1. Daily smokers - groups together students who smoked at least 100 cigarettes in their life and who smoked cigarettes every day for the past 30 days;

2. Occasional smokers - groups together students who smoked at least 100 cigarettes in their life and who smoked cigarettes over the past 30 days but not on a daily basis;

3. Novice smokers - groups together students who smoked between 1 and 99 cigarettes in their life and who smoked over the past 30 days;

4. Former smokers - groups together students who smoked at least 100 cigarettes in their life but who have not smoked over the past 30 days;

5. Former experimenters - groups together students who smoked between 1 and 99 cigarettes in their life but who have not smoked over the past 30 days;

6. Non-smokers since always – groups together students who have never smoked or who smoked less than one entire cigarette in their life.

Three categories were then created, based on the above six categories. They are:

1. Current smokers – groups together daily and occasional smokers;

2. 2Novice smokers;

3. Non-smokers - groups together former smokers, former experimenters and non-smokers since always.

The denominator for this indicator is all secondary school students.

Cigarette smokers

And lastly, we created two categories, namely Smokers, grouping together all current smokers, novice smokers, and Non-smokers. The denominator for this indicator is all secondary school students.

The **frequency of cigarette use (smoking) over the past 30 days** is presented in Appendix 2 (Table A2.1).

▶ Around 43% of secondary school students smoke cigarettes: 34% are considered current smokers and 9% novice smokers (Table 10.1).

▶ Relatively, more girls than boys are considered as being in the category of current smokers (39% vs. 29%).

▶ 2nd cycle students (49%) are more likely to be considered current smokers than 1st cycle students (23%).

▶ Students with at least one parent who is employed are proportionally more numerous to be considered current smokers than those students with no parent who is employed (36% vs. 26%).

▶ Students from the Hudson Coast (60%) are proportionally more numerous to be considered non-smokers than students from the Ungava Coast (52%).

Table 10.1

Experience with smoking cigarettes, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Smokers[1]	Current smokers	Novice smokers	Non-smokers
			%	
Total	**43,4**	**34,0**	**9,3**	**56,6**
Sex				
Boys	**37,5** [a]	29,2 [a]	8,3*	62,5 [a]
Girls	**49,3** [a]	38,8 [a]	10,4	50,7 [a]
School cycle				
1st cycle	**32,2** [a]	22,6 [a]	9,6	67,8 [a]
2nd cycle	**57,9** [a]	48,9 [a]	9,1*	42,1 [a]
Highest level of education achieved by the parents[2]				
Less than a high school diploma	**42,7**	x	x	57,3
Pre-work training program, high school diploma or higher	**43,1**	x	x	56,9
Parents' employment status[3]				
At least one parent is employed	**44,7**	35,5 [a]	9,2 [a]	55,3
No parent is employed	**40,8**	26,1 [a]	14,7* [a]	59,2
Coast				
Ungava	**48,4** [a]	38,4 [a]	10,0	51,6 [a]
Hudson	**40,1** [a]	31,2 [a]	8,9	59,9 [a]

x   Confidential data.
*   Coefficient of variation between 15% and 25%; interpret with caution.
a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.
1.   The category Smokers groups together the categories Current smokers and Novice smokers.
2.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.
3.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, , *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

10.2 Use of e-cigarettes over the past 30 days

The indicator **Use of e-cigarettes over the past 30 days** is associated with the following question, which was asked to all students: (HV8_8) In the past 30 days, did you use an electronic cigarette (e-cigarette or vape)? The possible responses were Yes and No.

The **use of e-cigarettes over the past 30 days** based on **experience with smoking cigarettes** is presented in Appendix 2 (Table A2.2).

- ▶ Around one-third (34%) of secondary school students in Nunavik used e-cigarettes over the past 30 days (Table 10.2).

- ▶ Students in the 2nd cycle are proportionally more numerous than students in the 1st cycle to have used e-cigarettes over the past 30 days (39% vs. 30%).

- ▶ Relatively, students from the Ungava Coast (39%) made greater use of e-cigarettes over the past 30 days than did students from the Hudson Coast (31%).

Table 10.2

Use of e-cigarettes over the past 30 days, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**34,1**
Sex	
Boys	31,5
Girls	36,6
School cycle	
1st cycle	30,2 [a]
2nd cycle	39,0 [a]
Highest level of education achieved by the parents[1]	
Less than a high school diploma	30,8
Pre-work training program, high school diploma or higher	37,5
Parents' employment status[2]	
At least one parent is employed	33,0
No parent is employed	34,6
Coast	
Ungava	38,6 [a]
Hudson	31,2 [a]

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

Use of psychoactive substances

11.1 Alcohol consumption over the past 12 months

Alcohol consumption over the past 12 months was measured with the following question, which was asked to all students:

(HV_J_5) In the past 12 months, how often did you drink alcohol? The possible responses were: I didn't drink alcohol in the past 12 months, Just once to try, Less than once a month (occasionally), About once a month, On the weekend or once or twice a week, 3 times a week or more **but** not every day, and Every day.

The proportions presented concern secondary school students who drank alcohol At least once over the past 12 months.

The **age at which youth first drank alcohol** is presented in Appendix 2 (Table A2.3).

▶ It is estimated that 29% of secondary school students in Nunavik drank alcohol over the past 12 months (Table 11.1).

▶ Students in the 2nd cycle are proportionally more numerous than those in the 1st cycle to have consumed alcohol over the past 12 months (49% vs. 14%).

▶ Students from the Ungava Coast (35%) are proportionally more numerous than those from the Hudson Coast (25%) to have consumed alcohol over the past 12 months.

Table 11.1

Alcohol consumption over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**29,0**
Sex	
Boys	27,3
Girls	30,6
School cycle	
1st cycle	14,0 [a]
2nd cycle	49,0 [a]
Highest level of education achieved by the parents[1]	
Less than a high school diploma	32,8
Pre-work training program, high school diploma or higher	30,8
Parents' employment status[2]	
At least one parent is employed	30,7
No parent is employed	23,6
Coast	
Ungava	35,2 [a]
Hudson	25,0 [a]

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

11.2 Types of alcohol drinkers over the past 12 months

The indicator **Types of alcohol drinkers over the past 12 months** was developed based on the following question, which was asked to all students: (HV_J_5) In the past 12 months, how often did you drink alcohol? The possible responses were I didn't drink alcohol in the past 12 months, Just once to try, Less than once a month (occasionally), About once a month, On the weekend or once or twice a week, 3 times a week or more **but** not every day, and Every day.

Based on these answers, four categories were created for the indicator:

1. Did not drink - groups together students who did not drink alcohol over the past 12 months;

2. Tried drinking - groups together students who drank alcohol just once to try over the past 12 months;

3. Drank occasionally - groups together students who drank alcohol less than once a month (occasionally) and about once a month over the past 12 months;

4. Drank regularly or every day – groups together students who drank alcohol on the weekend **or** once or twice a week, 3 times a week **or** more **but** not every day, and every day.

The **types of alcohol drinkers over the past 12 months** among students who drank alcohol over the past 12 months are presented in Appendix 2 (Table A2.4).

> ▶ Around seven out of ten secondary school students in Nunavik did not drink over the past 12 months (71%), while 10% of students tried drinking, 11% drank occasionally and 7% drank regularly or every day (Figure 11.1).

Types of alcohol drinkers over the past 12 months, secondary school students - Nunavik 2022
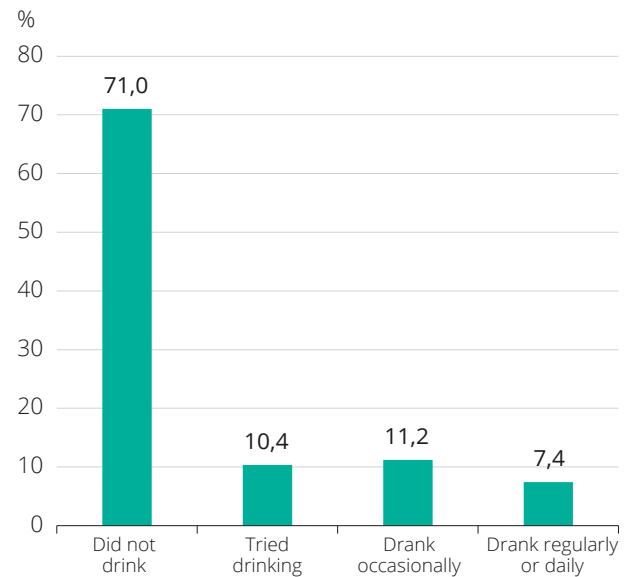
Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

> ▶ Girls are proportionally more numerous than boys to have consumed alcohol occasionally over the past 12 months (14% vs. 9%) (Table 11.2).
>
> ▶ Students from the Ungava Coast drank regularly or on a daily basis over the past 12 months proportionally more than students from the Hudson Coast (11% vs. 5%*).

Table 11.2

Types of alcohol drinkers over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Did not drink	Tried drinking	Drank occasionally	Drank regularly daily
			%	
Sex				
Boys	72,7	10,1	8,6 [a]	8,5
Girls	69,4	10,6	13,7 [a]	6,3
School cycle				
1st cycle	86,0 [a]	9,2	3,2* [a]	1,7** [a]
2nd cycle	51,0 [a]	12,0	21,9 [a]	15,1 [a]
Highest level of education achieved by the parents[1]				
Less than a high school diploma	67,2	15,0*	10,4**	7,4**
Pre-work training program, high school diploma or higher	69,2	9,5	15,0	6,3*
Parents' employment status[2]				
At least one parent is employed	69,3	10,3	x	x
No parent is employed	76,4	8,5*	x	x
Coast				
Ungava	64,8 [a]	10,8	13,3	11,0 [a]
Hudson	75,0 [a]	10,1	9,9	5,1* [a]

x   Donnée confidentielle.

*   Coefficient de variation entre 15 % et 25 % ; interpréter avec prudence.

**   Coefficient de variation supérieur à 25 % ; estimation imprécise, fournie à titre indicatif seulement.

a   Pour une variable donnée, le même exposant exprime une différence significative entre les proportions d'une même colonne au seuil de 0,05.

1.   En raison d'une non-réponse partielle très élevée associée à cette variable de croisement, les estimations peuvent être biaisées. Elles sont fournies à titre indicatif seulement.

2.   En raison d'une non-réponse partielle élevée associée à cette variable de croisement, les estimations peuvent être biaisées. Une interprétation prudente de celles-ci est conseillée.

Source :   Institut de la statistique du Québec, *Enquête sur la santé des jeunes du secondaire du Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

11.3 Excessive alcohol consumption over the past 12 months

The indicator **Excessive alcohol consumption over the past 12 months** was developed based on the following question, which was asked to students who drank alcohol over the past 12 months:

(HV_J_6) In the past 12 months, how many times have you had 5 drinks or more of alcohol on the same occasion?

The possible responses were Not once, Once, Twice, 3 times, 4 times, 5 to 10 times, 11 to 25 times and 26 times or more. Even if the question was not asked to all students, the proportions presented have as a denominator all students, given that those who answered question HV_J_5 with I didn't drink alcohol in the past 12 months are considered to have not once excessively consumed alcohol.

Hence, the proportions presented concern the secondary school students who had 5 drinks of alcohol or more on at least one occasion over the past 12 months.

Note that this indicator does not consider physical measures or the time elapsed between two drinks of alcohol. This can thus not be deemed an objective measure of intoxication.

Excessive alcohol consumption over the past 12 months among students who drank alcohol over the past 12 months (Table A2.5), and the **Frequency of excessive alcohol consumption over the past 12 months** are presented in Appendix 2 (Table A2.6).

▶ Over the past 12 months, around one-quarter (24%) of secondary school students had more than 5 drinks of alcohol on a same occasion, which is considered to be excessive consumption (Table 11.3).

▶ It is estimated that the proportion of students who exhibited excessive alcohol consumption over the past 12 months was higher:

○ among 2nd cycle students than those in the 1st cycle (42% vs. 12%);

○ among students with at least one parent who is employed than those with no parent who is employed (27% vs. 15%*);

○ among those from the Ungava Coast than those from the Hudson Coast (28% vs. 22%).

Table 11.3

Excessive alcohol consumption over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**24,2**
Sex	
Boys	22,5
Girls	25,9
School cycle	
1st cycle	11,6 [a]
2nd cycle	41,5 [a]
Highest level of education achieved by the parents[1]	
Less than a high school diploma	25,6
Pre-work training program, high school diploma or higher	26,4
Parents' employment status[2]	
At least one parent is employed	27,0 [a]
No parent is employed	15,4* [a]
Coast	
Ungava	27,6 [a]
Hudson	22,1 [a]

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are being provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

11.4 Cannabis consumption over the past 12 months

The indicator **Cannabis consumption over the past 12 months** was developed based on the following question, which was asked to all students:

(HV_J_9_1X) <u>In the past 12 months</u>, how often have you used or tried cannabis (that is, weed, pot, marijuana, grass, or hashish)?

The possible responses were Never, Once or twice, 3 to 11

times a year, About once a month, 2 or 3 times a month,

About once or twice a week, 3 to 4 times a week and

Daily or almost daily. And while this question was only asked to students who had previously stated having used cannabis in their life, the denominator for this indicator consisted of all students. Namely, even students who said they had never used cannabis in their life (i.e., who answered Never) were included, and were considered as having never used cannabis over the past 12 months.

The proportions presented concern secondary school students who used cannabis over the past 12 months.

> ▶ Around half (52%) of the secondary school students in Nunavik used cannabis over the past 12 months (Table 11.4).
>
> ▶ It is estimated that the proportion of students who used cannabis during this period was higher:
>
> ○ among 2nd cycle students than those in the 1st cycle (71% vs. 37%);
>
> ○ among those from the Ungava Coast than those from the Hudson Coast (57% vs. 49%).

Table 11.4

Cannabis consumption over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**51,9**
Sexe	
Boys	49,3
Girls	54,5
School cycle	
1st cycle	37,5 [a]
2nd cycle	70,7 [a]
Highest level of education achieved by the parents[1]	
Less than a high school diploma	58,7
Pre-work training program, high school diploma or higher	57,1
Parents' employment status[2]	
At least one parent is employed	54,4
No parent is employed	47,8
Coast	
Ungava	56,6 [a]
Hudson	48,9 [a]

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

11.5 Types of cannabis users over the past 12 months

The indicator **Types of cannabis users over the past 12 months** was developed based on the following question, which was asked to al students: (HV_J_9_1X) In the past 12 months, how often have you used or tried cannabis (that is, weed, pot, marijuana, grass, or hashish? The possible responses were Never, Once or twice, 3 to 11 times a year, About once a month, 2 or 3 times a month, About once or twice a week, 3 to 4 times a week and Daily or almost daily.

Based on these answers, four categories were created for the indicator:

5.   Did not use – groups together students who never used over the part 12 months;

6.   Used less than one day a month – groups together students who used once or twice or 3 to 11 times in the past year;

7.   Used occasionally – groups together students who used about once a month or 2 or 3 times a month;

8.   Used regularly or every day – groups together students who used about once or twice a week, 3 to 4 times a week or daily or almost daily.

The **types of cannabis users over the past 12 months** among students who used cannabis over the past 12 months are presented in Appendix 2 (Table A2.7).

> ▶ Around 30% of secondary school students used cannabis regularly or every day over the past 12 months, 6% used it occasionally, and 16% used it less than one day a month (Figure 11.2).

Figure 11.2

Types of cannabis users over the past 12 months, secondary school students - Nunavik 2022
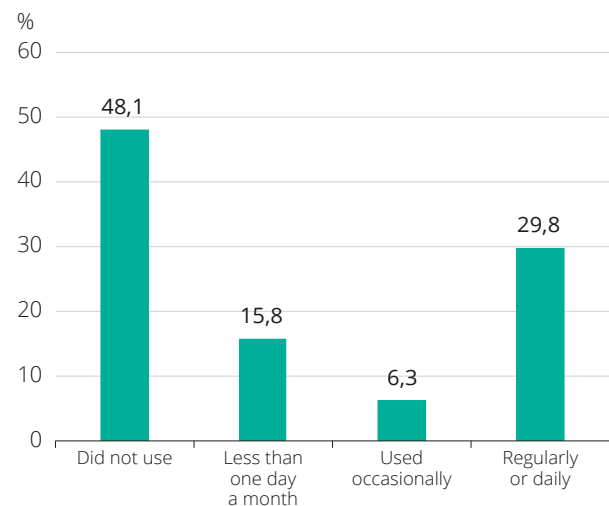
Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

> ▶ Students in the 2nd cycle who used cannabis regularly or every day are proportionally more numerous than those in the 1st cycle (47% vs. 16%). And inversely, 1st cycle students are proportionally more numerous to have not used than those in the 2nd cycle (63% vs. 29%) (Table 11.5).

> ▶ Secondary school students from the Ungava Coast are proportionally more numerous to have used cannabis regularly or every day over the past 12 months than students from the Hudson Coast (37% vs. 25%). And inversely, students from the Hudson Coast are proportionally more numerous to have used cannabis less than one day a month (18%) or to have not used it (51%) than those from the Ungava Coast (13% and 43%, respectively).

Table 11.5

Types of cannabis users over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Did not use	Less than ony day a month	Used occasionally	Regularly or daily
			%	
Sex				
Boys	50,7	13,4	5,8*	30,1
Girls	45,5	18,2	6,8	29,5
School cycle				
1st cycle	62,5 [a]	15,4	5,7	16,3 [a]
2nd cycle	29,3 [a]	16,3	7,1*	47,3 [a]
Highest level of education achieved by the parents[1]				
Less than a high school diploma	41,3	x	x	32,9
Pre-work training program, high school diploma or higher	42,9	x	x	29,0
Parents' employment status[2]				
At least one parent is employed	45,6	18,6	6,2*	29,6
No parent is employed	52,2	11,1*	8,5*	28,3
Coast				
Ungava	43,4 [a]	12,6 [a]	6,7*	37,3 [a]
Hudson	51,1 [a]	17,9 [a]	6,1	25,0 [a]

x   Confidential data.

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are being provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

11.6 Use of drugs other than cannabis over the past 12 months

The indicator **Use of drugs other than cannabis over the past 12 months** was developed on the basis of the following two questions, asked to all students:

(HV_J_9_8X) <u>In the past 12 months</u>, have you used or tried prescription or over-the-counter drugs <u>to get high</u> – that is, more than the directions indicate and for non-medical use?

(HV_J_9_9X) Have you used any other drugs <u>in the past 12 months?</u>

The possible responses to both questions were Yes and No. We consider that students who answered Yes to one of the two questions had used drugs other than cannabis over the past 12 months and that students who answered No to both questions had not used drugs other than cannabis over the past 12 months.

▶ Around 19% of secondary school students had used drugs other than cannabis over the past 12 months (Table 11.6).

▶ 2nd cycle students are proportionally more numerous to have used drugs other than cannabis than those in the 1st cycle (27% vs. 13%).

Table 11.6

Use of drugs other than cannabis over the past 12 months, according to certain sociodemographic characteristics and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**18,8**
Sexe	
Boys	20,4
Girls	17,2
School cycle	
1st cycle	12,7 a
2nd cycle	26,7 a
Highest level of education achieved by the parents[1]	
Less than a high school diploma	16,0*
Pre-work training program, high school diploma or higher	15,2
Parents' employment status[2]	
At least one parent is employed	16,9
No parent is employed	15,5*
Coast	
Ungava	18,4
Hudson	19,0

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

11.7   Drugs other than cannabis used over the past 12 months

We asked several questions to identify **drugs other than cannabis used over the past 12 months.**

We asked the following question to all students: (HV_J_9_8X) In the past 12 months, have you used or tried prescription or over-the-counter drugs to get high – that is, more than the directions indicate and for non-medical use? The possible responses were Yes and No.

We also asked students who had answered Yes to question HV_J_9_9x (Have you used any other drugs in the past 12 months?) another question, this one consisting of 5 subquestions, namely:

In the past 12 months, have you used or tried:

(HV_J_9_2X) Cocaine such as coke, snow, crack or freebase?

(HV_J_9_5X) Ecstasy such as E, XTC or X?

(HV_J_9_7X) Amphetamines or methamphetamines such as speed, peanut, crystal meth or ice?

(HV_J_9_4X) Hallucinogens such as PCP, LSD, acid, mushrooms or mescaline?

(HV_J_9_6X) Heroin (smack, crank)?

Students had to answer each subquestion with Yes or No. Despite these five subquestions not being asked to all students, the proportions presented had as a denominator all students, since those who had answered No to question HV_J_9_9X were considered to not have used any of the 5 drugs mentioned over the past 12 months.

▶ Around 4.1%* of secondary school students used cocaine over the past 12 months, 5% used amphetamines or methamphetamines, and 3.8%* used hallucinogens (Figure 11.3).

▶ One out of every ten secondary school students (10%) used prescription or over-the-counter (OTC) drugs to get a feeling such as that obtained from drugs over the past 12 months.

Types of drugs other than cannabis used over the past 12 months - Nunavik, 2022
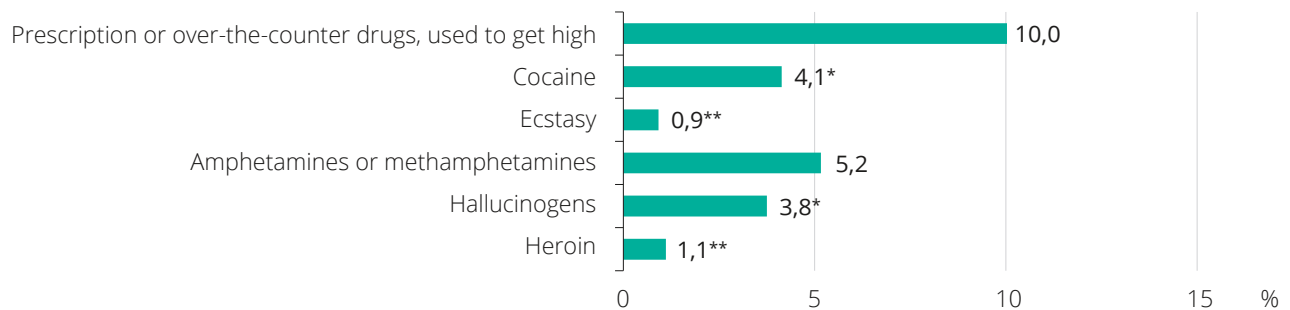
*   Coefficient of variation between 15% and 25%; interpret with caution.
**   Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.
Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

11.8 Consequences of alcohol consumption and drug use over the past 12 months

Students who turned to alcohol, drugs or medication (prescription or OTC drugs) to get high over the past 12 months were asked to indicate whether they had experienced certain issues or situations in conjunction with their alcohol consumption or drug use. They were asked a question that was divided into seven subquestions, namely:

In the past 12 months, have you ever been in any of the following situations?

(HV_J_12A) My alcohol or drug use has had negative psychological effects on me (anxiety, depression, problems concentrating, etc.).

(HV_J_12B) My alcohol or drug use has had negative effects on my relationships with my family.

(HV_J_12C) My alcohol or drug use has had negative effects with my friends or in my love life.

(HV_J_12DX) My alcohol or drug use has had negative effects on my studies.

(HV_J_12EX) I broke the law (even if I wasn't arrested by the police) while under the influence of alcohol or drugs.

(HV_J_12FX) I think it takes more alcohol or drugs to get me high or drunk than it used to.

(HV_J_12G) I have spoken with a healthcare worker or counsellor about my alcohol or drug use.

Students had to answer each subquestion with Yes or No. The indicator **Consequences of alcohol consumption and drug use over the past 12 months** has a risk of bias associated with it, given the partial nonresponse rate (between 6.9% and 8.7%).

The indicators **Consequences of alcohol consumption and drug use over the past 12 months** and **Multiple consumption or use of alcohol and drugs over the past 12 months** are presented in Appendix 2. Results are presented based on certain sociodemographic and socioeconomic characteristics in Table A2.9 and Table A2.8, respectively.

▶ About a quarter (25%) of the secondary school students who consumed alcohol or used drugs or prescription or OTC drugs to get high over the past 12 months reported having psychological issues, a quarter (25%) said they displayed delinquent behaviour, and another quarter (25%) deemed that the same quantity of alcohol or drugs had less of an effect on them than before (Table 11.7).

▶ Girls are proportionally more numerous than boys to report having psychological issues (30% vs. 19%) or problems with their friends or in their love life due to their consumption (28% vs. 20%).

Table 11.7

Consequences of alcohol consumption and drug use over the past 12 months, according to sex, secondary school students who consumed alcohol or used drugs or prescription or OTC drugs to get high over the past 12 months - Nunavik, 2022

	Total	Sex	
		Boys	Girls
		%	
Psychological issues	**24,8**	19,5 [a]	29,5 [a]
Negative effects on relationships with family members	**20,1**	18,8	21,2
Negative effects on friendships or love life	**23,8**	19,6 [a]	27,6 [a]
Negative effects on studies/difficulties at school	**15,0**	15,3*	14,8
Delinquent behaviour/breaking the law	**25,3**	29,0	21,9
Same quantity of alcohol or drugs has less of an effect than before	**25,0**	28,5	21,9
Speaking with a counsellor	**9,2***	10,8*	7,8*

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a specific consequence, the same exponent indicates a significant difference between the proportion of boys and that of girls at a threshold of 5

Note : A student could indicate more than one consequence.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Sexual behaviours of students 14 years old or older

16.1 Consensual sexual relations (oral, vaginal or anal) at least once over a lifetime

The indicator **Consensual sexual relations (oral, vaginal or anal) at least once over a lifetime** was developed based on the following question, which was asked to all students aged 14 years or more: (HV7_0) Have you ever had sexual relations (oral, vaginal or anal) with your consent? The possible responses were Yes and No. This question did not seek to measure how recently the sexual activity occurred nor the frequency at which student had sexual relations after their first time. This indicator has an associated risk of bias because of the partial nonresponse rate (10%).

- ▸ Around one-third of secondary school students aged 14 years or more (34%) have had consensual sexual relations (oral, vaginal or anal) at least once over a lifetime (Table 12.1).

- ▸ Girls aged 14 years or more are proportionally more numerous to have had consensual sexual relations than their male counterparts (38% vs. 31%).

- ▸ Relatively, 1st cycle students are less numerous to have had consensual sexual relations than 2nd cycle students (23% vs. 39%).

Table 12.1

Consensual sexual relations (oral, vaginal or anal) at least once over a lifetime, according to certain sociodemographic and socioeconomic characteristics, secondary school students aged 14 years or more - Nunavik, 2022

	%
Total	**34,2**
Sex	
Boys	30,9 [a]
Girls	38,2 [a]
School cycle	
1st cycle	22,6 [a]
2nd cycle	39,3 [a]
Highest level of education achieved by the parents[1]	
Less than a high school diploma	41,8*
Pre-work training program, high school diploma or higher	41,3
Parents' employment status[2]	
At least one parent is employed	37,1 [a]
No parent is employed	23,7* [a]
Coast	
Ungava	36,7
Hudson	32,4

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

12.2 Use of a condom during the last consensual vaginal sexual relation

The indicator **Use of a condom during the last consensual vaginal sexual relation** was developed on the basis of the following question: (HV7_7) The last time you had vaginal sex (with your consent), did you or your partner use a condom? This question was asked to all students aged 14 years or more who had previously indicated having had a consensual vaginal sexual relation over the course of their lifetime. The possible responses were Yes and No.

Use of a condom during the last consensual vaginal sexual relation, based on certain sociodemographic and socioeconomic characteristics is presented in Appendix 2 (Table A2.10)..

▶ Among students aged 14 years or more who have had a consensual vaginal sexual relation over the course of their lifetime, it is estimated that 39% used a condom the last time they had consensual vaginal sex (Figure 12.1).

Figure 12.1

Use of a condom during the last consensual vaginal sexual relation according to sex, secondary school students aged 14 years or more having had at least one consensual vaginal sexual relation over the course of their lifetime - Nunavik, 2022
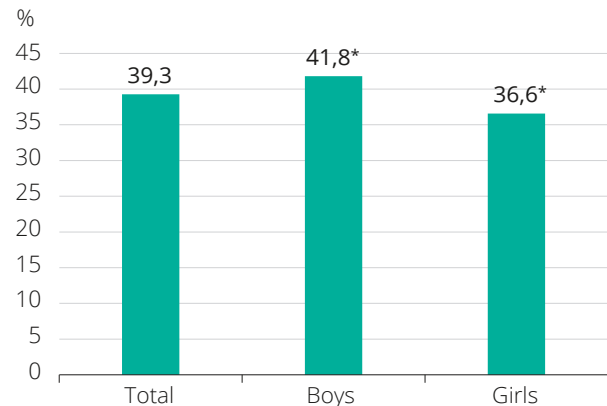
* Coefficient of variation between 15% and 25%; interpret with caution.

Note : No significant difference was observed at a threshold of 5%.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

12.3 Teaching use of condoms

The indicator Teaching use of condoms was developed on the basis of the following question: (HV7_17A) Were you ever taught about using condoms? This question was asked to all students aged 14 years or more. The possible responses were Yes and No. This indicator has an associated risk of bias because of a high partial nonresponse rate (18%).

▶ Around 6 out of 10 secondary school students aged 14 years or more (61%) were taught how to use a condom (Table 12.2).

▶ 1st cycle students are proportionally less numerous than 2nd cycle students to have been taught how to use a condom (48% vs. 68%).

Table 12.2

Teaching use of condoms according to certain sociodemographic and socioeconomic characteristics, secondary school students aged 14 years or more - Nunavik, 2022

	%
Total	**61,4**
Sex	
Boys	58,1
Girls	65,5
School cycle	
1st cycle	47,7 [a]
2nd cycle	67,9 [a]
Highest level of education achieved by the parents[1]	
Less than a high school diploma	66,4
Pre-work training program, high school diploma or higher	69,9
Parents' employment status[2]	
At least one parent is employed	68,4
No parent is employed	56,3
Coast	
Ungava	65,3
Hudson	58,5

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

12.4 Knowledge regarding sexually transmitted infections

The indicator **Knowledge regarding sexually transmitted infections** was developed on the basis of a question divided into four subquestions, namely:

Have you ever heard about the following sexually transmitted infections (STIs)?

(HV7_22_1) Gonorrhea

(HV7_22_2) Chlamydia

(HV7_22_3) AIDS

(HV7_22_4) Syphilis

 These subquestions were asked to all students aged 14 years or more. Students had to answer each subquestion with Yes or No. This indicator has an associated risk of bias because of a partial nonresponse rate (between 23.9% and 24.9%).

Figure 12.2

Knowledge regarding sexually transmitted infections, secondary school students aged 14 years or more - Nunavik, 2022
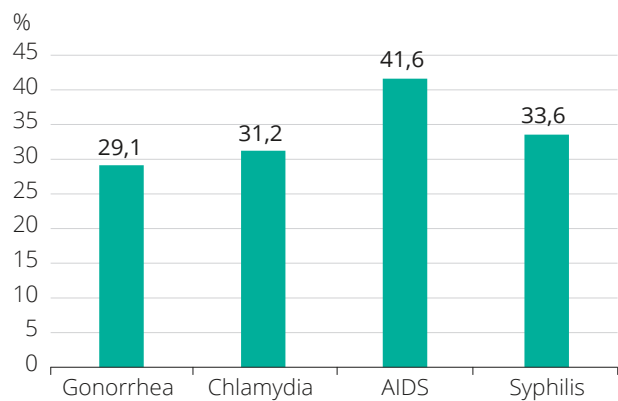
Note : A student could indicate more than one sexually transmitted infection.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▸ It is estimated that 42% of secondary school students aged 14 years or more have already heard about AIDS, 31% about chlamydia, 34% about syphilis, and 29% about gonorrhea (Figure 12.2).

▸ Boys aged 14 years or more are proportionally less numerous than girls of the same age to have heard about gonorrhea (26% vs. 33%), chlamydia (27% vs. 37%) or syphilis (28% vs. 41%) (Table 12.3).

▸ More students aged 14 years or more in the 2nd cycle had heard about all four STIs than students in the 1st cycle.

Table 12.3

Knowledge regarding sexually transmitted infections, according to certain sociodemographic and socioeconomic characteristics, secondary school students aged 14 years or more - Nunavik, 2022

	Gonorrhea	Chlamydia	AIDS	Syphilis
	%			
Sex				
Boys	25,9 [a]	27,1 [a]	42,6	28,3 [a]
Girls	33,3 [a]	36,7 [a]	40,3	40,7 [a]
School cycle				
1st cycle	22,6 [a]	20,3 [a]	27,2 [a]	25,4 [a]
2nd cycle	32,2 [a]	36,5 [a]	48,4 [a]	37,5 [a]
Highest level of education achieved by the parents[1]				
Less than a high school diploma	23,4* [a]	33,5*	52,2	35,8*
Pre-work training program, high school diploma or higher	42,5 [a]	40,4	50,9	39,4
Parents' employment status[2]				
At least one parent is employed	34,7 [a]	36,5 [a]	46,2	37,6
No parent is employed	21,2* [a]	21,7* [a]	37,3*	31,8*
Coast				
Ungava	30,1	32,9	47,2 [a]	29,2
Hudson	28,5	30,1	38,0 [a]	36,4

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are being provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Note :   A student could indicate more than one sexually transmitted infection.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

3

Social adaptation and mental health of secondary school students

A description of the indicators is provided prior to the presentation of the results associated with each of them in this section of the report. To obtain a description of the overlap variables, namely Sex, School cycle, Highest level of education achieved by the parents, Parents' employment status and Coast, see Part 1 – Characteristics of secondary school students.

Cultural environment

13.1 Inuit cultural identity

Thirteen statements associated with Inuit cultural identity were presented to all students, who were then asked to what extent they agreed or disagreed with each of them.

The statements in question were the following:

(SD10_10x_1) I am proud to be an Inuk.

(SD10_10X_2) It is important for me to know and speak Inuktitut.

(SD10_10X_3) It is important for me to learn traditional skills.

(SD10_10X_4) My relationship to the land is important.

(SD10_10X_5) I go to Elders to learn about our Inuit ways.

(SD10_10X_6) Laughing heals me.

(SD10_10X_7) I feel comforted when I participate in cultural activities and ceremonies.

(SD10_10X_8) The more I learn about my culture, the more confident I feel about life.

(SD10_10X_9) I need to learn more about my Inuit identity.

(SD10_10X_10) My identity as an Inuk person helps me to know who I am and what to do in life.

(SD10_10X_11) My family gives me strong identity.

(SD10_10X_12) I participate in traditional ways of sharing.

(SD10_10X_13) It is important for me to eat country food.

For each statement, the possible responses were I agree, I disagree and I am not sure. In the subsequent analysis, only students who replied I agree were considered.

The indicator **Sense of belonging to the Inuit community** is presented in Appendix 3 (Table A3.1).

▸ It is estimated that 93% of secondary school students agreed with the statement I am proud to be an Inuk (Figure 13.1).

▸ Close to 9 out of 10 students agreed with the statements It is important for me to know and speak Inuktitut (89%) and It is important for me to eat country food (88%).

▸ Around 8 out of 10 students agreed with the statement It is important for me to learn traditional skills (81%).

Figure 13.1

High level of agreement[1] with the statements associated with Inuit cultural identity, secondary school students - Nunavik, 2022
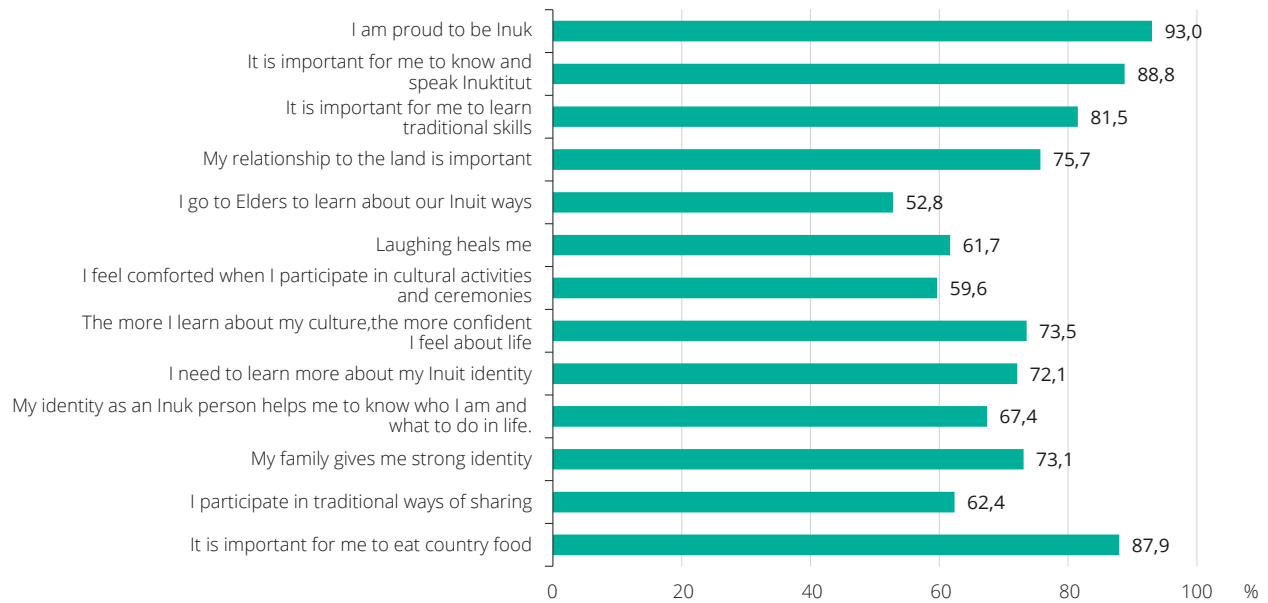
1. The proportions concern students who were in agreement with the statement that was presented to them.
Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

▶ Girls are proportionally more numerous than boys to be in agreement with the following statements (Table 13.1):

- I am proud to be an Inuk (95% vs. 91%);

- It is important for me to know and speak Inuktitut (93% vs. 84%);

- Laughing heals me (68% vs. 55%);

- The more I learn about my culture, the more confident I feel about life (76% vs. 71%);

- I need to learn more about my Inuit identity (75% vs. 69%);

- It is important for me to eat country food (92% vs. 84%).

▶ 2nd cycle students are proportionally more numerous than those in the 1st cycle to agree with the following three statements:

- It is important for me to know and speak Inuktitut (92% vs. 86%);

- It is important for me to learn traditional skills (86% vs. 78%);

- It is important for me to eat country food (93% vs. 84%).

Table 13.1

High level of agreement[1] with the statements associated with Inuit cultural identity, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Sex		School cycle		Highest level of education achieved by the parents[2]		Parents' employment status[3]		Coast	
	Boys	Girls	1st cycle	2nd cycle	Less than a high school diploma	Pre-work training program, high school diploma or higher	At least one parent is employed	No parent is employed	Ungava	Hudson
	%									
I am proud to be an Inuk.	90,9 a	95,0 a	93,2	92,8	88,2 a	94,6 a	93,6 a	88,8 a	93,4	92,8
It is important for me to know and speak Inuktitut.	84,2 a	93,2 a	86,1 a	92,2 a	87,8	91,3	88,3	89,4	89,9	88,1
It is important for me to learn traditional skills.	81,9	81,1	78,1 a	85,8 a	79,0	82,9	85,4 a	77,8 a	84,3	79,6
My relationship to the land is important.	74,6	76,7	74,0	77,9	76,1	79,7	77,9 a	67,5 a	77,2	74,7
I go to Elders to learn about our Inuit ways.	50,5	55,0	53,3	52,3	47,2 a	57,8 a	51,8	60,7	48,7 a	55,4 a
Laughing heals me.	55,3 a	67,6 a	62,3	60,9	62,7	62,3	61,3	66,1	62,9	60,9
I feel comforted when I participate in cultural activities and ceremonies.	61,4	58,0	58,1	61,5	54,4	60,6	59,6	59,5	60,9	58,8
The more I learn about my culture, the more confident I feel about life.	70,8 a	76,2 a	74,3	72,6	71,5	77,4	74,9	78,2	75,2	72,5
I need to learn more about my Inuit identity.	69,1 a	74,9 a	73,2	70,7	73,2	72,9	73,2	72,3	74,7	70,5
My identity as an Inuk person helps me to know who I am and what to do in life	64,9	69,8	70,2	63,8	66,7	67,0	67,1	68,2	70,8	65,2
My family gives me strong identity.	72,3	73,8	78,9 a	65,7 a	83,5	73,3	74,2	68,9	73,4	72,9
I participate in traditional ways of sharing.	59,8	64,8	63,8	60,6	66,2	67,8	64,5	55,3	62,1	62,6
It is important for me to eat country food	83,6 a	92,1 a	84,3 a	92,6 a	85,7	88,4	87,5	82,5	90,6 a	86,2 a

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same row at a threshold of 5%.
1.   The proportions concern students who agreed with the statement they were presented.
2.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.
3.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

13.2 Traditional skills taught

The **traditional skills taught** were measured with the following question, divided into four subquestions and asked to all students:

Do you have someone who teaches you the following traditional skills?

(SD10_8x_1) Hunting

(SD10_8x_2) Fishing

(SD10_8x_3) Cooking

(SD10_8x_4) Sewing

Students had to answer each subquestion with Yes or No.

▸ Around 82% of secondary school students in Nunavik are taught by someone close to them about fishing, 73% are taught about hunting, 66% about cooking and 49% about sewing (Figure 13.2).

Figure 13.2

Traditional skills taught, secondary school students - Nunavik, 2022
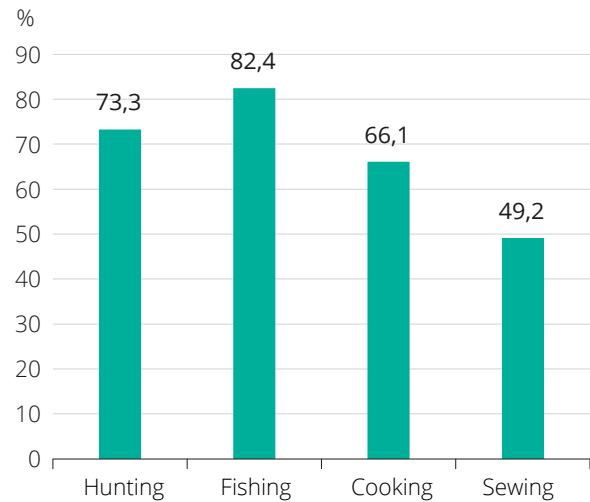
Note :   A student could indicate more than one skill.
Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

▸ Girls are proportionally more numerous than boys to be taught by someone close to them about cooking (76% vs. 55%) and sewing (84% vs. 11%) (Table 13.2).

▸ Inversely, boys are proportionally more numerous to be taught about hunting (81% vs. 66%).

▸ Secondary school students from the Ungava coast are proportionally more numerous than those from the Hudson Coast to be taught by someone close to them about hunting, fishing, cooking or sewing.

Table 13.2

Traditional skills taught, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Hunting	Fishing	Cooking	Sewing
	%			
Sex				
Boys	80,6 [a]	81,8	55,5 [a]	11,0 [a]
Girls	65,9 [a]	83,1	76,4 [a]	84,2 [a]
School cycle				
1st cycle	73,5	81,5	65,6	52,6 [a]
2nd cycle	73,1	83,6	66,8	45,1 [a]
Highest level of education achieved by the parents[1]				
Less than a high school diploma	74,5	77,8 [a]	68,8	47,5
Pre-work training program, high school diploma or higher	77,8	87,2 [a]	70,4	50,8
Parents' employment status[2]				
At least one parent is employed	77,1 [a]	87,4 [a]	69,2	50,6
No parent is employed	68,3 [a]	72,8 [a]	66,3	50,3
Coast				
Ungava	78,7 [a]	87,5 [a]	72,9 [a]	55,6 [a]
Hudson	69,6 [a]	79,0 [a]	61,5 [a]	44,9 [a]

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Note :   A student could indicate more than one skill.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

Social environment: family, friends and community

14.1 Social support in the family environment

Seven statements related to social support in the family environment were presented to all students; these were:

In my home, there is a parent, family member or some other adult...

(SM_G_1X_1) Who is interested in my school work.

(SM_G_1X_2) Who talks with me about my problems.

(SM_G_1X_3) Who listens to me when I have something to say.

(SM_G_1X_4) Who expects me to follow the rules.

(SM_G_1X_5) Who believes that I will be a success.

(SM_G_1X_6) Who always wants me to do my best.

(SM_G_1X_7) Who is affectionate with me in an appropriate way (hugs me, smiles at me, gives me kisses).

For each of these statements, the possible responses were Yes and No.

The indicator **Level of social support in the family environment** is presented in Appendix 3 (Table A3.2).

▸ Around 91% of secondary school students consider that there is at least one adult in their family environment who always wants them to do their best, 79% consider having at least one adult in their family environment who believes they will be a success, 74% consider having at least one adult in their family environment who expects them to follow the rules, and 72% consider that there is at least one adult in their family environment who listens to them when they have something to say (Figure 14.1).

▸ It is estimated that 45% of secondary school students believe that they can speak about their problems with at least one adult in their family environment.

Figure 14.1

Social support in the family environment, secondary school students - Nunavik, 2022

An adult...

	%
... is interested in my school work	62,6
... talks with me about my problems	44,7
... listens to me when I have something to say	71,8
... expects me to follow the rules	74,2
... believes that I will be a success	79,1
... always wants me to do my best.	91,1
... is affectionate with me	60,9

Note :   Students could indicate more than one "type" of support.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▶ It is estimated that a greater proportion of girls than boys believe that their family environment includes an adult (Table 14.1):

- who is interested in their school work (67% vs. 58%);

- who listens to them when they have something to say (74% vs. 69%);

- who expects them to follow the rules (78% vs. 70%);

- who always wants them to do their best (93% vs. 89%).

▶ Students with at least one parent who is employed are proportionally more numerous than those with n° parent who is employed to believe that their family environment includes an adult:

- who expects them to follow the rules (83% vs. 63%);

- who believes that they will be a success (85% vs. 64%);

- who always wants them to do their best (96% vs. 87%).

Table 14.1

Social support in the family environment according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	An adult…						
	… is interested in my school work	… talks with me about my problems	… listens to me when I have something to say	… expects me to follow the rules	… belie-ves that I will be a success	… always wants me to do my best	… is affec-tionate with me
	%						
Sexe							
Boys	58,0 a	41,8	68,9 a	70,4 a	80,0	88,6 a	58,6
Girls	66,8 a	47,4	74,3 a	77,8 a	78,3	93,3 a	63,0
School cycle							
1st cycle	62,3	46,9	75,7 a	74,5	78,3	92,7 a	61,1
2nd cycle	62,9	41,8	66,7 a	73,9	80,1	88,9 a	60,7
Highest level of education achieved by the parents[1]							
Less than a high school diploma	69,2	50,9	77,4	78,7	88,9	93,1	67,0
Pre-work training program, high school diploma or higher	66,3	49,5	74,6	82,8	85,6	93,1	72,0
Parents' employment status[2]							
At least one parent is employed	65,5	45,2	75,6	82,7 a	85,3 a	95,6 a	67,7
No parent is employed	58,4	46,6	70,3	63,3 a	63,6 a	86,8 a	61,2
Coast							
Ungava	66,9 a	45,1	71,6	74,7	79,1	90,5	61,4
Hudson	59,6 a	44,4	71,9	73,9	79,1	91,5	60,6

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Note :   Students could indicate more than one «type» of support.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

14.2 Social support from friends

Three statements related to social support from friends were presented to all students. They were:

I have a friend about my own age...

(SM_H_1_1) Who really cares about me.

(SM_H_1_2) Who talks with me about my problems.

(SM_H_1_3) Who helps me when I'm having a hard time.

For each of these statements, the possible responses were Yes and No.

The indicator **Level of social support from friends** is presented in Appendix 3 (Table A3.3).

▶ Around 84% of secondary school students in Nunavik believe that they have at least one friend who really cares about them, and 73% consider that they have at least one friend who helps them when they're having a hard time.

▶ It is estimated that 6 out of every 10 students (62%) consider that they have at least one friend who talks with them about their problems (Figure 14.2).

Figure 14.2

Social support from friends, secondary school students - Nunavik, 2022
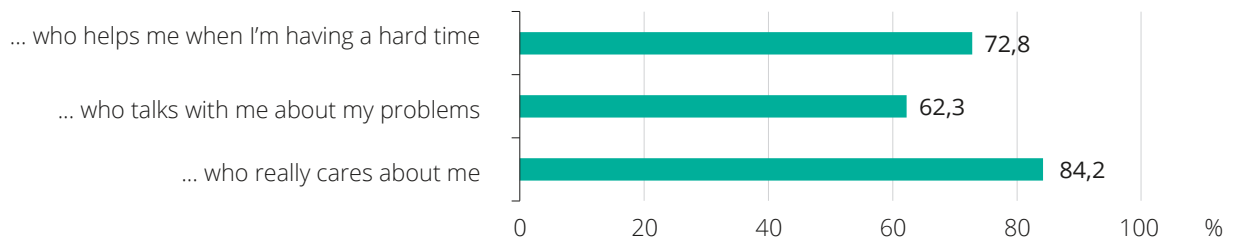
I have a friend about my own age...

... who helps me when I'm having a hard time — 72,8
... who talks with me about my problems — 62,3
... who really cares about me — 84,2

Note : Students could indicate more than one "type" of support.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

> ▶ Girls are proportionally more numerous than boys to believe that they have a friend who helps them when they're having a hard time (80% vs. 65%), who talks with them about their problems (75% vs. 49%) or who really cares about them (89% vs. 79%) (Table 14.2).

Table 14.2

Social support from friends based on certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	I have a friend about my own age…		
	… who really cares about me	… who talks with me about my problems	… who helps me when I'm having a hard time
	%		
Sex			
Boys	78,6 a	48,7 a	64,9 a
Girls	89,5 a	75,3 a	80,3 a
School cycle			
1st cycle	83,1	64,1	74,0
2nd cycle	85,6	59,9	71,2
Highest level of education achieved by the parents[1]			
Less than a high school diploma	90,2	65,2	74,9
Pre-work training program, high school diploma or higher	89,1	71,5	80,1
Parents' employment status[2]			
At least one parent is employed	85,0	63,6	72,1
No parent is employed	83,9	59,1	78,3
Coast			
Ungava	86,6	60,3	71,2
Hudson	82,6	63,6	73,8

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Note :   Students could indicate more than one "type" of support.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

14.3 Social support in the community environment

Six statements related to **social support in the community environment** were presented to all students; these were:

Outside of my home and school, there is an adult …

(SM_I_1X_1) Who really cares about me.

(SM_I_1X_2) Who tells me when I do a good job.

(SM_I_1X_3) Who notices when I am upset about something.

(SM_I_1X_4) Who believes that I will be a success.

(SM_I_1x_5) Who always wants me to do my best.

(SM_I_1X_6) Whom I trust.
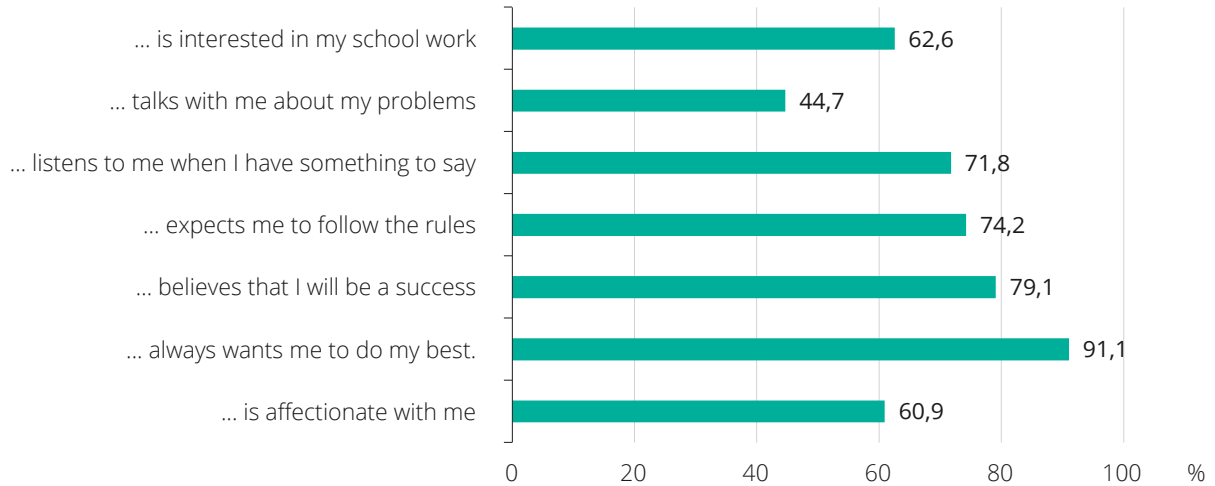
For each of these statements, the possible responses were Yes and No.

The indicator **Level of social support in the community environment** is presented in Appendix 3 (Table A3.4).

▸ Around 87% of students said they had at least one adult in their community environment who always wants them to do their best, 78% believe there is at least one adult in their community environment who really cares about them, 77% consider that there is at least one adult in their community environment who tells then when they do a good job, and 74% deem that there is at least one adult in their community environment who believes that they will be a success (Figure 14.3).

▸ About three-quarter of students (75%) believe that there is at least one adult in their community environment whom they trust, and 6 out of 10 students (60%) state there is at least one adult in this environment who notices when they are upset about something.

Figure 14.3

Social support in the community environment, secondary school students - Nunavik, 2022

There is an adult...

Note : Students could indicate more than one "type" of support.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▸ It is estimated that girls are proportionally more numerous than boys to believe that they have at least one adult in their community environment:

- who really cares about them (83% vs. 72%);

- who notices when they are upset about something (66% vs. 53%);

- who always wants them to do their best (91% vs. 82%);

- whom they trust (78% vs. 72%) (Table 14.3).

▸ Students with at least one employed parent are proportionally more numerous than those with nᵒ employed parent to believe that there is an adult in their community environment who really cares about them (82% vs. 73%), who tells them when they do a good job (80% vs. 73%), who believes that they will be a success (81% vs. 63%), and who always wants them to do their best (90% vs. 84%).

Table 14.3

Social support in the community environment according to certain sociodemographic characteristics and socioeconomic characteristics, secondary school students - Nunavik, 2022

	There is an adult...					
	... who really cares about me	... who tells me when I do a good job	... who notices when I am upset about something	... who believes that I will be a success	... who always wants me to do my best	... whom I trust
	%					
Sex						
Boys	72,3 a	75,0	53,4 a	72,6	82,2 a	71,7 a
Girls	83,5 a	78,7	66,1 a	75,0	91,2 a	77,7 a
School cycle						
1st cycle	77,0	78,7	55,9 a	70,1 a	86,0	75,1
2nd cycle	79,6	74,6	65,3 a	78,7 a	88,0	74,5
Highest level of education achieved by the parents[1]						
Less than a high school diploma	87,1	84,8	66,5	86,8	89,6	85,2
Pre-work training program, high school diploma or higher	84,0	85,3	63,0	85,0	93,2	80,5
Parents' employment status[2]						
At least one parent is employed	81,6 a	80,4 a	62,1	80,9 a	90,0 a	78,0
No parent is employed	73,5 a	72,9 a	63,8	63,4 a	84,4 a	77,4
Coast						
Ungava	80,3	73,5 a	58,9	72,3	86,7	74,7
Hudson	76,6	79,2 a	60,7	74,9	86,9	74,9

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Note :   Students could indicate more than one "type" of support.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

14.4 Significant involvement in the community environment

Three statements related to **significant involvement in the community environment** were presented to all students. They were:

Outside of my home and school...

(SM_I_2X_1) I am part of a club, sports team, church (or other place of worship) or another group activity.

(SM_I_2X_2) I am involved in music, art, literature, sports or a hobby.

(SM_I_2X_3) I help other people.

For each of these statements, the possible responses were Yes and No.

The indicator **Level of significant involvement in the community environment** is presented in Appendix 3 (Table A3.5).

Figure 14.4

Significant involvement in the community environment, secondary school students - Nunavik, 2022

Note : Students could indicate more than one "type" of participation.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

▶ Around 81% of secondary school students in Nunavik said that they help other people outside of their home and school (Figure 14.4).

▶ Nearly half of students are part of a club, sports team, church or other group (48%) or participate in other leisure activities in the community (48%).
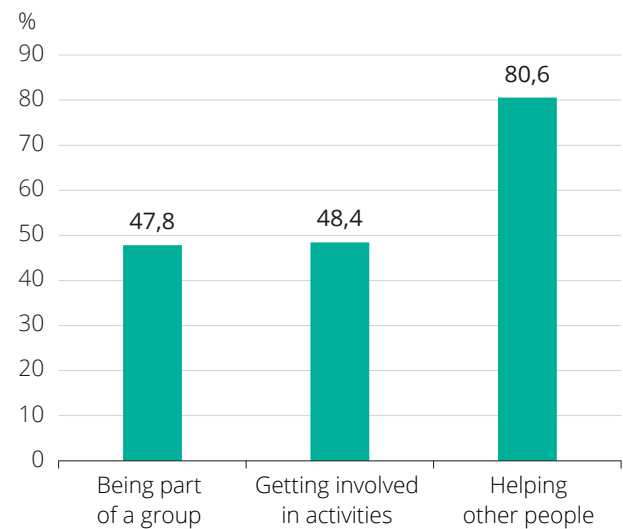
▶ Girls are proportionally more numerous than boys to help people outside of their home and school (83 % vs. 78%) (Table 14.4).

▶ Secondary school students with nᵒ employed parent are proportionally more numerous than those with at least one employed parent to belong to a group in their community (57% vs. 47%).

Table 14.4

Significant involvement in the community environment according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Being part of a group	Getting involved in activities	Helping other people
	%		
Sex			
Boys	49,1	49,2	77,6 [a]
Girls	46,6	47,7	83,5 [a]
School cycle			
1st cycle	47,9	48,9	81,6
2nd cycle	47,7	47,9	79,1
Highest level of education achieved by the parents[1]			
Less than a high school diploma	59,2	54,4	88,3
Pre-work training program, high school diploma or higher	49,7	58,1	83,8
Parents' employment status[2]			
At least one parent is employed	46,8 [a]	50,7	80,9
No parent is employed	57,2 [a]	46,7	84,9
Coast			
Ungava	48,2	45,4	79,0
Hudson	47,6	50,4	81,6

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Note :   Students could indicate more than one "type" of participation.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

School engagement

15.1 School engagement

Four indicators are related to school engagement.

Attachment to school

This indicator is related to the question (SM_E_2X) Do you like school? The possible responses were I like school very much, I like school, I don't like school and I don't like school at all. The categories were split in two, namely Yes and No. The first one groups together students who answered I like school very much or I like school, the second one groups together those who answered I don't like school or I don't like school at all. The proportions presented concern students in the Yes category.

Self-evaluation of school performance

This indicator was developed on the basis of the following question: (SM_E_3X) In terms of your school marks, how would you rate yourself compared to other students your age at your school? The possible responses were I am one of the stronger students, I am stronger than the average student, I am an average student, I am weaker than the average student and I am one of the weaker students. The categories were split in three. The first one, Above average, groups together students who answered I am one of the stronger students or I am stronger than the average student. The second category, Average, groups together students who answered I am an average student, and the third one, Below average, groups together students who answered I am weaker than the average student or I am one of the weaker students. The proportions presented concern students in the Above average category.

Importance of getting good marks

This indicator was developed on the basis of the following question: (SM_E_4X) How important is it for you to get good marks? The possible responses were Very important, Important, Somewhat important and Not important at all. The categories were split in two, namely Yes and No. The first category groups together students who answered Very important or Important and the second one, those who answered Somewhat important or Not important at all. The proportions presented concern students in the Yes category.

Intention regarding ongoing studies

This indicator was developed on the basis of the following question: (SM_E_7X) If you were the only one deciding, until what point would you like to continue studying? The possible responses were I want to finish Cegep or university, I want to finish secondary school (high school or adult education), I don't want to finish secondary school (high school or adult education) and I don't care. The categories were split in three. The first category, Wants to finish Cegep or university, groups together students who answered I want to finish Cegep or university. The second category, Wants to finish secondary school (or adult education), groups together students who answered I want to finish secondary school (high school or adult education), and the third one, Does not want to finish secondary school (or adult education), groups together students who answered I don't want to finish secondary school (high school or adult education) or I don't care.

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The proportions presented concern students in the categories Wants to finish Cegep or university and Wants to finish secondary school (or adult education).

The indicator **Level of school engagement** is presented in Appendix 3 (Table A3.6).

▶ It is estimated that 70% of secondary school students in Nunavik consider it important or very important to get good marks. 62% of students claim to like school and 29% believe that they are stronger than the average student (Table 15.1).

▶ Around half (55%) of secondary school students want to finish secondary school (or adult education), and approximately one-third (35%) want to pursue their studies at cegep or university.

▶ Girls are proportionally more numerous than boys to consider it important or very important to get good marks (73% vs. 67%). Yet, a greater proportion of boys than girls believe that they are stronger than the average student (33% vs. 25%).

▶ 2nd cycle students are proportionally more numerous to like school than those in the 1st cycle (67% vs. 59%), but the latter increasingly think that it is important or very important to get good marks (74% vs. 65%).

▶ Relatively, more students from the Hudson Coast than from the Ungava Coast said that they like school (65% vs. 58%), believed that they were stronger than the average student (31% vs. 26%) and thought that it was important or very important to get good marks (73% vs. 67%).

Table 15.1

School engagement, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Attachment to school	Self-evaluation of school performance	Important or very impor-tant to get good marks	Intention regarding ongoing studies	
	Yes	Above average	Yes	Wants to finish Cegep or university	Wants to finish secondary school (or adult education)
			%		
Total	**62,3**	**29,0**	**70,3**	**34,5**	**55,3**
Sex					
Boys	62,0	33,1 ᵃ	67,4 ᵃ	31,9	57,4
Girls	62,5	25,1 ᵃ	73,0 ᵃ	37,0	53,3
School cycle					
1st cycle	58,5 ᵃ	30,8	74,1 ᵃ	36,6	53,0
2nd cycle	67,2 ᵃ	26,7	65,3 ᵃ	32,0	58,2
Highest level of education achieved by the parents[1]					
Less than a high school diploma	64,2	42,9	75,7	31,6	60,6
Pre-work training program, high school diploma or higher	66,4	33,8	74,3	38,9	56,7
Parents' employment status[2]					
At least one parent is employed	64,1	32,2	72,3	35,2	57,8
No parent is employed	65,0	33,4	71,4	35,6	53,3
Coast					
Ungava	58,0 ᵃ	25,5 ᵃ	66,5 ᵃ	34,0	53,5
Hudson	65,0 ᵃ	31,3 ᵃ	72,7 ᵃ	34,9	56,4

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 0.05%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Self-esteem and social skills

16.1 Self-esteem

Ten statements related to **self-esteem** were presented to all students; these were:

(SM_D_1B_1) I think I'm someone who has something valuable to offer, at least as much as other people do.

(SM_D_1B_2X) I think I have a number of good qualities.

(SM_D_1B_3X) Everything considered, I think I'm a failure.

(SM_D_1B_4) I'm able to do things as well as other people my age.

(SM_D_1B_5) There's little reason to be proud of myself.

(SM_D_1B_6) I have a positive attitude towards myself.

(SM_D_1B_7) Overall, I'm satisfied with myself.

(SM_D_1B_8) I find it difficult to accept myself as I am.

(SM_D_1B_9) Sometimes I think I'm really useless.

(SM_D_1B_10) Occasionally, I've thought of myself as a good-for-nothing.

Students were asked to what extent they agreed or disagreed with each one of these statements. For each statement, the possible responses were Completely Disagree, Somewhat Disagree, Somewhat Agree and Completely agree. The following analysis concerns students who answered Somewhat Agree or Completely agree, which were grouped together.

The indicator **Degree of self-esteem** is presented in Appendix 3 (Table A3.7)..

▸ Around 6 out of 10 secondary school students felt that they had good qualities (63%), were able to do things as well as other people their age (69%) and had a positive attitude towards themselves (65%) (Figure 16.1).

▸ However, around two-thirds of students felt that they had very little reason to be proud of themselves (68%).

Figure 16.1

Self-esteem[1], secondary school students - Nunavik, 2022

1. The proportions concern students who answered Somewhat Agree or Completely Agree with regard to the statement they were presented.

Source : Institut de la statistique du Québec, Health survey of secondary school students in Nunavik – *UVIKKAVUT QANUIPPAT? 2022*.

▶ It is estimated that girls are proportionally more numerous than boys to (Table 16.1):

- think that they are a failure (43% vs. 30%);

- think there's little reason to be proud of themselves (72% vs. 65%);

- find it difficult to accept themselves as they are (53% vs. 38%);

- sometimes think they're really useless (54% vs. 41%);

- think of themselves as good-for-nothing (47% vs. 40%).

▶ 2nd cycle students are proportionally more numerous than 1st cycle students to:

- think they have a number of good qualities (68% vs. 59%);

- consider themselves able to do things as well as other people their age (76% vs. 64%);

- have a positive attitude towards themselves (70% vs. 61%).

▶ Students with at least one employed parent are more likely than those with no employed parent to think they have a number of good qualities (67% vs. 52%), to consider themselves able to do things as well as other people their age (73% vs. 59%) and to have a positive attitude towards themselves (69% vs. 51%).

Table 16.1

Self-esteem[1], according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Sex		School cycle		Highest level of education achieved by the parents[2]		Parents' employment status[3]		Coast	
	Boys	Girls	1st cycle	2nd cycle	Less than a high school or secondary school diploma	Pre-work training program, high school or secondary school diploma or higher	At least one parent is employed	No parent is employed	Ungava	Hudson
					%					
I think I'm someone who has something valuable to offer, at least as much as other people do	52,9	58,9	53,2	59,5	59,2	61,6	59,1	50,3	55,4	56,3
I think I have a number of good qualities	63,0	62,1	58,5 a	67,9 a	74,7	67,3	67,1 a	52,2 a	60,6	63,8
Everything considered, I think I'm a failure	30,2 a	43,1 a	36,1	37,8	38,6	33,8	34,0 a	48,1 a	33,1	39,3
I'm able to do things as well as other people my age	68,4	69,9	63,9 a	76,2 a	78,2	73,7	73,1 a	59,1 a	71,5	67,7
There's little reason to be proud of myself	64,7 a	71,6 a	63,4 a	74,4 a	73,0	69,3	71,9 a	56,0 a	70,6	66,7
I have a positive attitude towards myself	65,7	64,4	61,3 a	69,9 a	68,4	67,2	69,2 a	51,2 a	65,5	64,7
I find it difficult to accept myself as I am	57,7	61,0	57,2	62,2	69,2	62,4	66,0 a	41,9 a	59,6	59,2
Overall, I'm satisfied with myself	37,8 a	52,9 a	40,5 a	52,0 a	46,8	43,8	46,2	43,8	44,9	46,1
Sometimes I think I'm really useless	40,9 a	53,5 a	42,7 a	53,5 a	47,6	43,5	47,2	48,0	48,6	46,8
Occasionally, I've thought of myself as a good-for-nothing	40,1 a	47,3 a	41,6	46,7	42,1	39,5	40,4 a	50,7 a	42,2	44,9

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same row at a threshold of 5%.
1.   The proportions concern students who answered Somewhat Agree or Completely Agree with regard to the statement they were presented.
2.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.
3.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

16.2 Overall self-efficacy

Seven statements related to overall self-efficacy were presented to all students, these were:

(SM_D_4_1) I can work out or solve my problems.

(SM_D_4_2) I can do most things if I try.

(SM_D_4_3) I feel capable of meeting challenges that I care about.

(SM_D_4_4) I get easily discouraged when I have trouble with something.

(SM_D_4_5) I often give up on an activity or project before finishing it.

(SM_D_4_6) If I'm interested in an activity but it looks too complicated, I don't even bother trying.

(SM_D_4_7) When I try to learn something new, I quickly give up if I'm not good at it right away.

For each statement, the possible responses were No, Sometimes and Yes. The following analysis primarily concerns students who answered Yes.

Their **Level of overall self-efficacy** is presented in Appendix 3 (Table A3.8).

▶ It is estimated that 64% of secondary school students in Nunavik deem that they can do most things if they try (Figure 16.2).

▶ Around one out of every two students believes they can work out or solve their problems (48%) and feel capable of meeting challenges that they care about (52%).

▶ Nearly a quarter of students get easily discouraged when they have trouble with something (23%) or often give up on an activity or project before finishing it (22%).

▶ Around a quarter of students, it they're interested in an activity but it looks complicated, don't even bother trying (25%).

Figure 16.2

Overall self-efficacy, secondary school students - Nunavik, 2022

I can work out or solve my problems

%
No	14,7
Sometimes	36,9
Yes	48,4

I can do most things if I try.

%
No	8,7
Sometimes	27,6
Yes	63,7

I feel capable of meeting challenges that I care about

%
No	14,7
Sometimes	33,0
Yes	52,3

I get easily discouraged when I have trouble with something

%
No	32,7
Sometimes	44,0
Yes	23,2

I often give up an activity or project before finishing it

%
No	32,5
Sometimes	45,5
Yes	22,0

If I'm interested in an activity but it looks too complicated, I don't even bother trying

%
No	33,2
Sometimes	41,4
Yes	25,4

When I try to learn something new, I quickly give up if I'm not good at it right away

%
No	46,4
Sometimes	36,4
Yes	17,2

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

- Boys are proportionally more numerous than girls to believe that they can work out or solve their problems (53% vs. 44%) and that they are capable of meeting challenges that they care about (55% vs. 49%) (Table 16.2).

- Boys are less likely than girls to often give up on an activity or project before finishing it (19% vs. 25%) or when they try to learn something new, to quickly give up if they're not good at it right away (15% vs. 20%).

Table 16.2

Overall self-efficacy[1], according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Sex		School cycle		Highest level of education achieved by the parents[2]		Parents' employment status[3]		Coast	
	Boys	Girls	1st cycle	2nd cycle	Less than a high school diploma	Pre-work training program, high school diploma or higher	At least one parent is employed	No parent is employed	Ungava	Hudson
	%									
I can work out or solve my problems	52,6 a	44,3 a	44,5 a	53,6 a	60,4	56,9	55,4	48,1	50,2	47,3
I can do most things if I try	65,4	62,1	58,8 a	70,0 a	73,9	71,7	71,2	64,5	69,0 a	60,2 a
I feel capable of meeting challenges that I care about	55,4 a	49,3 a	51,5	53,2	67,5 a	56,4 a	58,8 a	48,0 a	54,0	51,2
I get easily discouraged when I have trouble with something	21,2	25,2	24,6	21,5	34,1	23,7	24,1	24,2	24,0	22,7
I often give up on an activity or project before finishing it	19,2 a	24,6 a	21,5	22,7	25,8	18,9	20,8	24,7*	22,4	21,8
If I'm interested in an activity but it looks too complicated, I don't even bother trying	26,1	24,6	24,7	26,3	29,7	23,8	25,8 a	37,4 a	27,2	24,2
When I try to learn something new, I quickly give up if I'm not good at it right away	14,6 a	19,5 a	18,2	15,8	25,7* a	15,6 a	14,8 a	30,8 a	19,1	16,0

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions of a row at a threshold of 5%.

1. The proportions concern students who answered Yes to a given statement.
2. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.
3. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

16.3 Empathy

Three statements related to empathy **were presented to** all students; these were:

(SM_D_3_1) I feel bad when someone gets their feelings hurt.

(SM_D_3_2) I try to understand what other people go through.

(SM_D_3_3) I try to understand how other people feel and think.

The indicator **Degree of empathy** is presented in Appendix 3 (Table A3.9).

For each statement, the possible responses were Yes, No and Sometimes. The following analysis primarily concerns students who answered Yes.

▶ Around 44% of secondary school students in Nunavik try to understand what other people go through, 41% try to understand how other people feel and think, and 40% feel bad when someone gets their feelings hurt (Figure 16.3).

Figure 16.3

Empathy, secondary school students - Nunavik, 2022
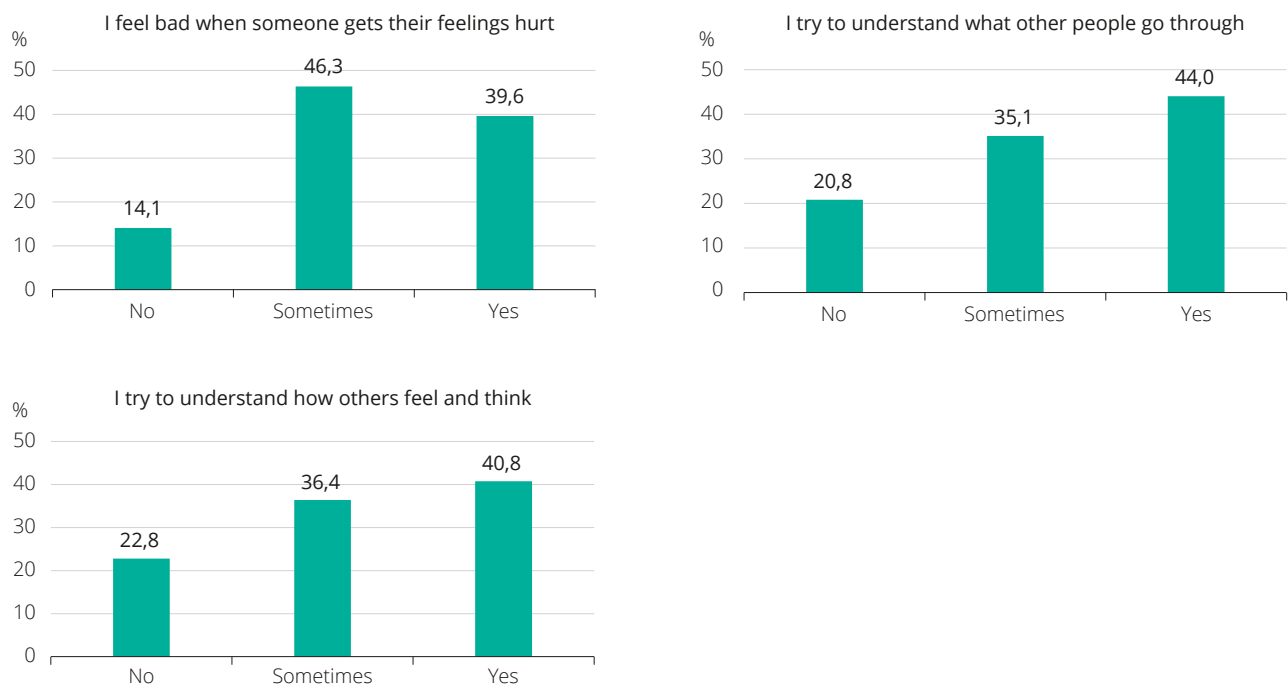
I feel bad when someone gets their feelings hurt

No	Sometimes	Yes
14,1	46,3	39,6

I try to understand what other people go through

No	Sometimes	Yes
20,8	35,1	44,0

I try to understand how others feel and think

No	Sometimes	Yes
22,8	36,4	40,8

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▶ Girls are proportionally more numerous than boys to feel bad when someone gets their feelings hurt (44% vs. 35%), to try to understand what other people go through (53% vs. 35%) and to try to understand how other people feel and think (47% vs. 34%) (Table 16.3).

Table 16.3

Empathy, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	I feel bad when someone gets their feelings hurt.			I try to understand what other people go through.			I try to understand how other people feel and think.		
	No	Sometimes	Yes	No	Sometimes	Yes	No	Sometimes	Yes
					%				
Sex									
Boys	17,1 [a]	47,6	35,4 [a]	27,5 [a]	37,6	34,9 [a]	30,3 [a]	35,9	33,9 [a]
Girls	11,2 [a]	45,1	43,6 [a]	14,5 [a]	32,8	52,7 [a]	15,8 [a]	36,9	47,3 [a]
School cycle									
1st cycle	15,4	47,0	37,5	22,2	33,1	44,6	24,8	36,5	38,7
2nd cycle	12,2	45,4	42,4	19,0	37,8	43,3	20,1	36,2	43,6
Highest level of education achieved by the parents[1]									
Less than a high school or secondary school diploma	10,8*	38,4 [a]	50,7 [a]	11,6*	39,1	49,3	17,1*	34,7	48,2
Pre-work training program, high school or secondary school diploma or higher	10,4*	52,6 [a]	37,0 [a]	18,3	36,0	45,7	15,8	40,6	43,6
Parents' employment status[2]									
At least one parent is employed	12,2	47,6	40,2	16,0 [a]	36,7	47,3	18,9 [a]	35,4	45,7 [a]
No parent is employed	12,0*	40,8	47,2	27,0 [a]	33,2	39,8	29,8 [a]	35,4	34,8 [a]
Coast									
Ungava	12,3	48,1	39,6	17,8	37,1	45,1	21,8	36,9	41,3
Hudson	15,2	45,2	39,6	22,8	33,9	43,4	23,4	36,1	40,5

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are being provided solely for information purposes.

2. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

16.4 Interpersonal relationship skills

Three statements related to **interpersonal relationship skills** were presented to all students, these were:

(SM_D_6A_7) I have difficulty making friends.

(SM_D_6A_8) I feel uncomfortable in group activities with other young people.

(SM_D_6A_9) I get along well with people my age.

For each statement, the possible responses were Never, Sometimes, Often and Always. For the purposes of the analysis, students who answered Never or Sometimes were grouped together, and students who answered Often or Always were grouped together.

The indicator **Level of interpersonal relationship skills** is presented in Appendix 3 (Table A3.10).

▶ Around three-quarters of secondary school students (76%) never have difficulty making friends (30%) or sometimes have difficulty making friends (46%). A total of 69% of students never (31%) or sometimes (38%) feel uncomfortable in group activities with other young people (Figure 16.4).

▶ Just over half of students (53%) often (25%) or always (28%) get along well with people their age.

Figure 16.4

Interpersonal relationship skills, secondary school students - Nunavik, 2022
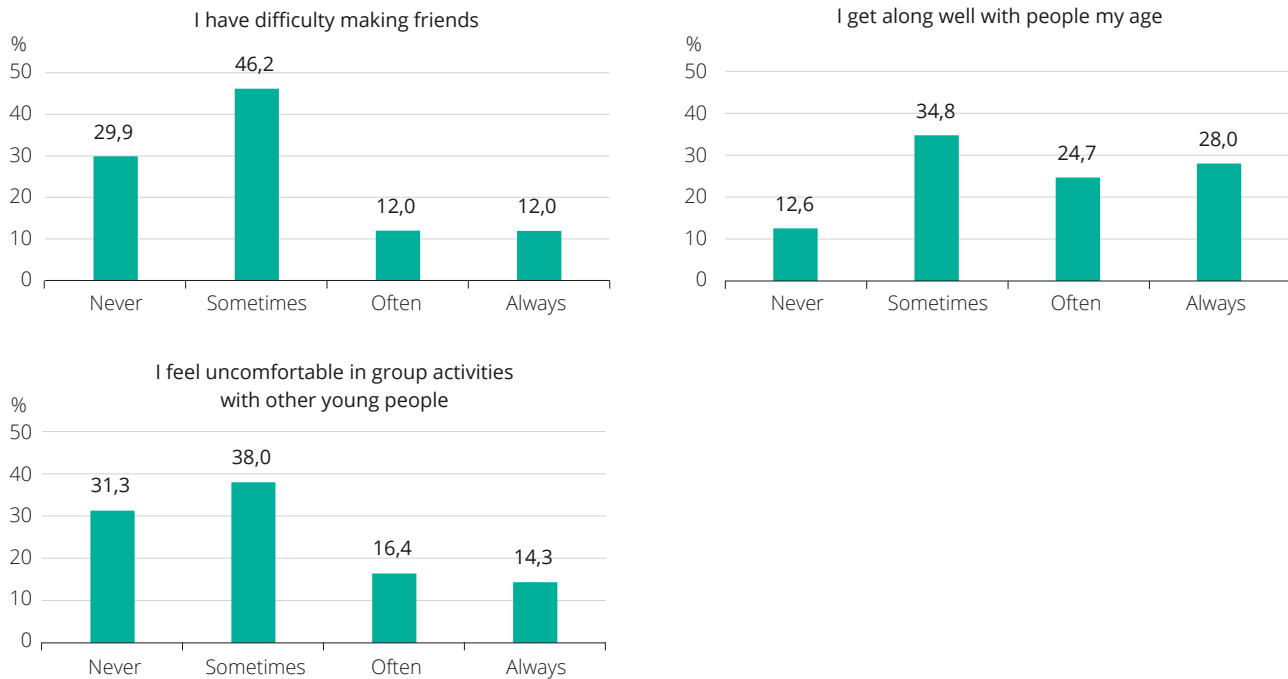
I have difficulty making friends

	Never	Sometimes	Often	Always
%	29,9	46,2	12,0	12,0

I get along well with people my age

	Never	Sometimes	Often	Always
%	12,6	34,8	24,7	28,0

I feel uncomfortable in group activities with other young people

	Never	Sometimes	Often	Always
%	31,3	38,0	16,4	14,3

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▶ Boys are proportionally more numerous than girls to consider that they never have difficulty making friends or sometimes have difficulty making friends (79% vs. 73%) and often or always get along well with people their age (61% vs. 45%) (Table 16.4).

Table 16.4

Interpersonal relationship skills, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Sex		School cycle		Highest level of education achieved by the parents[1]		Parents' employment status[2]		Coast	
	Boys	Girils	1st cycle	2nd cycle	Less than a high school or secondary school diploma	Pre-work training program, high school or secondary school diploma or higher	At least one parent is employed	No parent is employed	Ungava	Hudson
	%									
Never or sometimes having difficulty making friends	78,8 a	73,5 a	76,7	75,2	75,8	75,2	75,1	71,7	77,1	75,4
Never or sometimes feeling uncomfortable in group activities with other young people	71,0	67,6	73,1 a	64,4	65,6	68,5	69,0	63,9	70,3	68,6
Often or always getting along well with other youth their age	61,1 a	44,5 a	51,8	53,8	61,9	55,9	54,5	61,5	53,7	52,0

a   Pour une variable donnée, le même exposant exprime une différence significative entre les proportions d'une même ligne au seuil de 0,05.
1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.
2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Violence

17.1 Victimization during the school year

Victimization during the school year is divided into two concepts: 1) violence at school or on the way to school during the school year; 2) cyberintimidation during the school year.

Violence at school or on the way to school during the school year is measured with a question that includes eleven subquestions, asked to all students. They are:

Since the start of the school year, have you experienced the following at your school or on your way to and from school?

(SM_C_3A_1) You've been insulted or called names.

(SM_C_3A_2) Someone has threatened to hit you or break something belonging to you.

(SM_C_3A_3) You've experienced unwanted sexual touching.

(SM_C_3A_4) You've been hit (beat up, punched, kicked, bullied) or pushed around violently.

(SM_C_3A_5) You've been offered money to do bad or illegal things (for example rob, threaten or hit someone, etc.).

(SM_C_3A_6) You've been "taxed" (someone has robbed you of money or personal possessions after threatening you).

(SM_C_3A_7) You've been threatened or attacked by gang members.

(SM_C_3A_8) You have been called piujuq (you think you are perfect).

(SM_C_3A_9) You have been called white or qallunak because you have mixed parents.

(SM_C_3A_10) You have been bullied because you live in foster care.

(SM_C_3A_11) You have been bullied because you come from another community.

The possible responses were Often, Sometimes and Never. We considered that students who answered Often or Sometimes experienced violence at school or on the way to school during the school year. They are thus considered to have answered Yes.

The **frequency of intimidating behaviour** taken into account by the indicator **Violence at school or on the way to school during the school year** is presented in Appendix 3 (Table A3.11).

Cyberintimidation during the school year, in turn, was measured with one question, asked to all students: (SM_C_3BX_1) Since the start of the school year, have you been victim of bullying on the Internet? The possible responses were Yes and No.

This question was preceded by the explanation below: Bullying on the Internet is when a person uses technology such as a computer or cell phone (text message, Facebook, Snapchat, Messenger, Instagram) to hurt another person on purpose. This can lead to an image (photo or video) or opinion being shared or spread massively. The original sender is often anonymous.

We consider the existence of **victimization during the school year** when a student is a victim of violence at school or on the way to school, or of cyberintimidation. In other words, we consider that students who were subjected to at least one of the eleven intimidating behaviours (i.e., those who answered Yes to at least one of the eleven subquestions related to **violence experienced at school or on the way to school during the school year** or who were subjected to cyberintimidation during the school year (i.e., those who answered Yes to the question regarding cyberintimidation) experienced **victimization during the school year** on at least one occasion.

> ▶ Since the start of the school year, about 3 out of every 4 secondary school students (76%) have been victims of violence at school or on the way to school, or of cyberintimidation (Table 17.1).
>
> ▶ Relatively, more girls than boys are victims of violence at school or on the way to school or cyberintimidation (81% vs. 71%).

Table 17.1

Victimization during the school year, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Victimization during the school year[1]	Violence at school or on the way to school during the school year	Cyberintimidation during the school year
		%	
Total	**76,0**	**75,2**	**11,7**
Sex			
Boys	**70,8** [a]	69,4 [a]	6,0* [a]
Girls	**80,9** [a]	80,7 [a]	17,1 [a]
School cycle			
1st cycle	**77,8**	77,3	10,8
2nd cycle	**73,7**	72,5	12,7
Highest level of education achieved by the parents[2]			
Less than a high school diploma	**81,0**	80,1	9,7**
Pre-work training program, high school diploma or higher	**79,7**	80,0	13,7*
Parents' employment status[3]			
At least one parent is employed	**78,1**	78,2	11,3
No parent is employed	**80,3**	80,3	11,7*
Coast			
Ungava	**74,4**	72,4	11,7
Hudson	**77,0**	76,9	11,7

* Coefficient of variation between 15% and 25%; interpret with caution.

** Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. This indicator combines victimization associated with violence at school or on the way to school along with that associated with cyberintimidation.

2. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are being provided solely for information purposes.

3. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

17.2 Comportements d'agressivité indirecte

Indirect aggressivity was measured with the following five statements, presented to all students:

(SM_B_4B_2) When I'm mad at someone, I try to get others to dislike them.

(SM_B_4B_3) When I'm mad at someone, I become friends with somebody else as revenge.

(SM_B_4B_5) When I'm mad at someone, I say bad things behind their back.

(SM_B_4B_9) When I'm mad at someone, I say to others: let's not hang out with them.

(SM_B_4B_11) When I'm mad at someone, I tell that person's secrets to other people.

In these five cases, students were asked to rate the frequency at which they behaved in this manner. The possible responses were Never, Sometimes and Often. It is deemed that there is a manifestation of indirect aggressivity when a person sometimes or often exhibits a given behaviour. The proportions presented concern students who answered Sometimes or Often to at least one of the five behaviours measured.

We focused on the usual behaviours of students rather than on their behaviours over the past 12 months. Moreover, the indicator does not allow for estimating the prevalence of behavioural problems as defined in the DSM-IV. In fact, the survey does not include any questions for measuring the intensity, persistence and incidence of the reported behaviours. However, it does allow for estimating the proportion of students who display certain problematic behaviours.

The indicator **Number of indirect aggressive behaviours** is presented in Appendix 3 (Table A3.12).

▶ Around 58% of secondary school students in Nunavik manifested at least one of the five indirect aggressive behaviours (Table 17.2).

▶ It is estimated that the proportion of students who manifested indirect aggressive behaviours is higher:

- among girls than boys (62% vs. 53%);

- among those with n° employed parent than those with at least one employed parent (68% vs. 56%);

- among those from the Ungava Coast than those from the Hudson Coast (67% vs. 52%).

Table 17.2

Direct aggressive behaviours, according to certain sociodemographic and socioeconomic, secondary school students - Nunavik, 2022

	%	
Total	**57,9**	
Sex		
Boys	53,4	a
Girls	62,2	a
School cycle		
1st cycle	59,2	
2nd cycle	56,2	
Highest level of education achieved by the parents[1]		
Less than a high school diploma	67,5	a
Pre-work training program, high school diploma or higher	55,2	a
Parents' employment status[2]		
At least one parent is employed	56,1	a
No parent is employed	68,1	a
Coast		
Ungava	66,6	a
Hudson	52,3	a

a For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

17.3 Direct aggressive behaviours

Direct aggressivity was measured using six statements, presented to all students:

(SM_B_4B_1) I get into a lot of fights.

(SM_B_4B_4) When another young person accidentally hurts me, I assume that they or she meant to do it, and I react with anger and start a fight.

(SM_B_4B_6) I physically attack people.

(SM_B_4B_7) I threaten people.

(SM_B_4B_8) I'm cruel, I bully or I'm mean to others.

(SM_B_4B_10) I hit, kick or bite other people my age.

In these six cases, students were asked to rate the frequency at which they behaved in this manner. The possible responses were Never, Sometimes and Often. It is deemed that there is a manifestation of direct aggressivity when a person sometimes or often exhibits a given behaviour. The proportions presented concern students who answered Sometimes or Often to at least one of the six behaviours measured.

We focused on the usual behaviour of students rather than on their behaviour over the past 12 months. Moreover, the indicator does not allow for estimating the prevalence of behavioural problems as defined in the DSM-IV. In fact, the survey does not include any questions for measuring the intensity, persistence and incidence of the reported behaviours. However, it does allow for estimating the proportion of students who display certain problematic behaviours.

The indicator **Number of direct aggressive behaviours** is presented in Appendix 3 (Table A3.13).

▶ Around half of secondary school students in Nunavik (53%) manifest at least one of the six direct aggressive behaviours measured (Table 17.3).

Table 17.3

Direct aggressive behaviours, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**53,2**
Sex	
Boys	55,0
Girls	51,4
School cycle	
1st cycle	53,4
2nd cycle	52,8
Highest level of education achieved by the parents[1]	
Less than a high school diploma	59,2
Pre-work training program, high school diploma or higher	50,0
Parents' employment status[2]	
At least one parent is employed	52,1
No parent is employed	59,0
Coast	
Ungava	53,4
Hudson	53,0

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.
2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Note : No significant difference was observed at a threshold of 5%.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

17.4 Rebellious or imprudent behaviours over the past 12 months

The indicator **Rebellious or imprudent behaviours over the past 12 months** is related to the three followed subquestions, which were asked to all students:

In the past 12 months, about how many times…

(SM_B_4C_1X) Have you stayed out all night?

(SM_B_4C_2) Were you questioned by the police about something they thought you did?

(SM_B_4C_3) Have you run away from home?

In these three cases, students were asked to rate the frequency at which they behaved in this manner over the past 12 months. The possible responses were Never, Once or two times, 3 or 4 times and 5 times or more. It is estimated that students displayed rebellious or imprudent behaviours if they acted in this manner at least once or twice over the past 12 months. The proportions presented concern students who displayed rebellious or imprudent behaviours once or twice, 3 or 4 times or 5 times or more with regard to any of the three measures over the past 12 months.

The indicator does not allow for estimating the prevalence of behavioural problems as defined in the DSM-IV. In fact, the survey does not include any questions for measuring the intensity, persistence and incidence of the reported behaviours. However, it does allow for estimating the proportion of students who display certain problematic behaviours.

The indicator **Instances of rebellious or imprudent behaviours over the past 12 months** is presented in Appendix 3 (Table A3.14).

▸ Around 4 out of every 5 secondary school students (81%) adopted at least one of the rebellious or imprudent behaviours measured over the past 12 months (Table 17.4).

▸ 2nd cycle students are proportionally more numerous than 1st cycle students to have adopted at least one rebellious or imprudent behaviour over the last year (85% vs. 78%).

Table 17.4

Rebellious or imprudent behaviours over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**81,3**
Sex	
Boys	81,9
Girls	80,8
School cycle	
1st cycle	78,2 [a]
2nd cycle	85,3 [a]
Highest level of education achieved by the parents[1]	
Less than a high school diploma	82,3
Pre-work training program, high school diploma or higher	80,4
Parents' employment status[2]	
At least one parent is employed	80,8
No parent is employed	78,4
Coast	
Ungava	83,3
Hudson	80,1

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

17.5 Delinquent behaviours over the past 12 months

The indicator **Delinquent behaviours over the past 12 months** takes into account three sub-indicators: 1) property tort (or damage); 2) violence against other people; 3) belonging to a gang that has broken the law. The results for these three sub-indicators are presented in Appendix 3 (Table A3.16).

1.   Property tort cases were evaluated based on the following two questions, asked to all students:

(SM_B_4C_4X) Have you stolen something?

(SM_B_4C_5) Have you damaged or destroyed something that didn't belong to you?

In these two cases, students were asked to rate the frequency at which they behaved in this manner over the past 12 months. The possible responses were Never, Once or two times, 3 or 4 times and 5 times or more.

2.   Instances of violence against other people were evaluated on the basis of the following five questions, asked to all students:

(SM_B_4C_6) Have you fought with someone to the point where the person needed medical treatment for their injuries?

(SM_B_4C_7) Have you fought with someone with the idea of seriously hurting them?

(SM_B_4C_8) Have you carried a weapon for the purpose of defending yourself or using it in a fight?

(SM_B_4C_9) Have you sold drugs?

(SM_B_4C_10) Have you tried to sexually touch or fondle someone while knowing that they probably wouldn't want you to?

In these five cases, students were asked to rate the frequency at which they behaved in this manner over the past 12 months. The possible responses were Never, Once or two times, 3 or 4 times and 5 times or more.

3. Belonging to a gang that has broken the law was evaluated on the basis of a single question, asked to all students: (SM_B_4DX) In the past 12 months, did you belong to a group that broke the law by stealing, hitting someone, committing vandalism, etc.? The possible responses were Yes and No.

We estimate that there were instances of **delinquent behaviour over the past 12 months** whenever a behaviour involving property tort/damage or violence against other people happened once or two times and when a student answered Yes to the question concerning belonging to a gang that had broken the law.

The indicator does not allow for estimating the prevalence of behavioural problems as defined in the DSM-IV. In fact, the survey does not include any questions for measuring the intensity, persistence and incidence of the reported behaviours. However, it does allow for estimating the proportion of students who display certain problematic behaviours.

The indicator **Instances of delinquent behaviour over the past 12 months** is presented in Appendix 3 (Table A3.15).

▶ Around two-thirds (66%) of secondary school students in Nunavik displayed at least one of the eight delinquent behaviours measured over the past 12 months (Table 17.5).

▶ Boys are proportionally more numerous than girls to exhibit at least one delinquent behaviour (71% vs. 62%).

▶ Relatively, students from the 2nd cycle were more numerous than those from the 1st cycle to have displayed at least one delinquent behaviour (71% vs. 63%).

Table 17.5

Delinquent behaviours over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	%
Total	**66,4**
Sex	
Boys	70,7 [a]
Girls	62,3 [a]
School cycle	
1st cycle	63,0 [a]
2nd cycle	70,8 [a]
Highest level of education achieved by the parents[1]	
Less than a high school diploma	69,8
Pre-work training program, high school diploma or higher	68,5
Parents' employment status[2]	
At least one parent is employed	68,4
No parent is employed	66,5
Coast	
Ungava	68,6
Hudson	65,0

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

17.6 Subjected to violence in love relationships over the past 12 months

Students who indicated having had at least one love relationship over the past 12 months[1] were invited to answer questions regarding any violence they might have been subjected to in their love relationships over the last year. Three types of violence[2] were measured, namely psychological violence, physical violence and sexual violence.

Eight statements describing violent situations (psychological, physical or sexual) were presented to students, who were asked at what frequency each of the 8 situations described had occurred to them over the past 12 months in one or another of their love relationships. The possible responses were Never, One time, 2 times and 3 times or more.

Subjected to psychological violence

(SM_C_4_1X) They cruelly criticized my physical appearance; they insulted me in front of people; they put me down.

(SM_C_4_2) They controlled my outings, my email conversations or cell phone; they prevented me from seeing my friends.

It is estimated that a person was subjected to this type of violence when either of these two situations occurred one time.

Subjected to physical violence

(SM_C_4_4) They threw something at me which could have hurt me.

(SM_C_4_5) They grabbed me (held me by the arms); they pushed me around; they shook me.

(SM_C_4_6) They slapped me.

(SM_C_4_7) They used their fists or feet, an object or a weapon to hurt me.

It is estimated that this type of violence was present when one of these four situations occurred one time.

Subjected to sexual violence

(SM_C_4_3) They forced me to kiss or caress them when I didn't want to.

(SM_C_4_8) They forced me to have sexual contact or sexual intercourse when I didn't want to.

It is estimated that this type of violence was present when either of these two situations occurred one time.

Subjected to violence in love relationships over the past 12 months

It is estimated that at least one type of violence was present when one of the eight situations occurred one time.

The results ensuing from the combination of two indicators, **Subjected to violence in love relationships over the past 12 months and Violence inflicted in love relationships over the past 12 months** are presented in Appendix 3 (Table A3.17).

▶ Around one-third (34%) of secondary school students who had a love relationship over the past 12 months were subjected to at least one type of violence from their partner (Table 17.6).

▶ Of students who had a love relationship over this same period, those in the 2nd cycle (39%) are proportionally more numerous than those in the 1st cycle (26%) to have been subjected to at least one type of violence.

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1. Students had to answer the question: In the past 12 months, did you go out with a guy or a girl? (SM_H_3B). The possible responses were Yes and No. Around 4 out of 5 secondary school students (80.3%) went out with a guy or a girl over the past 12 months (data not indicated).

2. Among the secondary school students who had a love relationship over the past 12 months, around 25.3% were subjected to psychological violence, 20.1% to physical violence and 17.6% to sexual violence over this same period (data not indicated).

Table 17.6

Subjected to violence in love relationships over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students having had at least one love relationship over the past 12 months - Nunavik, 2022

	%
Total	**33,9**
Sex	
Boys	31,5
Girls	35,9
School cycle	
1st cycle	25,9 [a]
2nd cycle	39,1 [a]
Highest level of education achieved by the parents[1]	
Less than a high school diploma	52,6* [a]
Pre-work training program, high school diploma or higher	32,8 [a]
Parents' employment status[2]	
At least one parent is employed	36,1
No parent is employed	50,0*
Coast	
Ungava	32,7
Hudson	34,8

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

17.7 Violence inflicted in love relationships over the past 12 months

Students who indicated having had at least one love relationship over the past 12 months[3] were invited to answer questions regarding any **violence they might have inflicted in their love relationships over the past 12 months**. Three types of violence[4] were measured, namely psychological violence, physical violence and sexual violence.

(SM_B_5_1x) I criticized them cruelly about their physical appearance; I insulted them in front of people; I put them down.

(SM_B_5_2) I controlled their outings, email conversations or cell phone; I prevented them from seeing their friends.

It is estimated that a person has inflicted this type of violence when either of these two acts occurred one time.

Physical violence inflicted

(SM_B_5_4) I threw something at them which could have hurt them.

(SM_B_5_5) I grabbed them (held them by the arms); I pushed them around; I shook them.

(SM_B_5_6) I slapped them.

(SM_B_5_7) I used my fists or feet, an object or a weapon to hurt them.

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3. Students had to answer the question: In the past 12 months, did you go out with a guy or a girl? (SM_H_3B). The possible responses were Yes and No. Around 4 out of 5 secondary school students (80.3%) went out with a guy or a girl over the past 12 months (data not indicated).

4. Among the secondary school students who had a love relationship over the past 12 months, around 17.8% inflicted psychological violence on their partner, 19.2% inflicted physical violence and 10.0% inflicted sexual violence over this same period (data not indicated).

It is estimated that a person has inflicted this type of violence when either of these four acts occurred one time.

Sexual violence inflicted

(SM_B_5_3) I forced them to kiss or caress me when they didn't want to.

(SM_B_5_8) I forced them to have sexual contact or sexual intercourse with me when they didn't want to.

It is estimated that a person has inflicted this type of violence when either of these two acts occurred one time.

Violence inflicted in love relationships over the past 12 months

It is estimated that at least one type of violence was present when one of the eight situations occurred one time.

The results ensuing from the combination of two indicators, **Subjected to violence in love relationships over the past 12 months** and **Violence inflicted in love relationships over the past 12 months**, are presented in Appendix 3 (Table A3.17).

▶ Around 26% of secondary school students who had a love relationship over the past 12 months admitted to having inflicted at least one type of violence on their partner (Table 15.7).

▶ Of students who had a love relationship over this same period, those from the Hudson Coast (32%) are proportionally more numerous than those from the Ungava Coast (17%) to have inflicted at least one type of violence on a partner.

Table 17.7

Violence inflicted in love relationships over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students having had at least one love relationship over the past 12 months - Nunavik, 2022

	%
Total	**25,6**
Sex	
Boys	23,2*
Girls	27,3
School cycle	
1st cycle	30,6
2nd cycle	22,3
Highest level of education achieved by the parents[1]	
Less than a high school diploma	33,3**
Pre-work training program, high school diploma or higher	25,3
Parents' employment status[2]	
At least one parent is employed	25,3
No parent is employed	39,9*
Coast	
Ungava	16,6 [a]
Hudson	32,0 [a]

* Coefficient of variation between 15% and 25%; interpret with caution.

** Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

a For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Mental health

18.1 Symptoms of psychological distress over the past week

The presence of **symptoms of psychological distress over the past week** was measured with a question divided into fourteen subquestions, which were asked to all students; these were:

In the past week, how often did you...

(SM_A_1A_1) Feel nervous or shaky inside?

(SM_A_1A_2) Feel tense, stressed or under pressure?

(SM_A_1A_3) Feel afraid or fearful?

(SM_A_1A_4) Lose your temper, get angry at someone or something?

(SM_A_1A_5) Feel easily annoyed or irritated? (SM_A_1A_6) Feel critical of others?

(SM_A_1A_7) Get angry over things that weren't very important?

(SM_A_1A_8) Feel lonely?

(SM_A_1A_9) Feel bored or have little interest in things?

(SM_A_1A_10) Cry easily, or feel like crying?

(SM_A_1A_11) Feel down, discouraged?

(SM_A_1A_12) Feel hopeless about the future?

(SM_A_1A_13) Have your mind go blank?

(SM_A_1A_14) Have trouble remembering things?

To help us determine the frequency at which students felt symptoms associated with depression, anxiety, irritability and cognitive issues over the past week, students were asked to answer each subquestion with Never, Sometimes or Very often.

It bears noting that these questions allow for measuring the presence of symptoms of psychological distress in the targeted population. This being said, because these questions address how students feel, they do not allow for establishing a diagnosis.

The following analysis only concerns students who answered Very often.

The indicator **Level of psychological distress** is presented in Appendix 3 (Table A3.18).

▸ Around 1 out of every 5 secondary school students very often had trouble remembering things (20%) and very often felt lonely (19%) over the past week (Figure 18.1).

▸ Furthermore, 17% of students very often felt bored or had little interest in things, 16% very often had their mind go blank, 15% very often felt easily annoyed or irritated, and 15% very often cried easily or felt like crying.

Figure 18.1

Symptoms of psychological distress felt very often over the past week, secondary school students - Nunavik, 2022
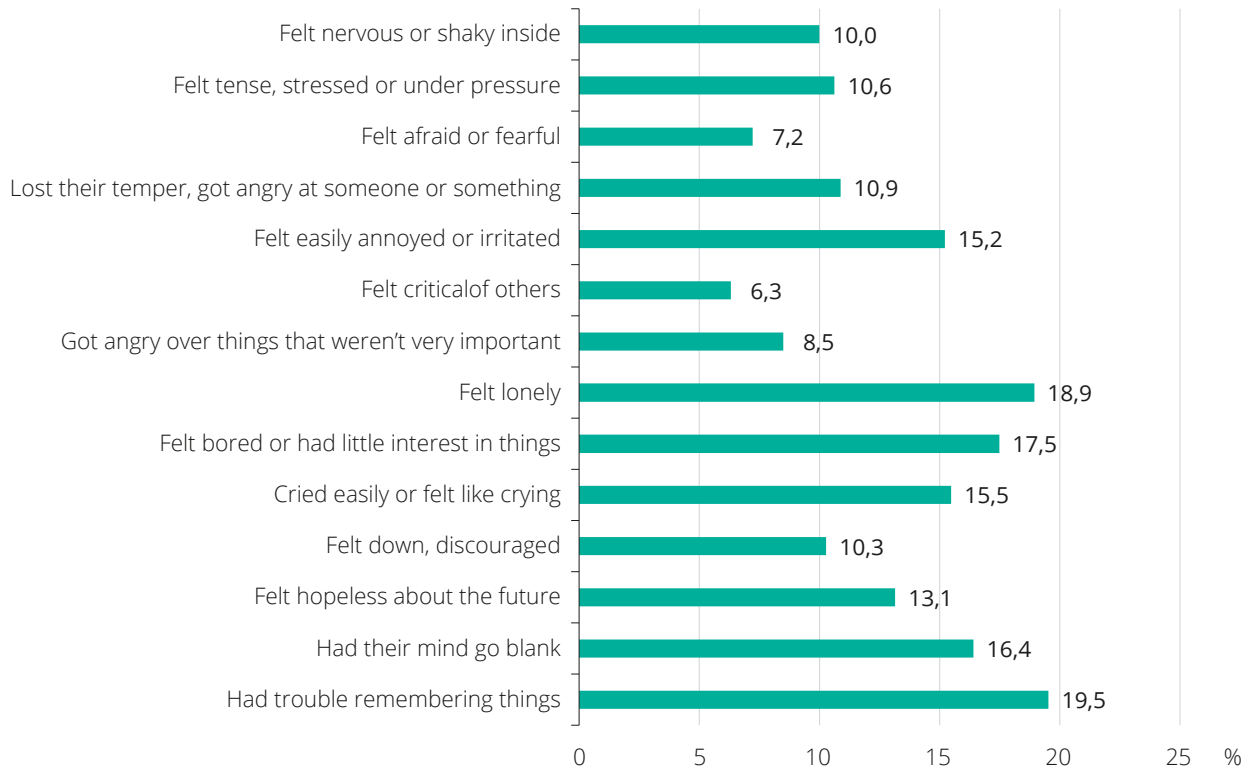
Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

▶ Girls are proportionally more numerous than boys to have very often felt the fourteen symptoms measured over the week prior to the survey (proportions fluctuated between 8%* and 24% for girls and between 4.1%* and 15% for boys (Table 18.1).

▶ 2nd cycle students are proportionally more numerous than 1st cycle students to:

  ○ have very often felt tense, stressed or under pressure (14% vs. 8%);

  ○ have very often felt annoyed or irritated (19% vs. 13%);

  ○ have very often felt down or discouraged (13% vs. 8%);

  ○ have very often felt hopeless about the future (16% vs. 11%);

  ○ have very often had their mind go blank (21% vs. 13%);

  ○ have very often had trouble remembering things (24% vs. 16%).

Table 18.1

Symptoms of psychological distress felt very often over the past week, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Sex		School cycle		Highest level of education achieved by the parents[2]		Parents' employment status[3]		Coast	
	Boys	Girls	1st cycle	2nd cycle	Less than a high school or secondary school diploma	Pre-work training program, high school or secondary school diploma or higher	At least one parent is employed	No parent is employed	Ungava	Hudson
					%					
Felt nervous or shaky inside	5,5* a	14,0 a	10,3	9,6	14,5*	8,6*	10,8	11,3*	11,5	9,0
Felt tense, stressed or under pressure	6,0* a	14,9 a	8,3 a	13,6 a	14,0**	12,1*	13,0	10,5*	9,7	11,2
Felt afraid or fearful	4,6* a	9,5 a	7,3	7,1*	x	x	7,4	8,0**	4,1* a	9,3 a
Lost their temper, got angry at someone or something	7,0* a	14,4 a	11,3	10,3*	18,1* a	9,4* a	12,1	15,1*	7,5 a	13,1 a
Felt easily annoyed or irritated	10,2 a	19,7 a	12,6 a	18,7 a	13,6*	15,3	16,8	11,3*	15,1	15,3
Felt critical of others	4,2** a	8,3* a	6,6*	6,0*	x	x	6,9*	8,8*	6,8	6,0*
Got angry over things that weren't very important	4,1* a	12,5 a	8,8	8,0	9,3**	7,3*	9,5	4,7**	7,6	9,1
Felt lonely	14,6 a	22,8 a	17,5	20,8	21,3*	15,5	17,8	24,4	18,7	19,1
Felt bored or had little interest in things	13,8 a	20,8 a	14,9	20,8	15,9*	19,3	20,1 a	11,1* a	16,4	18,2
Cried easily or felt like crying	6,1* a	23,9 a	13,7	17,8	16,9*	14,1	15,9	18,4*	17,9	13,9
Felt down, discouraged	6,3* a	13,8 a	8,4 a	12,8 a	10,9*	9,2*	10,3	10,5*	10,0	10,4
Felt hopeless about the future	6,5* a	19,1 a	10,7 a	16,3 a	14,2*	14,2	13,9	8,8*	11,8	14,1
Had their mind go blank	12,8 a	19,6 a	13,2 a	20,6 a	26,0* a	14,5 a	18,3	14,0*	14,9	17,4
Had trouble remembering things	14,1 a	24,4 a	16,4 a	23,7 a	20,6*	18,1	22,4 a	9,6* a	20,8	18,6

x   Confidential data

*   Coefficient of variation between 15% and 25%; interpret with caution.

**   Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same row at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source :   Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Conclusion

The Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022, held among 699 secondary school students in Nunavik's 14 communities, provides a wealth of data on the physical health, lifestyle habits, risky behaviours, social and cultural environment, self-esteem, social skills, behavioural issues and mental health of youth, as well as on the violent behaviours they are subject to or inflict on others. In this report, we will discuss the survey's scope and limitations, present a synthesis of the results and put forth further analytical insights.

Survey scope and limitations

The methodology adopted to conduct the survey is based on tried and tested data gathering techniques[1]. This being said, much like all surveys that rely on the statements provided by respondents regarding themselves, the validity of the data depends on the information provided by the participants. Hence, the analysis and interpretation of results must take into consideration specific biases, such as the social desirability bias (which occurs when a person provides an answer that is deemed socially desirable and likely to make them look better) and the recall bias (which occurs when a person does not precisely remember certain things).

Given the low response rate and the significant partial nonresponse rate with regard to several questions, we recommend interpreting the slight gaps between two proportions considered statistically significant with caution. Given that many students were not present at the time of the survey, there exists a possibility that in certain cases, the participating students' responses may not exactly reflect the reality of all the enrolled secondary students.

It bears remembering that the analyses in this report are descriptive and bivariate. These analyses do not enable establishing a causal link between the indicators and variables. Nor do they take into consideration the more complex interactions between the variables that could result in changes to the associations initially detected between indicators and variables used in cross-tabulations, like a multivariate analysis would allow for.

Overview of the survey data

The physical health and lifestyle habits of secondary school students

Perceived health status

Around 28% of secondary school students in Nunavik consider themselves as being in excellent or very good health. Relatively, more boys than girls (37% vs. 19%) and more 1st cycle than 2nd cycle students (31% vs. 23%) perceive their health status in this manner.

Respiratory health

Nearly 1 out of every 5 secondary school students (19%) mentioned having had wheezing or whistling sounds in the chest over the past 12 months. Students from the Hudson Coast are proportionally more numerous to mention this than students from the Ungava Coast (22% vs. 13%).

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1. For more information on the methodology adopted, see: Boucher, M. (2024). *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*. Survey methodology, Québec, Institut de la statistique du Québec, 20 p.

Work experience

It is estimated that 58% of secondary school students are employed and that 59% have responsibilities at home (for which they don't receive any money) that take up a lot of their time during the school year. Nearly one-quarter (26%) of students employed or with responsibilities at home that take up a lot of their time had to skip school due to these jobs or responsibilities.

Eating habits

Around 39% of secondary school students had eaten or drank something every morning before classes during the prior school week. In addition, around 44% of students stated that they had already been hungry but were unable to eat because their family had n^o more food nor any money to buy some. And lastly, nearly all students (98%) would like to eat more of at least one of the traditional foods considered within the scope of this survey.

Leisure- time physical activity

The three leisure-time physical activities most popular among secondary school students during the school year are walking (71%), sports (70%) and exercising at the gym (63%). Overall, boys are more likely than girls to participate in leisure-time physical activities.

Sleep

Around 30% of secondary school students usually sleep the recommended number of hours for their age group during the school week. 2nd cycle students are proportionally more numerous to sleep the recommended number of hours than are 1st cycle students (38% vs. 24%). The proportion is also more significant among students from the Ungava Coast (37%) than those from the Hudson Coast (26%).

Weight and physical appearance

Around 8 out of 10 secondary school students (84%) think they are at a normal weight, and around half (54%) are satisfied with their physical appearance.

Use of cigarettes and e-cigarettes

It is estimated that 43% of secondary school students smoke cigarettes. Relatively, girls are more numerous than boys when it comes to smoking cigarettes (49% vs. 37%). 1 out of every 3 secondary school students (34%) used the e-cigarette over the past 30 days. 2nd cycle students are proportionally more numerous to have used it than those in the 1st cycle (39% vs. 30%), and students from the Ungava Coast are proportionally more numerous to have made use of it than students from the Hudson Coast (30% vs. 31%).

Use of psychoactive substances

It is estimated that 29% of secondary school students drank alcohol over the past 12 months. 2nd cycle students are proportionally more numerous to have consumed alcohol than those in the 1st cycle (49% vs. 14%), and students on the Ungava Coast did so in a greater proportion than students on the Hudson Coast (35% vs. 25%). Over the past 12 months, nearly one-quarter (24%) of secondary school students had more than 5 drinks of alcohol on a same occasion, which is considered to be excessive consumption.

Around half (52%) of secondary school students used cannabis over the past 12 months. 2nd cycle students did so in greater proportions than those in the 1st cycle (71% vs. 37%), and students from the Ungava Coast are proportionally more numerous to have done so than students from the Hudson Coast (57% vs. 49%).

Nearly one out of every five secondary school students (19%) used a drug other than cannabis over the past 12 months. 2nd cycle students did so in greater proportions than those in the 1st cycle (27% vs. 13%).

Sexual behaviour

It is estimated that 34% of secondary school students aged 14 years or more have had consensual sexual relations (oral, vaginal or anal) at least once over a lifetime. Of these, 39% used a condom during their last consensual vaginal sexual relation. Around 6 out of every 10 students (61%) were taught how to use a condom.

Social adaptation and mental health of secondary school students

Cultural and social environment

Around 93% of secondary school students in Nunavik are proud to be Inuit.

Of the four cultural competencies measured, fishing is the one most taught (82%) as well as the only one where no significant difference was observed between boys and girls.

Overall, girls get more support from their friends and other adults outside the home or school than do boys.

School engagement

Around 7 out of every 10 secondary school students (70%) consider it important or very important to get good marks, 62% like school and 29% believe that they are stronger than the average student. It is estimated that 35% of students want to finish cegep or university.

Self-esteem and social skills

Generally speaking and compared to girls, boys have greater self-esteem, have a higher level of self-efficacy and are more skilled at interpersonal relationships. Girls, however, show greater empathy.

Violence

Around three-quarters (76%) of secondary school students reported having been bullied at school or on the way to school, or to have been the victim of cyberintimidation since the start of the school year. More girls than boys are victims of bullying or cyberintimidation (81% vs. 71%).

It is estimated that 58% of secondary school students displayed at least one indirect aggressive behaviour. Girls manifested this type of behaviour in proportionally greater numbers than boys (62% vs. 53%), and students from the Ungava Coast are proportionally more numerous to do so than students from the Hudson Coast (67% vs. 52%).

Additionally, it is estimated that 53% of students displayed at least one direct aggressive behaviour.

Around 4 out of 5 students (81%) adopted rebellious or imprudent behaviours over the past 12 months. The proportion is higher among 2nd cycle students than those in the 1st cycle (85% vs. 78%).

It is estimated that 66% of secondary school students have adopted at least one delinquent behaviour over the past 12 months. 2nd cycle students are proportionally more numerous to have displayed such behaviour than those in the 1st cycle (71% vs. 63%), and boys did so in a greater proportion than girls (71% vs. 62%).

Among the secondary school students who had a love relationship over the past 12 months, around one-third (34%) were subjected to at least one type of violence by a partner, and around one-quarter (26%) admitted to having inflicted at least one type of violence on a partner.

Mental health

Girls in secondary school are proportionally more numerous than boys to have very often felt the fourteen symptoms associated with psychological distress over the past week.

Additional analytical insights

In this report, we chose to only examine a few descriptive and bivariate analyses. Given the numerous topics covered in the survey, it would nonetheless be possible to further explore the ties between physical or mental health status, lifestyle habits and individual characteristics. In fact, multivariate analyses would allow for simultaneously taking into account various indicators as a way of isolating their impact on the health of secondary school students in Nunavik.

Tables of additional results regarding the characteristics of secondary school students

Table A1.1

Distribution of students by age, according to grade or level of education and school cycle, secondary school students - Nunavik, 2022

	11 years or younger	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years or older
					%				
Total	**2,3***	**16,2**	**20,3**	**17,4**	**15,7**	**13,2**	**10,4**	**3,0**	**1,5****
Grade or level of education									
Grade 7 (1.0)	x	60,5	27,7 [a]	x	x	x	x	x	x
Secondary 1 (1.1)	x	x	64,5 [a]	16,7 [a]	x	x	x	x	x
Secondary 2 (1.2)	x	x	x	55,4 [a,b]	24,0 [a]	x	x	x	x
Secondary 3 (2.1)	x	x	x	11,1* [b]	48,8 [a,b]	33,0 [a]	x	x	x
Secondary 4 (2.2)	x	x	x	x	13,8* [a,b]	44,2 [a]	34,1 [a]	x	x
Secondary 5 (2.3)	x	x	x	x	x	x	49,2 [a]	27,2	x
Pre-work training[1]	x	x	x	x	21,2* [b]	x	x	x	x
School cycle									
1st cycle	x	x	x	22,5 [a]	8,7 [a]	x	x	x	x
2nd cycle	x	x	x	10,9 [a]	25,0 [a]	x	x	x	x

x   Confidential data.

*   Coefficient of variation between 15% and 25%; interpret with caution.

a,b For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Formations axées sur le travail, comme le *Work-Oriented Training Path* (WOTP) ou le Programme d'apprentissage individualisé (IPL).

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT?* 2022.

The first four variables presented in Table A1.2 are related to four questions, namely SM_E_2X, SM_E_3X, SM_E_4X and SM_E_7X (see chapter 15). The fifth variable, namely **Language used at school**, was established based on the question Are you in English or French at school? (SD12_5). The possible responses were English and French.

Table A1.2

Distribution of students according to certain academic characteristics, secondary school students - Nunavik, 2022

	%
Degree of attachment to school	
Likes school very much	10,5
Likes school	51,8
Does not like school	29,2
Does not like school at all	8,5
Perception regarding school performance	
Is one of the stronger students	13,0
Is stronger than the average student	16,0
Is an average student	52,3
Is weaker than the average student	13,5
Is one of the weaker students	5,2
Importance of obtaining good marks	
Very important	25,9
Important	44,4
Somewhat important	26,2
Not important at all	3,5*
Intention regarding ongoing studies	
Wants to finish cegep or university	34,5
Wants to finish secondary school (high school or adult education)	55,3
Doesn't want to finish secondary school (high school or adult education)	1,2*
Doesn't care	8,9
Language used at school	
English	54,2
French	45,8

* Coefficient of variation between 15% and 25%; interpret with caution.

Source : Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

Tables of additional results regarding the physical health and lifestyle habits of secondary school students

———

The **frequency of use of cigarettes over the past 30 days** was determined by one single question, which was asked to all students who had tried smoking:

(HV8_5TX) In the past 30 days, have you smoked cigarettes, even just a few puffs?

The possible responses were No, I haven't smoked in the past 30 days, Yes, a few times (a few days), Yes, almost every day and Yes, every day.

Even though the question was asked to students who had already tried smoking cigarettes, the denominator of the proportions presented was students who had smoked in the past 30 days, and this given that those who answered No, I haven't smoked in the past 30 days were excluded. Hence the proportions presented concern the secondary school students who had smoked over the past 30 days.

This indicator includes three categories: 1) Every day; 2) Almost every day; 3) A few times (a few days).

Table A2.1

Frequency of cigarette use over the past 30 days, according to certain sociodemographic and socioeconomic characteristics, secondary school students who smoked over the past 30 days - Nunavik, 2022

	Every day	Almost every day	A few times (a few days)
		%	
Total	**48,3**	**23,0**	**28,7**
Sex			
Boys	51,2	16,9 a	31,9
Girls	46,2	27,4 a	26,5
School cycle			
1st cycle	42,5 a	26,1	31,5
2nd cycle	53,3 a	20,4	26,4
Highest level of education achieved by the parents[1]			
Less than a high school diploma	45,7	23,9*	30,5*
Pre-work training program, high school diploma or higher	53,7	14,6	31,7
Parents' employment status[2]			
At least one parent is employed	51,0	22,0	27,1
No parent is employed	44,3	19,6*	36,1
Coast			
Ungava	46,6	29,5 a	23,8 a
Hudson	49,5	18,3 a	32,3 a

* Coefficient of variation between 15% and 25%; interpret with caution.
a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.
1. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.
2. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The two indicators presented in Table A2.2, **Use of e-cigarettes over the past 30 days** and **Experience smoking cigarettes**, are described in Chapter 10.

Table A2.2

Use of e-cigarettes over the past 30 days, according to experience with smoking cigarettes, secondary school students - Nunavik, 2022

	%
Experience with smoking cigarettes	
Current smokers	47,0 a
Novice smokers	47,7 b
Non-smokers	19,3 a,b

a,b The same exponent indicates a significant difference between the proportions at a threshold of 5%.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The **age at which youth first drank alcohol** was determined on the basis of one question, which was asked to students who had already used alcohol:

(HV_J_4) How old were you when you drank alcohol <u>for the first time</u>?

Seeing as students are of various ages, we estimated the proportion of them who drank alcohol for the first time prior to a given age, but only among those who had reached that age. An indicator was thus established for each of the six age groups: 12 years old or older, 13 years old or older, 14 years old or older, 15 years old or older, 16 years old or older and 17 years old or older. In other words, we estimated the proportion of students who drank alcohol before the age of 12 from those students aged 12 years old or older, the proportion of those who drank alcohol before the age of 13 from those students aged 13 years old or older, and so on for the other age groups.

Table A2.3

Age at which youth first drank alcohol, according to sex, secondary school students - Nunavik, 2022

	Students 12 years old or older who first drank alcohol before the age of 12	Students 13 years old or older who first drank alcohol before the age of 13	Students 14 years old or older who first drank alcohol before the age of 14	Students 15 years old or older who first drank alcohol before the age of 15	Students 16 years old or older who first drank alcohol before the age of 16	Students 17 years old or older who first drank alcohol before the age of 17
				%		
Total	**5,3**	**10,5**	**21,2**	**34,3**	**41,4**	**62,0**
Sex						
Boys	4,7*	9,3*	16,5 [a]	28,6 [a]	34,5 [a]	50,4 [a]
Girls	6,0*	11,7	26,8 [a]	41,1 [a]	51,4 [a]	82,1 [a]

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The indicator T**ypes of alcohol drinkers over the past 12 months** was developed on the basis of one question, namely HV_K_5 (See section 11.2).

Even if the question was asked to all students, the proportions presented have as a denominator the secondary school students who drank alcohol over the past 12 months, given that those who answered I didn't drink alcohol in the past 12 months were excluded.

Based on the consumption frequency, three categories were created:

1. Tried drinking - groups together students who drank alcohol just once to try over the past 12 months;

2. Drank occasionally - groups together students who drank alcohol less than once a month (occasionally) and about once a month over the past 12 months;

3. Drank regularly or every day – groups together students who drank alcohol on the weekend or once or twice a week, 3 times a week or more but not every day, and every day.

Types of alcohol drinkers over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students who drank alcohol over the past 12 months - Nunavik, 2022

	Tried drinking	Drank occasionally	Drank regularly or daily
	%		
Total	**35,7**	**38,7**	**25,6**
Sex			
Boys	37,2	31,5 [a]	31,3 [a]
Girls	34,5	44,9 [a]	20,6 [a]
School cycle			
1st cycle	65,3 [a]	23,0* [a]	11,8* [a]
2nd cycle	24,4 [a]	44,7 [a]	30,9 [a]
Highest level of education achieved by the parents[1]			
Less than a high school diploma	45,7	31,6*	22,6**
Pre-work training program, high school diploma or higher	31,0	48,5	20,5*
Parents' employment status[2]			
At least one parent is employed	33,6	x	x
No parent is employed	36,1*	x	x
Coast			
Ungava	30,8	37,9	31,4
Hudson	40,2	39,4	20,3*

x   Confidential data.

*   Coefficient of variation between 15% and 25%; interpret with caution.

**   Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

The indicator **Excessive alcohol consumption over the past 12 months** was developed based on the following question, HV_J_6, which was asked to secondary school students who drank alcohol over the past 12 months (see section 11.3).

The proportions presented concern secondary school students who drank alcohol over the past 12 months and who also drank 5 drinks of alcohol or more on a same occasion during this same reference period.

Table A2.5

Excessive alcohol consumption over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students who drank alcohol over the past 12 months - Nunavik, 2022

	%
Total	**85,6**
Sex	
Boys	85,9
Girls	85,3
School cycle	
1st cycle	82,7
2nd cycle	86,7
Highest level of education achieved by the parents[1]	
Less than a high school diploma	80,2
Pre-work training program, high school diploma or higher	86,8
Parents' employment status[2]	
At least one parent is employed	88,6 [a]
No parent is employed	67,1 [a]
Coast	
Ungava	79,8 [a]
Hudson	90,7 [a]

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The indicator **Frequency of excessive alcohol consumption over the past 12 months** was developed based on one question, HV_J_6, which was asked to secondary school students who drank alcohol over the past 12 months (see section 11.3).

Despite this question not being asked to all students, the proportions presented had as a denominator all students, since those who never drank alcohol in their life (HV_J_3) or who had not drunk alcohol over the past 12 months (HV_J_5) would have thus never had 5 drinks of alcohol or more on a same occasion over the past 12 months.

We created four categories. They are:

1. Never – groups together students who did not drink alcohol over the course of their life and those who did not drink alcohol over the past 12 months or who never drank 5 drinks of alcohol or more on a same occasion over the past 12 months;

2. Once - groups together students who drank 5 drinks of alcohol or more on a same occasion one time over the past 12 months;

3. Two to four times - groups together students who drank 5 drinks of alcohol or more on a same occasion and this either two times, three times or four times over the past 12 months;

4. Five times or more – groups together students who drank 5 drinks of alcohol or more on a same occasion and this either five to ten times, eleven to twenty-five times or twenty-six times or more over the past 12 months.

Note that this indicator does not take into account physical measures or the time elapsed between two drinks of alcohol. This can thus not be deemed an objective measure of intoxication.

Table A2.6

Frequency of excessive alcohol consumption over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Never	Once	2 to 4 times	5 times or more
			%	
Total	**75,8**	**5,0**	**9,6**	**9,7**
Sex				
Boys	77,5	6,0*	5,7* [a]	10,8
Girls	74,1	3,9*	13,3 [a]	8,6
School cycle				
1st cycle	88,4 [a]	3,1* [a]	6,2 [a]	2,2* [a]
2nd cycle	58,5 [a]	7,4* [a]	14,3 [a]	19,8 [a]
Highest level of education achieved by the parents[1]				
Less than a high school diploma	74,4	x	x	10,8*
Pre-work training program, high school diploma or higher	73,6	x	x	11,7
Parents' employment status[2]				
At least one parent is employed	73,0	x	x	10,4
No parent is employed	84,6	x	x	5,6**
Coast				
Ungava	72,4 [a]	3,2* [a]	12,6 [a]	11,8 [a]
Hudson	77,9 [a]	6,1* [a]	7,7 [a]	8,3 [a]

x   Confidential data.
*   Coefficient of variation between 15% and 25%; interpret with caution.
**   Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.
a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.
1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.
2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The indicator **Types of cannabis users over the past 12 months** was developed based on question HV_J_9_1X (see section 11.5), which was asked to all students:

Even if the question was asked to all students, the proportions presented have as a denominator the secondary school students who used cannabis over the past 12 months, given that those who stated that they had never used cannabis over the past 12 months were excluded.

Based on the consumption frequency, three categories were created:

1.   Used less than one day a month – groups together students who used once or twice or three to eleven times in a year;

2.   Used occasionally – groups together students who used about once a month or two or three times a month;

3.   Used regularly or every day – groups together students who used about once or twice a week, three to four times a week or daily or almost daily.

Table A2.7

Types of cannabis users over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students who used cannabis over the past 12 months - Nunavik, 2022

	Used less than one day a month	Used occa-sionally	Used regularly or daily
	%		
Total	**30,4**	**12,2**	**57,4**
Sex			
Boys	27,1	11,7*	61,2
Girls	33,3	12,5	54,1
School cycle			
1st cycle	41,2 [a]	15,3 [a]	43,5 [a]
2nd cycle	23,0 [a]	10,0* [a]	67,0 [a]
Highest level of education achieved by the parents[1]			
Less than a high school diploma	x	x	56,0
Pre-work training program, high school diploma or higher	x	x	50,8
Parents' employment status[2]			
At least one parent is employed	34,2	11,3*	54,5
No parent is employed	23,1*	17,7*	59,1
Coast			
Ungava	22,3 [a]	11,9	65,9 [a]
Hudson	36,5 [a]	12,4	51,1 [a]

x   Confidential data.

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

By combining the indicators **Alcohol consumption over the past 12 months** (see section 11.1) and **Drug use over the past 12 months**[1], we obtain the indicator **Multiple consumption or use of alcohol and drugs over the past 12 months.**

The indicator **Drug use over the past 12 months** was developed on the basis of questions regarding cannabis consumption over the past 12 months (HV_J_9_1X; see section 11.4), use of prescription or over-the-counter (OTC) drugs to get a feeling such as that obtained from drugs over the past 12 months (HV_J_9_8X; see section 11.6), and use of drugs other than cannabis over the past 12 months (HV_J_9_9X; see section 11.6).

We consider that students who did not answer Never to the question HV_J_9_1X or who answered Yes to either question HV_J_9_8X or HV_J_9_9X had used drugs over the past 12 months.

The indicator **Multiple consumption or use of alcohol and drugs over the past 12 months** comprises four categories:

1. None – No consumption of alcohol or drugs over the past 12 months.

2. Only alcohol – Alcohol consumption at least once over the past 12 months, but n° use of drugs during that same period.

3. Only drugs – Drug use at least once over the past 12 months, but n° alcohol consumption during that same period.

4. Alcohol and drugs – Alcohol consumption and drug use at least once over the past 12 months (multiple consumption).

---

1. The results concerning the indicator **Drug use over the past 12 months** are not included in this report.

Table A2.8

Multiple consumption or use of alcohol and drugs over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	None	Only alcohol	Only drugs	Alcohol and drugs (multiple consumption)
			%	
Total	**43,3**	**2,5***	**27,1**	**27,1**
Sex				
Boys	46,3	2,4**	26,4	**24,9**
Girls	40,4	2,7**	27,7	**29,2**
School cycle				
1st cycle	56,5 [a]	2,4*	28,9	**12,2** [a]
2nd cycle	25,9 [a]	2,8**	24,6	**46,8** [a]
Highest level of education achieved by the parents[1]				
Less than a high school diploma	x	x	32,4	**29,5**
Pre-work training program, high school diploma or higher	x	x	30,5	**29,1**
Parents' employment status[2]				
At least one parent is employed	x	x	27,3	**28,7**
No parent is employed	x	x	26,9	**21,5***
Coast				
Ungava	40,2 [a]	3,2**	23,9 [a]	**32,8** [a]
Hudson	45,4 [a]	2,1*	29,1 [a]	**23,4** [a]

x   Confidential data.

*   Coefficient of variation between 15% and 25%; interpret with caution.

**   Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The **consequences of alcohol consumption and drug use over the past 12 months** presented in Table A2.9 are described in section 11.8.

Table A2.9

Consequences of alcohol consumption and drug use over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students who consumed alcohol or used drugs or prescription or OTC drugs to get high over the past 12 months - Nunavik, 2022

	School cycle		Highest level of education achieved by the parents[1]		Parents' employment status[2]		Coast	
	1st cycle	2nd cycle	Less than a high school diploma	Pre-work training program, high school diploma or higher	At least one parent is employed	No parent is employed	Ungava	Hudson
	%							
Psychological issues	17,5 a	30,3 a	29,5 *	22,1	23,5	28,6 *	26,5	23,6
Negative effects on relationships with family members	18,8	21,1	28,8 * a	17,6 a	20,9	14,7 **	19,5	20,5
Negative effects on friendships or love life	19,2 a	27,4 a	22,3 *	27,1	21,5	26,9 *	22,1	25,0
Negative effects on studies/difficulties at school*	13,7 *	16,0	16,9 **	12,4 *	15,4	11,4 **	12,7 *	16,6
Delinquent behaviours/breaking the law	19,1 a	30,0 a	29,5 *	28,8	28,5	23,1 *	22,4	27,2
Same quantity of alcohol or drugs has less of an effect than before	19,3 a	29,4 a	26,4 *	26,2	25,8	23,5 *	17,5 a	30,1 a
Speaking with a counsellor	8,2 **	9,9 *	X	X	X	X	7,2 *	10,5 *

x   Confidential data.
*   Coefficient of variation between 15% and 25%; interpret with caution.
** Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.
a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.
1. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.
2. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Note: The student could indicate more than one consequence.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

The indicator presented in Table A2.10, **Use of a condom during the last consensual vaginal sexual relation**, is described in section 12.2.

Table A2.10

Use of a condom during the last consensual vaginal sexual relation, according to certain sociodemographic and socioeconomic characteristics, secondary school students aged 14 years or more having had at least one consensual vaginal sexual relation over the course of their lifetime - Nunavik, 2022

	%
School cycle	
1st cycle	35,7 **
2nd cycle	40,1
Highest level of education achieved by the parents[1]	
Less than a high school diploma	x
Pre-work training program, high school diploma or higher	x
Parents' employment status[2]	
At least one parent is employed	x
No parent is employed	x
Coast	
Ungava	18,7 * [a]
Hudson	52,2 [a]

x   Confidential data.
*   Coefficient of variation between 15% and 25%; interpret with caution.
**   Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.
a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.
1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.
2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

Tables of additional results regarding the social adaptation and mental health of secondary school students

Sense of belonging to the Inuit community

This indicator is based on the answers associated with the statements SD10_10X_1 to SD10_10X_13 (see the thirteen statements in section 13.1).

The possible responses (all the same for each statement) are associated with a score: I agree (3); I am not sure (2); I disagree (1). An overall score is obtained for each student by calculating the average of the scores for the thirteen statements.

The indicator analyzed was the level of the sense of belonging to the Inuit community, which was divided into three categories. These categories were established on the basis of the distribution quartiles of the overall scores. These are:

1. Low (overall score of less than 2.5 - quartile 1);

2. Average (overall score equal to or greater than 2.5 and less than 2.9 – quartiles 2 and 3);

3. High (overall score equal to or greater than 2.9 – quartile 4).

The proportions of students based on the level of the sense of belonging to the Inuit community are not estimates, and this because the levels were established based on quartiles. As such, the indicator primarily serves to compare different subgroups of students.

Table A3.1

Sense of belonging to the Inuit community, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Low		Average		High	
			%			
Sex						
Boys	36,5	a	49,8	a	13,7	
Girls	28,8	a	56,3	a	14,9	
School cycle						
1st cycle	35,2	a	47,7	a	17,0	a
2nd cycle	29,3	a	59,8	a	10,9	a
Highest level of education achieved by the parents[1]						
Less than a high school diploma	26,0		61,9		12,1*	
Pre-work training program, high school diploma or higher	26,0		57,2		16,9	
Parents' employment status[2]						
At least one parent is employed	30,5		53,9		15,6	
No parent is employed	30,7		55,6		13,7*	
Coast						
Ungava	33,8		54,0		12,2	
Hudson	31,9		52,5		15,6	

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

Level of social support in the family environment

This indicator is based on the answers associated with the statements SM_G_1X_1 to SM_G_1X_7 (see the seven statements in section 14.1).

The possible responses (all the same for each statement) are associated with a score: Yes (1); No (0). An overall score is obtained for each student by calculating the sum of the scores for the seven statements, which will fall between 0 and 7.

The indicator analyzed is the level of social support in the family environment, which was broken down into three categories. These categories were established on the basis of the distribution quartiles of the overall scores. These are:

1. Low (overall score of less than 4 - quartile 1);

2. Average (overall score equal to or greater than 4 and less than or equal to 5 – quartiles 2 and 3);

3. High (overall score equal to or greater than 6 - quartile 4).

The proportions of students based on the level of social support in the family environment are not estimates, given that the levels were established based on quartiles. As such, the indicator primarily serves to compare different subgroups of students.

Table A3.2

Level of social support in the family environment, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Low	Average	High
		%	
Sex			
Boys	22,7	37,1	40,1
Girls	20,2	32,8	47,1
School cycle			
1st cycle	18,5 [a]	36,5	45,0
2nd cycle	25,2 [a]	32,7	42,1
Highest level of education achieved by the parents[1]			
Less than a high school diploma	16,3*	31,4	52,3
Pre-work training program, high school diploma or higher	14,3	30,6	55,1
Parents' employment status[2]			
At least one parent is employed	14,4 [a]	34,5	51,1 [a]
No parent is employed	27,8 [a]	38,9	33,3 [a]
Coast			
Ungava	20,5	36,0	43,6
Hudson	22,0	34,1	43,9

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Level of social support from friends

This indicator is based on the answers associated with the statements SM_H_1_1 to SM_H_1_3 (see the three statements in section 14.2).

The possible responses (all the same for each statement) are associated with a score: Yes (1); No (0). An overall score is obtained for each student by calculating the sum of the scores for the three statements, which will fall between 0 and 3.

The indicator analyzed is the level of social support from friends, which was broken down into three categories. These categories were established on the basis of the distribution quartiles of the overall scores. These are:

1.   Low (overall score of 0 - quartile 1);

2.   Average (overall score between 1 and 2 – quartiles 2 and 3);

3.   High (overall score of 3 - quartile 4).

The proportions of students based on the level of social support from friends are not estimates, given that the levels were established based on quartiles. As such, the indicator primarily serves to compare different subgroups of students.

Table A3.3

Level of social support from friends, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Low	Average	High
		%	
Sex			
Boys	15,8 [a]	40,8 [a]	43,5 [a]
Girls	5,5* [a]	27,5 [a]	67,0 [a]
School cycle			
1st cycle	10,0	34,1	55,9
2nd cycle	11,2	34,0	54,8
Highest level of education achieved by the parents[1]			
Less than a high school diploma	9,2*	27,1	63,8
Pre-work training program, high school diploma or higher	6,5*	29,4	64,1
Parents' employment status[2]			
At least one parent is employed	10,4	33,5	56,1
No parent is employed	7,6*	40,1	52,2
Coast			
Ungava	9,3	37,8	53,0
Hudson	11,4	31,6	57,0

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Level of social support in the community environment

This indicator is based on the answers associated with the statements SM_I_1X_1 to SM_I_1X_6 (see the six statements in section 14.3).

The possible responses (all the same for each statement) are associated with a score: Yes (1); No (0). An overall score is obtained for each student by calculating the sum of the scores for the six statements, which will fall between 0 and 6.

The indicator analyzed is the level of social support in the community environment, which was broken down into three categories. These categories were established on the basis of the distribution quartiles of the overall scores. These are:

1. Low (overall score of less than 4 - quartile 1);

2. Average (overall score equal to or greater than 4 and less than or equal to 5 – quartiles 2 and 3);

3. High (overall score equal to or greater than 6 – quartile 4).

The proportions of students based on the level of significant involvement in the community environment are not estimates, given that the levels were established based on quartiles. As such, the indicator primarily serves to compare different subgroups of students.

Table A3.4

Level of social support in the community environment, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Low	Average	High	
		%		
Sex				
Boys	25,9	37,1	37,0	a
Girls	21,2	31,8	47,0	a
School cycle				
1st cycle	25,0	36,8	38,2	a
2nd cycle	21,5	31,2	47,3	a
Highest level of education achieved by the parents[1]				
Less than a high school diploma	14,5*	29,2	56,4	
Pre-work training program, high school diploma or higher	14,8	37,1	48,1	
Parents' employment status[2]				
At least one parent is employed	18,9	36,2	44,9	
No parent is employed	24,3	39,4	36,3	
Coast				
Ungava	24,5	34,2	41,3	
Hudson	22,8	34,5	42,7	

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Level of significant involvement in the community environment

This indicator is based on the answers associated with the statements SM_I_2X_1 to SM_I_2X_3 (see the three statements in section 14.4).

The possible responses (all the same for each statement) are associated with a score: Yes (1); No (0). An overall score is obtained for each student by calculating the sum of the scores for the three statements, which will fall between 0 and 3.

The indicator analyzed is the level of significant involvement in the community environment, which was broken down into three categories. These categories were established on the basis of the distribution quartiles of the overall scores. These are:

1.   Low (overall score of 0 - quartile 1);

2.   Average (overall score between 1 and 2 – quartiles 2 and 3);

3.   High (overall score of 3 - quartile 4).

The proportions of students based on the level of significant involvement in the community environment are not estimates, given that the levels were established based on quartiles. As such, the indicator primarily serves to compare different subgroups of students.

Table A3.5

Level of significant involvement in the community environment, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Low	Average	High
		%	
Sex			
Boys	13,4	59,0	27,7
Girls	11,1	59,4	29,5
School cycle			
1st cycle	11,4	59,1	29,5
2nd cycle	13,3	59,3	27,4
Highest level of education achieved by the parents[1]			
Less than a high school diploma	3,8 **	57,5	38,7
Pre-work training program, high school diploma or higher	8,7 *	57,1	34,2
Parents' employment status[2]			
At least one parent is employed	11,4	58,7	29,9
No parent is employed	10,9 *	57,7	31,3
Coast			
Ungava	13,1	60,4	26,5
Hudson	11,6	58,5	29,9

*   Coefficient of variation between 15% and 25%; interpret with caution.

**   Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Note :   No significant difference was observed at a threshold of 5%.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Level of school engagement

This indicator is based on the answers associated with the statements SM_E_2X, SM_E_3X, SM_E_4X and SM_E_7X (see the four statements in section 15.1).

The possible responses for these statements are associated with a score. A score of 1 to 4 or 5 is associated with each response. An overall score is obtained for each student by calculating the sum of the scores for the four statements.

The indicator analyzed is the level of school engagement, which was broken down into three categories. These categories were established on the basis of the distribution quartiles of the overall scores. These are:

1. Low (overall score of less than 11 - quartile 1);

2. Average (overall score equal to or greater than 11 and less than 14 – quartiles 2 and 3);

3. High (overall score equal to or greater than 14 – quartile 4).

The proportions of students are not estimates, given that the levels were established based on quartiles. As such, the indicator primarily serves to compare different subgroups of students.

Table A3.6

School engagement, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Low	Average	High
		%	
Sex			
Boys	21,2	41,5	37,3
Girls	20,4	41,2	38,5
School cycle			
1st cycle	20,2	42,4	37,4
2nd cycle	21,5	40,0	38,5
Highest level of education achieved by the parents[1]			
Less than a high school diploma	15,2*	37,1	47,7
Pre-work training program, high school diploma or higher	14,3	44,4	41,3
Parents' employment status[2]			
At least one parent is employed	17,7	42,7	39,6
No parent is employed	17,8*	37,6	44,6
Coast			
Ungava	24,3 [a]	41,2	34,5 [a]
Hudson	18,5 [a]	41,5	40,1 [a]

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Level of self-esteem

This indicator is based on the answers associated with the statements SM_D_1B_1 to SM_D_1B_10 (see the ten statements in section 16.1).

A score of 1 to 4 is associated with each response. An overall score is obtained for each student by calculating the sum of the scores for the ten statements, which will fall between 10 and 40.

The indicator analyzed is the level of self-esteem, which was broken down into three categories. These categories were established on the basis of the distribution quartiles of the overall scores. These are:

1. Low (overall score of less than 24 - quartile 1);

2. Average (overall score equal to or greater than 24 and less than 29 – quartiles 2 and 3);

3. High (overall score equal to or greater than 29 – quartile 4).

The proportions of students are not estimates, given that the levels were established based on quartiles. As such, the indicator primarily serves to compare different subgroups of students.

Table A3.7

Level of self-esteem, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Low	Average	High
	%		
Sex			
Boys	17,5 [a]	48,5	34,0 [a]
Girls	28,8 [a]	47,9	23,3 [a]
School cycle			
1st cycle	21,6	52,4 [a]	26,0
2nd cycle	25,4	42,8 [a]	31,8
Highest level of education achieved by the parents[1]			
Less than a high school diploma	21,2*	42,8	36,1
Pre-work training program, high school diploma or higher	18,8	45,3	35,9
Parents' employment status[2]			
At least one parent is employed	20,7 [a]	44,1 [a]	35,2 [a]
No parent is employed	30,4 [a]	58,4 [a]	11,3* [a]
Coast			
Ungava	25,5	48,6	25,9
Hudson	21,8	47,9	30,3

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Level of overall self-efficacy

This indicator is based on the answers associated with the statements SM_D_4_1 to SM_D_4_7 (see the seven statements in section 16.2). A score of 1 to 3 is associated with each response. An overall score is obtained for each student by calculating the sum of the scores for the seven statements, which will fall between 7 and 21.

The indicator analyzed is the level of overall self-efficacy, which was broken down into three categories. These categories were established on the basis of the distribution quartiles of the overall scores. These are:

1. Low (overall score of less than 15 - quartile 1);

2. Average (overall score equal to or greater than 15 and less than 19 – quartiles 2 and 3);

3. High (overall score equal to or greater than 19 – quartile 4).

The proportions of students are not estimates, given that the levels were established based on quartiles. As such, the indicator primarily serves to compare different subgroups of students.

Table A3.8

Level of overall self-efficacy, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Low		Average		High
	%				
Sex					
Boys	24,4	a	58,8	a	16,9
Girls	35,0	a	50,5	a	14,5
School cycle					
1st cycle	31,7		54,8		13,4
2nd cycle	27,3		54,2		18,5
Highest level of education achieved by the parents[1]					
Less than a high school diploma	31,0		53,3		15,7*
Pre-work training program, high school diploma or higher	24,7		54,5		20,8
Parents' employment status[2]					
At least one parent is employed	24,8 a		56,3		18,9 a
No parent is employed	39,8 a		51,8		8,4* a
Coast					
Ungava	30,2		52,9		16,9
Hudson	29,5		55,6		14,9

* Coefficient of variation between 15% and 25%; interpret with caution.
a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.
1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.
2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Level of empathy

This indicator is based on the answers associated with the statements SM_D_3_1 to SM_D_3_3 (see the three statements in section 16.3).

The possible responses (all the same for each statement) are associated with a score: Yes (3); Sometimes (2); No (1). An overall score is obtained by calculating the average of the scores for the three statements. This score will fall between 1 and 3.

The indicator analyzed is the level of empathy, which was broken down into three categories. These categories were established on the basis of the distribution quartiles of the overall scores. These are:

1. Low (overall score of less than 2 - quartile 1);

2. Average (overall score equal to or greater than 2 and less than 2.67 – quartiles 2 and 3);

3. High (overall score equal to or greater than 2.67 – quartile 4).

The proportions of students are not estimates, given that the levels were established based on quartiles. As such, the indicator primarily serves to compare different subgroups of students.

Table A3.9

Level of empathy, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Low	Average	High
		%	
Sex			
Boys	31,4 [a]	52,3	16,3 [a]
Girls	18,5 [a]	52,4	29,1 [a]
School cycle			
1st cycle	26,2	53,0	20,8
2nd cycle	22,9	51,4	25,7
Highest level of education achieved by the parents[1]			
Less than a high school diploma	17,2 *	55,4	27,5
Pre-work training program, high school diploma or higher	19,1	60,1	20,7
Parents' employment status[2]			
At least one parent is employed	21,1 [a]	54,5	24,5
No parent is employed	30,8 [a]	46,0	23,2
Coast			
Ungava	21,8	55,0	23,2
Hudson	26,7	50,6	22,7

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

Level of interpersonal relationship skills

This indicator is based on the answers associated with the statements SM_D_6A_7 to SM_D_6A_9 (see the three statements in section 16.4). A score of 1 to 4 is associated with each response. An overall score is obtained for each student by calculating the average of the scores for the three statements, which will fall between 1 and 4.

The indicator analyzed is the level of interpersonal relationship skills, which was broken down into three categories. These categories were established on the basis of the distribution quartiles of the overall scores. These are:

1. Low (overall score of less than 2.33 - quartile 1);

2. Average (overall score equal to or greater than 2.33 and less than 3,33 – quartiles 2 and 3);

3. High (overall score equal to or greater than 3.33 – quartile 4).

The proportions of students are not estimates, given that the levels were established based on quartiles. As such, the indicator primarily serves to compare different subgroups of students.

Table A3.10

Level of interpersonal relationship skills, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Low	Average	High
		%	
Sex			
Boys	9,2 [a]	56,9	33,9 [a]
Girls	17,4 [a]	60,8	21,8 [a]
School cycle			
1st cycle	11,9	59,5	28,6
2nd cycle	15,5	58,1	26,4
Highest level of education achieved by the parents[1]			
Less than a high school diploma	8,9**	62,8	28,2
Pre-work training program, high school diploma or higher	12,5	59,3	28,2
Parents' employment status[2]			
At least one parent is employed	12,0	55,9	32,0
No parent is employed	16,8*	59,9	23,2
Coast			
Ungava	12,8	58,4	28,8
Hudson	13,9	59,2	26,9

*   Coefficient of variation between 15% and 25%; interpret with caution.

** Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

a   For a given variable, the same exponent indicates a significant difference between the proportions at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The intimidating behaviours taken into consideration by the indicator **Violence at school or on the way to school** presented in Table A3.11 are related to the 11 subquestions SM_C_3A_1 to SM_C_3A_11 (see section 17.1).

Table A3.11

Frequency of intimidating behaviours taken into account by the indicator Violence at school or on the way to school during the school year, secondary school students - Nunavik, 2022

	Often	Sometimes	Never
	%		
Student was insulted or called names.	13,4	42,4	44,2
Someone threatened to hit student or break something belonging to him.	9,3	27,4	63,3
Student experienced unwanted sexual touching.	6,2	9,2	84,6
Student was hit or pushed around violently.	9,1	20,9	70,0
Student was offered money to do bad or illegal things.	4,6	5,0	90,4
Student was taxed (robbed of their money or personal possessions).	4,2	5,9	89,9
Student was threatened or attacked by gang members.	3,5*	9,2	87,3
Student was called piujuq.	12,3	32,5	55,2
Student was called white or qallunak because they had mixed parents.	6,6	15,3	78,1
Student was bullied because they lived in foster care.	3,5*	5,5	91,0
Student was bullied because they came from another community.	4,4*	9,6	86,0

* Coefficient of variation between 15% and 25%; interpret with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The indicator **Number of indirect aggressive behaviours** corresponds to the total number of different behaviours adopted by student (see section 17.2), which can vary between 0 and 5. The indicator is broken down into three categories: No behaviour, One behaviour and Two behaviours or more.

Table A3.12

Number of indirect aggressive behaviours, according to certain sociodemographic characteristics and and socioeconomic characteristics, secondary school students - Nunavik, 2022

	No behaviour	One behaviour	Two behaviours or more
		%	
Total	**42,1**	**24,1**	**33,8**
Sex			
Boys	46,6 a	23,1	30,4 a
Girls	37,8 a	25,1	37,0 a
School cycle			
1st cycle	40,8	22,6	36,6
2nd cycle	43,8	26,1	30,1
Highest level of education achieved by the parents[1]			
Less than a high school diploma	32,5	29,5	38,0
Pre-work training program, high school or secondary school diploma or higher	44,8	25,5	29,7
Parents' employment status[2]			
At least one parent is employed	43,9 a	24,6	31,5 a
No parent is employed	31,9 a	26,0	42,2 a
Coast			
Ungava	33,4 a	28,7 a	37,9 a
Hudson	47,7 a	21,2 a	31,1 a

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The indicator **Number of direct aggressive behaviours** corresponds to the total number of different behaviours adopted by student (see section 17.3), which can vary between 0 and 6. The indicator is broken down into three categories: No behaviour, One behaviour and Two behaviours or more.

Table A3.13

Number of direct aggressive behaviours, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	No behaviour	One behaviour	Two behaviours or more
	%		
Total	**46,8**	**24,1**	**29,1**
Sex			
Boys	45,0	21,9	33,1 [a]
Girls	48,6	26,1	25,3 [a]
School cycle			
1st cycle	46,6	23,0	30,4
2nd cycle	47,2	25,5	27,4
Highest level of education achieved by the parents[1]			
Less than a high school diploma	40,8	28,2*	31,0
Pre-work training program, high school or secondary school diploma or higher	50,0	22,1	27,9
Parents' employment status[2]			
At least one parent is employed	47,9	24,2	27,9
No parent is employed	41,0	24,3	34,6
Coast			
Ungava	46,6	26,3	27,1
Hudson	47,0	22,7	30,4

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The indicator **Number of rebellious or imprudent behaviours over the past 12 months** corresponds to the total number of different behaviours adopted one or two times by a student over the past 12 months (see section 17.4). This number can vary between 0 and 3. The indicator is broken down into three categories: No behaviour, One behaviour and Two or more behaviours.

Table A3.14

Number of rebellious or imprudent behaviours over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	No behaviour	One behaviour	Two behaviours or more
		%	
Total	**18,7**	**35,7**	**45,6**
Sex			
Boys	18,1	38,8	43,0
Girls	19,2	32,7	48,1
School cycle			
1st cycle	21,8 [a]	38,7 [a]	39,4 [a]
2nd cycle	14,7 [a]	31,8 [a]	53,5 [a]
Highest level of education achieved by the parents[1]			
Less than a high school diploma	17,7*	36,8	45,4
Pre-work training program), high school diploma or higher	19,6	37,4	43,0
Parents' employment status[2]			
At least one parent is employed	19,2	37,9	43,0
No parent is employed	21,6	27,9	50,5
Coast			
Ungava	16,7	38,8	44,5
Hudson	19,9	33,7	46,4

* Coefficient of variation between 15% and 25%; interpret with caution.

a For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

The indicator **Number of delinquent behaviours over the past 12 months** corresponds to the total number of different behaviours adopted one or two times by a student over the past 12 months (see section 17.5). This number can vary between 0 and 8. The indicator is broken down into three categories: No behaviour, One behaviour and Two or more behaviours.

Table A3.15

Number of delinquent behaviours over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	No behaviour	One behaviour	Two behaviours of more
		%	
Total	**33,6**	**21,5**	**45,0**
Sex			
Boys	29,3 [a]	20,0	50,7 [a]
Girls	37,7 [a]	22,9	39,3 [a]
School cycle			
1st cycle	37,0 [a]	21,3	41,7 [a]
2nd cycle	29,2 [a]	21,7	49,1 [a]
Highest level of education achieved by the parents[1]			
Less than a high school diploma	30,2	21,4*	48,4
Pre-work training program, high school diploma or higher	31,5	21,4	47,1
Parents' employment status[2]			
At least one parent is employed	31,6	21,8	46,6
No parent is employed	33,5	21,0	45,5
Coast			
Ungava	31,4	22,6	45,9
Hudson	35,0	20,7	44,3

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022.*

The three subindicators presented in Table A3.16 refer to the indicators that comprise the indicator Delinquent behaviours over the past 12 months (see section 17.5).

Table A3.16

Types of delinquent behaviours over the past 12 months, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Property tort/damage	Violence against other people	Belonging to a gang
	%		
Total	**55,1**	**43,4**	**16,4**
Sex			
Boys	61,0 a	45,6	16,4
Girls	49,5 a	41,3	16,4
School cycle			
1st cycle	49,4 a	40,5 a	13,2 a
2nd cycle	62,4 a	47,1 a	20,4 a
Highest level of education achieved by the parents[1]			
Less than a high school diploma	57,7	42,0	18,9*
Pre-work training program, high school diploma or higher	54,7	47,2	17,6
Parents' employment status[2]			
At least one parent is employed	56,2	43,5	14,8
No parent is employed	54,8	44,4	21,4*
Coast			
Ungava	56,2	43,1	16,7
Hudson	54,5	43,6	16,2

*   Coefficient of variation between 15% and 25%; interpret with caution.

a   For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1.   Due to a very high partial nonresponse associated with this variable, estimates may be biased. They are provided solely for information purposes.

2.   Due to a high partial nonresponse associated with this variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The indicator presented in Table A3.17, **Violence subjected to or inflicted in love relationships over the past 12 months**, allows to estimate the proportion of students who have been victims and aggressors (see sections 17.6 and 17.7).

Violence subjected to and inflicted in love relationships over the past 12 months, secondary school students having had at least one love relationship over the past 12 months - Nunavik, 2022

	%
Subjected to and inflicted	18,4
Inflicted but not subjected to	7,4*
Subjected to but not inflicted	16,6
None	57,7

* Coefficient of variation between 15% and 25%; interpret with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

Level of psychological distress

The indicator of psychological distress is based on the answers to subquestions SM_A_1A_1 to SM_A_1A_14 (see the 14 subquestions in section 18.1).

The possible responses (all the same for each question) are associated with a score: Never (0); Sometimes (1); Very often (2). An overall score is obtained for each student by calculating the sum of the scores for the 14 subquestions.

The indicator analyzed is the level of psychological distress, which was broken down into three categories. These categories were established on the basis of the distribution quartiles of the overall scores. These are:

1. Low (overall score of less than 14.29 - quartile 1);

2. Average (overall score equal to or greater than 14.29 and less than 46.43 – quartiles 2 and 3);

3. High (overall score equal to or greater than 46.43 – quartile 4).

It bears noting that the subquestions allow for measuring the presence of symptoms of psychological distress in the targeted population. This being said, because these questions address how students feel, they do not allow for establishing a diagnosis.

The proportions of students are not estimates, given that the levels were established based on quartiles. As such, the indicator primarily serves to compare different subgroups of students.

Level of psychological distress, according to certain sociodemographic and socioeconomic characteristics, secondary school students - Nunavik, 2022

	Low		Average		High	
	%					
Sex						
Boys	44,4	[a]	52,6	[a]	3,1**	[a]
Girls	23,7	[a]	64,4	[a]	12,0	[a]
School cycle						
1st cycle	41,2	[a]	52,0	[a]	6,8*	
2nd cycle	23,1	[a]	67,8	[a]	9,0*	
Highest level of education achieved by the parents[1]						
Less than a high school diploma	24,5		67,1		8,4**	
Pre-work training program, high school diploma or higher	33,3		59,8		6,9*	
Parents' employment status[2]						
At least one parent is employed	28,4		63,3		8,3	
No parent is employed	36,6		56,9		6,5**	
Coast						
Ungava	31,1		62,0		7,0*	
Hudson	35,1		56,7		8,3	

* Coefficient of variation between 15% and 25%; interpret with caution.

** Coefficient of variation greater than 25%; inaccurate estimate provided solely for information purposes.

[a] For a given variable, the same exponent indicates a significant difference between the proportions of a same column at a threshold of 5%.

1. Due to a very high partial nonresponse associated with this overlap variable, estimates may be biased. They are provided solely for information purposes.

2. Due to a high partial nonresponse associated with this overlap variable, estimates may be biased. They should be interpreted with caution.

Source: Institut de la statistique du Québec, *Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? 2022*.

The Health survey of secondary school students in Nunavik – UVIKKAVUT QANUIPPAT? was conducted in Nunavik's 14 communities in the fall of 2022. This report presents the primary results of the survey and offers a picture of the physical and mental health, lifestyle habits and social adaptation of secondary school students in Nunavik. The survey results will support actions aimed at improving the health of youth.

The survey's targeted population consisted of all students enrolled in the youth sector in the Kativik School Board's 14 secondary schools in the fall of 2022. Students enrolled in occupational training programs were not included. A total of 699 students participated in the survey.

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