

# FROM ONE UPHEAVAL TO ANOTHER: A SURVEY OF THE IMPACT OF SOCIAL CRISES ON THE WELL- BEING OF QUEBEC FAMILIES

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# THANK YOU TO OUR PROJECT PARTNERS

- Dr. Clara Morin, Public Health Resident, Université de Sherbrooke
- Fédération des comités de parents du Québec
- Association of Anglophone Parents' Committees

*UN PARTENARIAT*

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Fédération  
des comités de parents  
du Québec



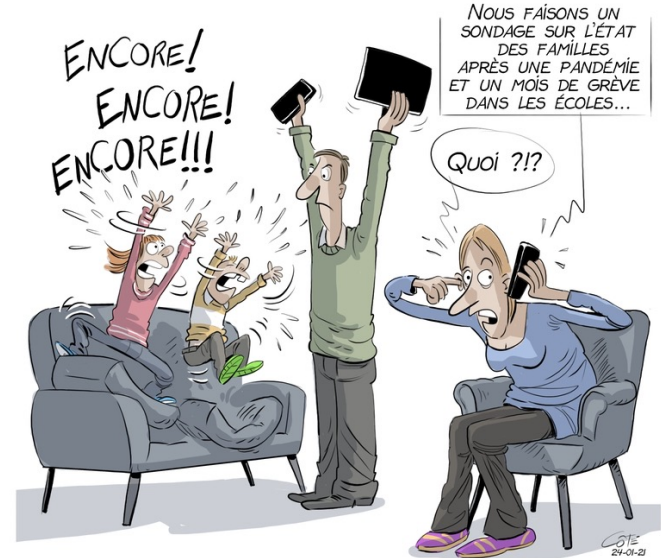
English Parents'  
Committee Association

*PARTNERSHIP*

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# WHY THIS SURVEY?

- Several recent social crises
  - The pandemic
  - The inflationary crisis
  - The labor shortage
  - The education strike (fall 2023)
- How are Quebec families faring in this context?



<https://www.lesoleil.com/opinions/caricatures/2024/01/21/la-caricature-de-cote-GMSSQ7BWYVHKRB2G7XJPY4BDSU/>

# SURVEY OBJECTIVES

1

Assess the current level of well-being of children and their parents, and its most recent evolution

2

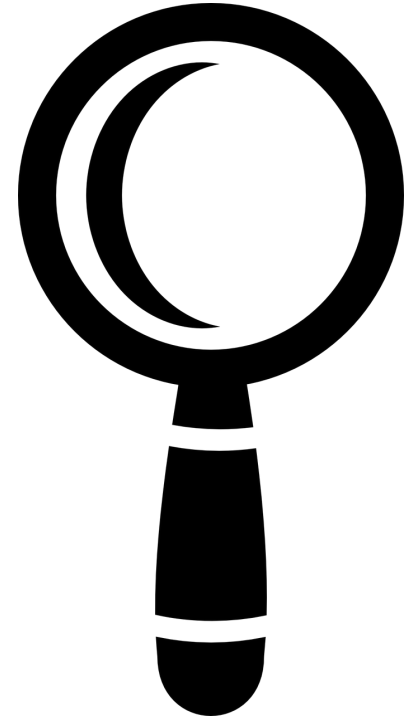
Explore what they experienced during the fall 2023 education strike

3

Examine the concerns of parents in relation to their child's well-being on returning to school

# SURVEY DESIGN

- Survey from January 16 to February 2, 2024
- Online, 10 minutes duration
- Available in English and French
- In all regions of Québec
- Target: parents of children (primary or secondary)
- Diversified recruitment methods
- Voluntary and anonymous participation



# ELIGIBILITY CRITERIA

- To participate, the parent had to have a child who :
  - is in primary or secondary school
  - aged between 5 and 21
  - resides in Quebec
  - live under the same roof at least half the time
- Only one parent in the household could answer any question.
- The parent had to answer for the next child in the household to celebrate his or her birthday.
- The parent could complete a separate survey for each child eligible for the survey.

# MAIN TOPICS COVERED

**Block 1:** Child and parent well-being (quality of life, mental health, screen time, recent developments)

**Block 2:** Experiences during the strike ( activities, loss of services, etc.)

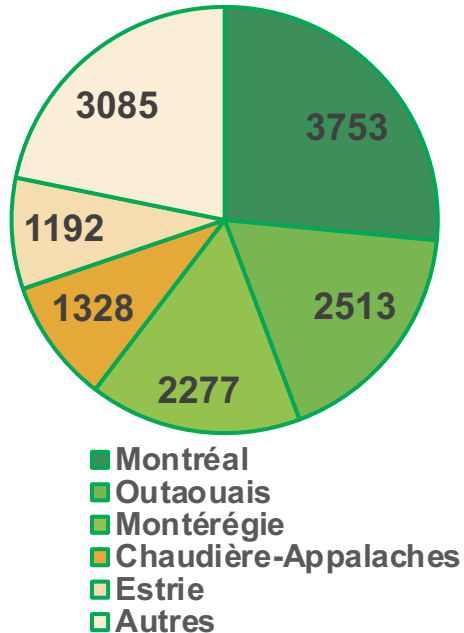
**Block 3:** Current concerns (motivation, grades, anxiety, finances, etc.)

**Others :**

- Child characteristics (age, gender, etc.)
- School characteristics (level, type of school, Special Needs, PI, etc.)
- Family characteristics (region, language, composition, income, etc.)

# SAMPLE DESCRIPTION

**n = 14,148 parents, 85% of whom completed the entire questionnaire**



Types of establishment	Number
<b>Primary</b>	<b>8741</b>
• Public school	8421
• Private school	320
<b>Secondary</b>	<b>5407</b>
• Public school	4253
• Private school	1154

**10% in a private school**



# SAMPLE DESCRIPTION

- **Children**

- Gender: 48% girl, 52% boy, 1% other
- Special needs: 31% yes, 69% no
- Strike: 11% none, 53% Common Front, 36% FEF

- **Parents**

- Gender: 82% female, 18% male, 1% other
- Language: 84% French, 16% English (language used for questionnaire)
- Family: 75% nuclear, 15% single-parent, 10% stepfamily
- Household income: 17% \$60K, 23% \$60-99K, 60% 100K+.
- Union on strike: 77% no, 23% yes (among those with jobs)

# PORTRAIT OF CHILDREN WITH SPECIAL NEEDS

- A total of 4445 children who could be classified as having ADHD (31% of the sample), including :
  - Children with **disabilities**, e.g. ID, PD, ASD (7%)
  - Children with **learning difficulties**, e.g. dyslexia, dysphasia (15%)
  - Children with **adjustment difficulties**, e.g. ADHD, behavioral disorders (25%)
- About 3/4 (71%) have an intervention plan at school (according to parents surveyed).
- ADHD by level
  - Primary: 28% (17% in grade 1<sup>ère</sup> 33% in grade 6<sup>e</sup> )
  - Secondary: 36% (36% in secondary 1 32% in secondary 5)
- ADHD by gender
  - Girls: primary 22%, secondary 30%.
  - Boys: primary 34%, secondary 42%.

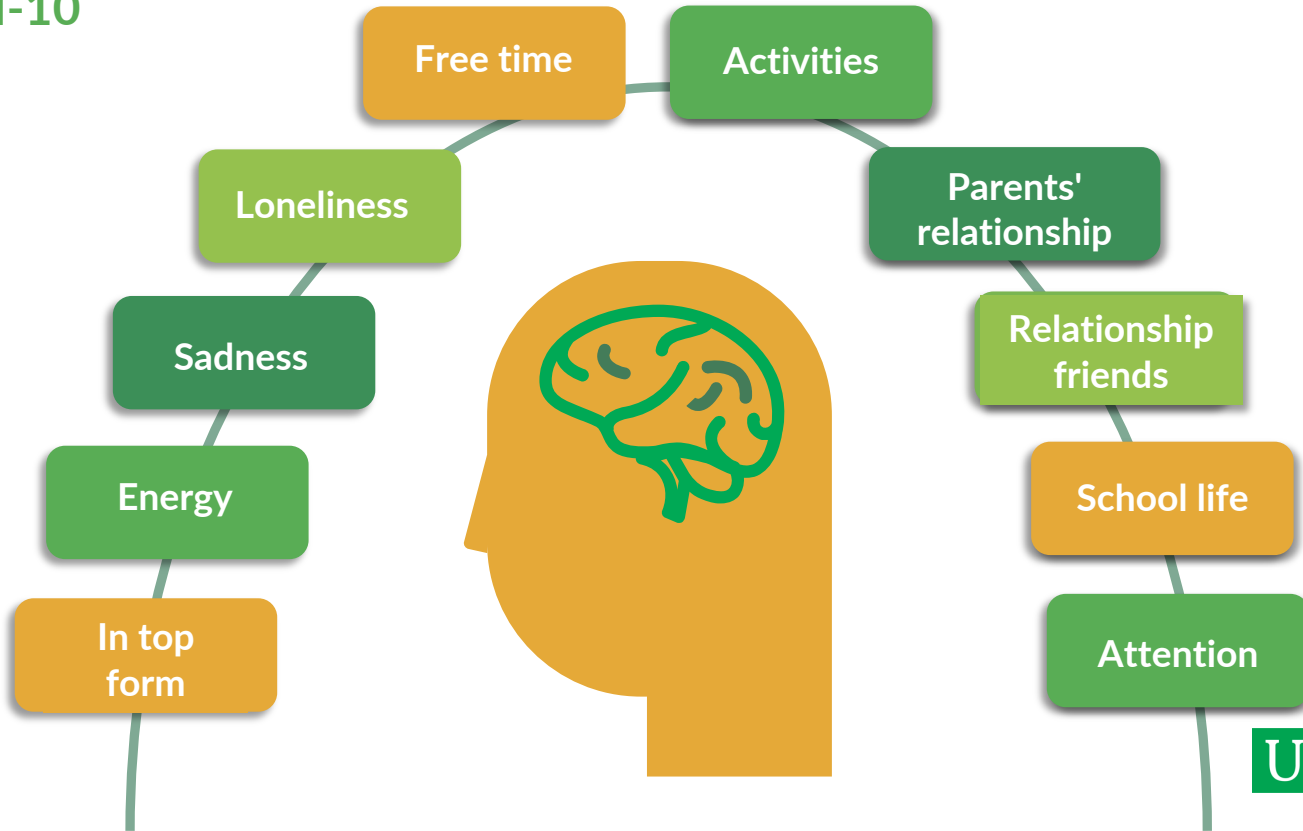
# SCHOOL ENROLMENT (2022-2023)

- 557,350 primary school children, including :
  - 6% to the private sector
  - 20% ADHD
- 464,975 children in secondary school, including :
  - 19% private
  - 28% SPECIAL NEEDS
- **1,022,325 children in primary or secondary school, including**
  - **13% to the private sector**
  - **25% ADHD (250,000 children)**

**BLOCK 1:  
CHILD AND PARENT  
WELL-BEING**

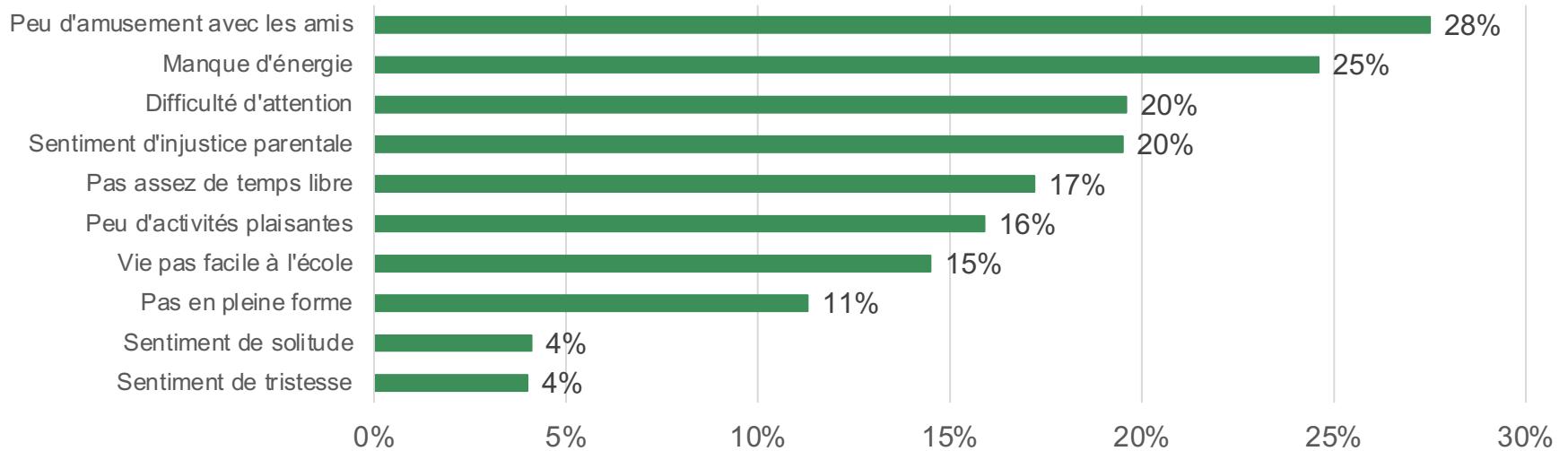
# QUALITY OF LIFE (CHILDREN)

## KIDSCREEN-10



# QUALITY OF LIFE (CHILDREN)

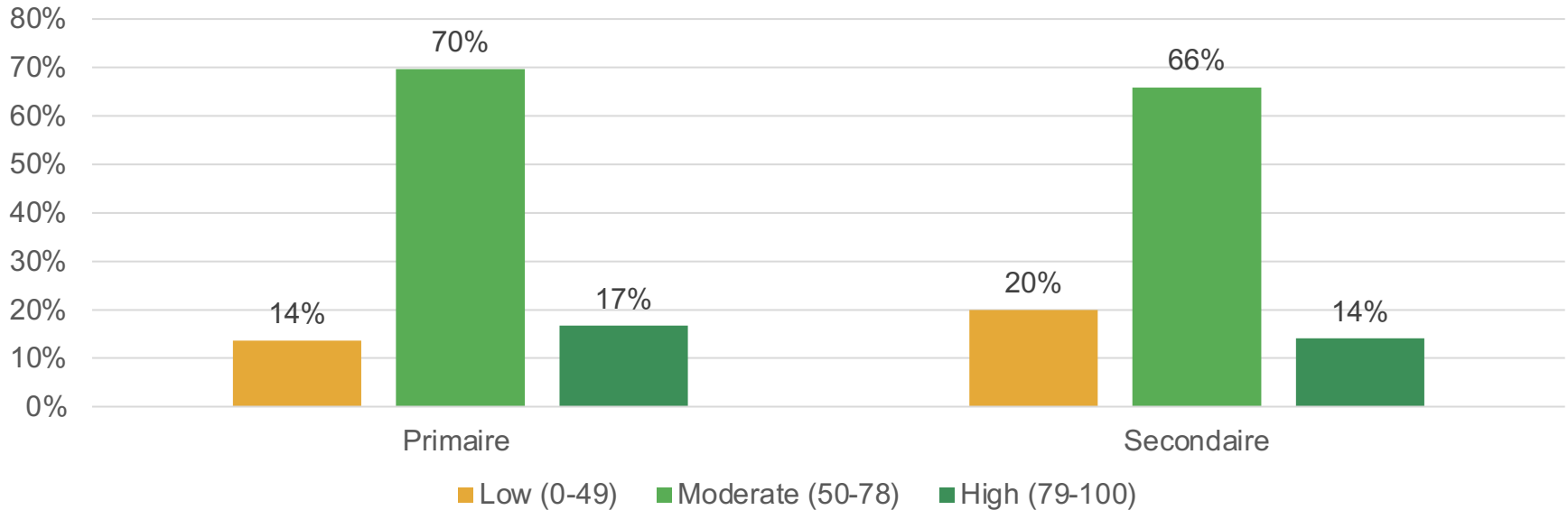
Spheres of the child's quality of life judged unfavorable by the parent (over the past week)



# QUALITY OF LIFE (CHILDREN)

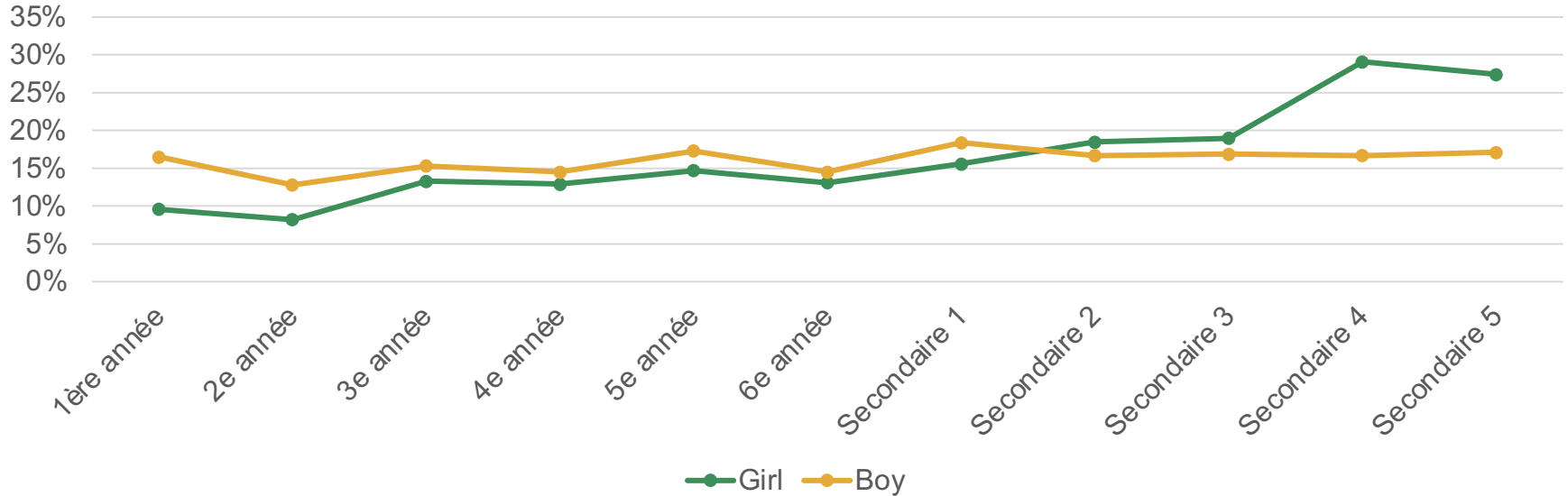
Average score: 64/100

Child's quality of life score (0 to 100), according to level



# QUALITY OF LIFE (CHILDREN)

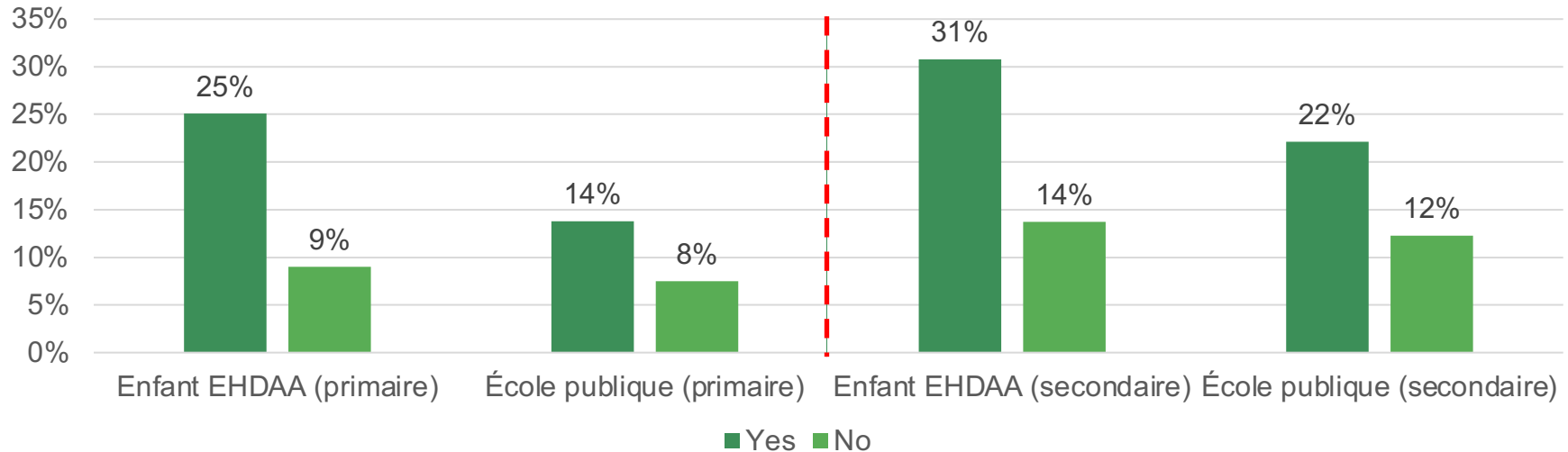
Low child quality of life score (< 50/100),  
by level and gender





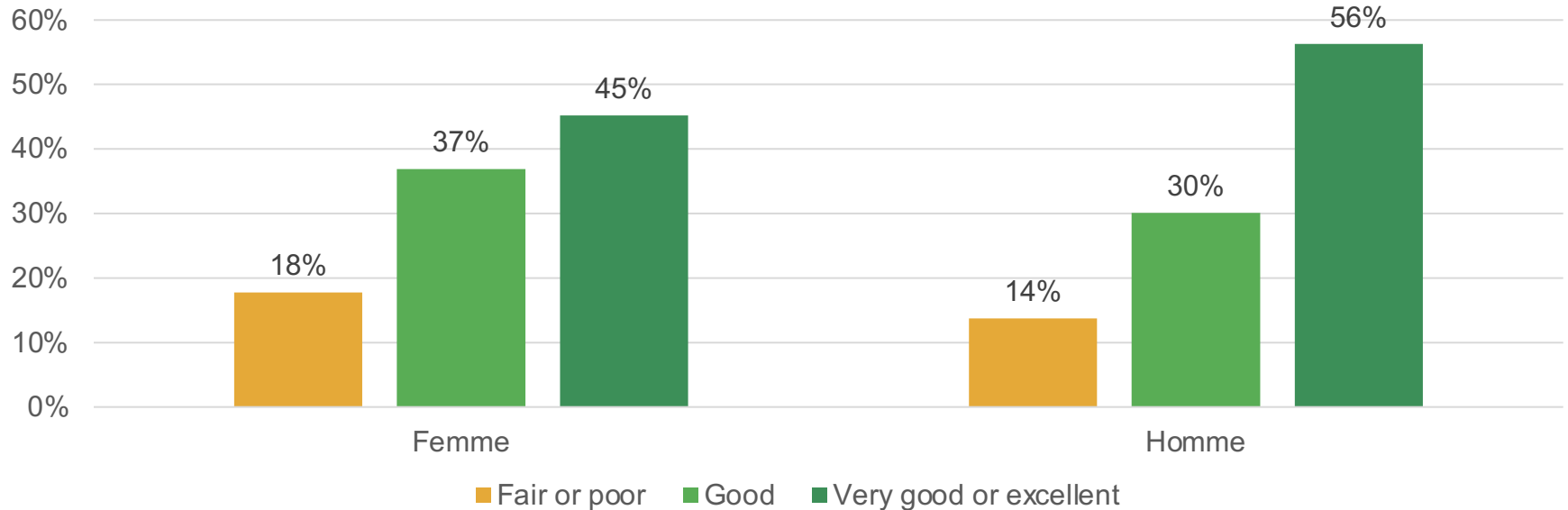
# QUALITY OF LIFE (CHILDREN)

Low child quality of life score (< 50/100),  
by level and school characteristics



# MENTAL HEALTH (PARENTS)

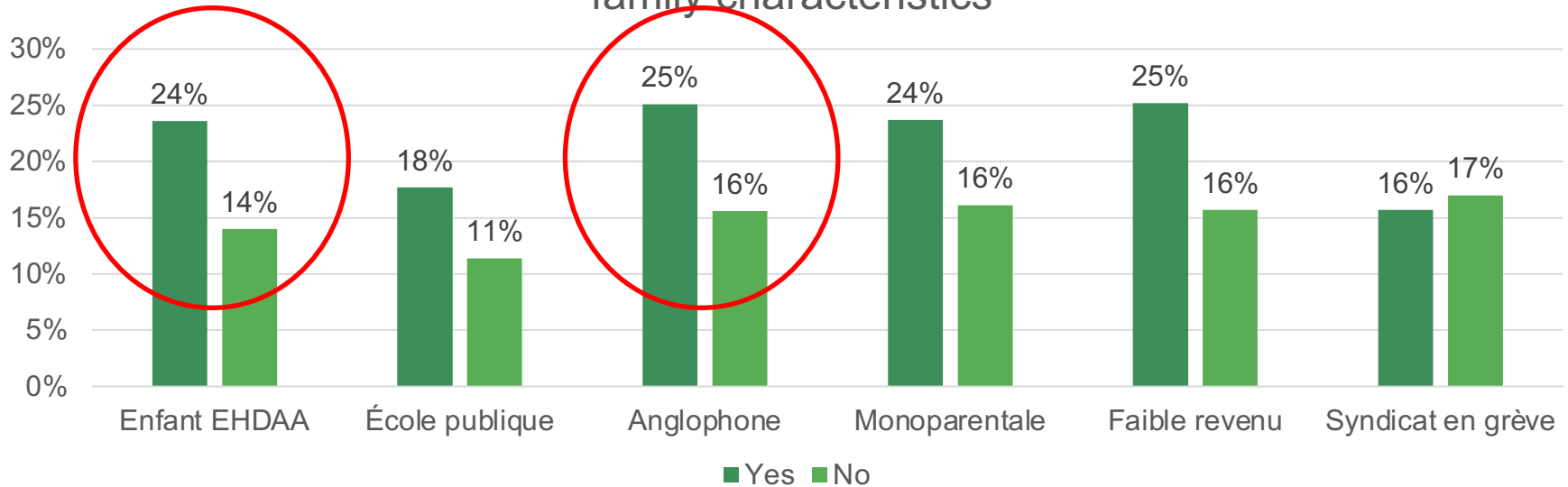
Perception of parent's mental health, by gender



# MENTAL HEALTH (PARENTS)

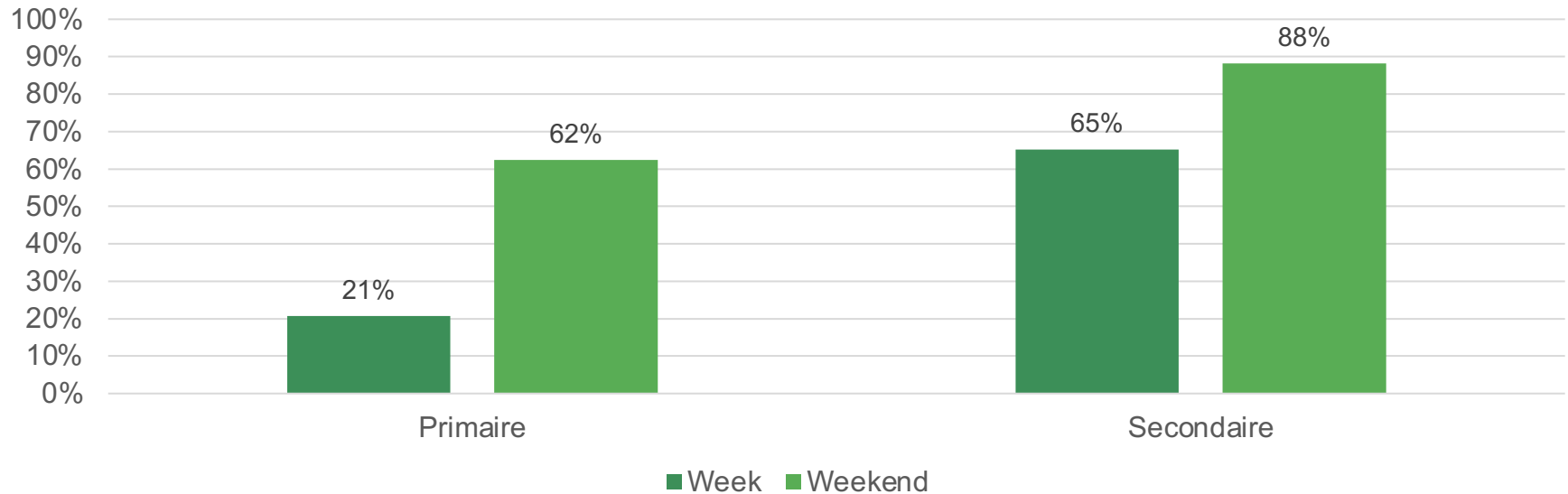
All parents: 17

Perceived fair or poor mental health (parents), by school and family characteristics



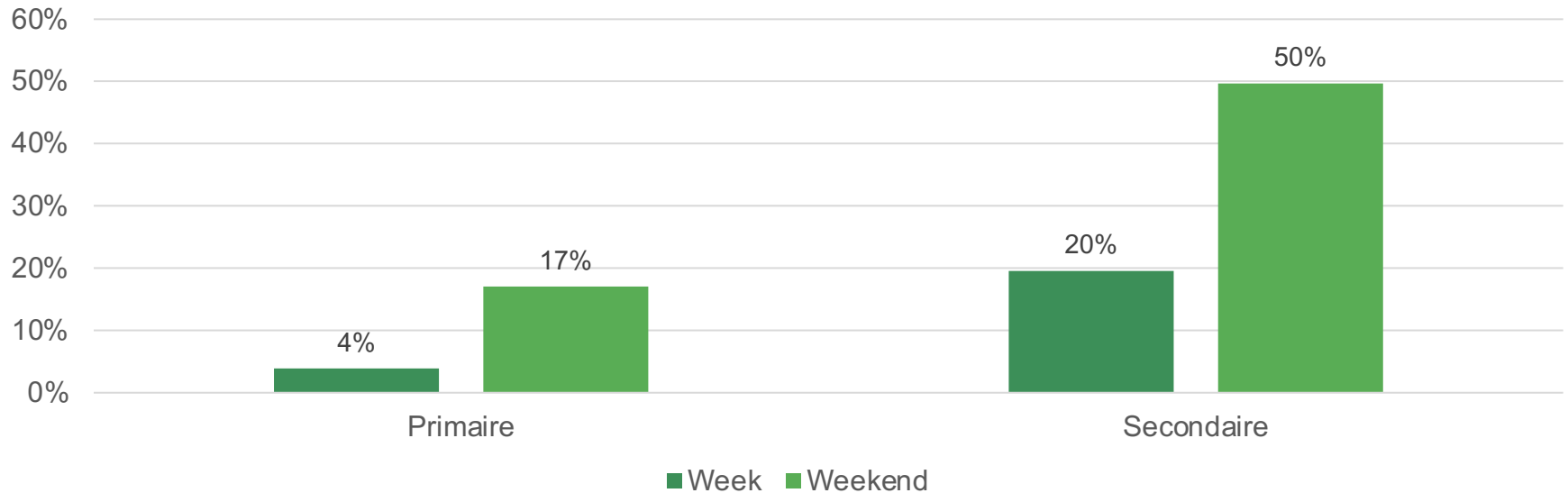
# SCREEN TIME (CHILDREN)

Screen use at least 2 hours a day in free time



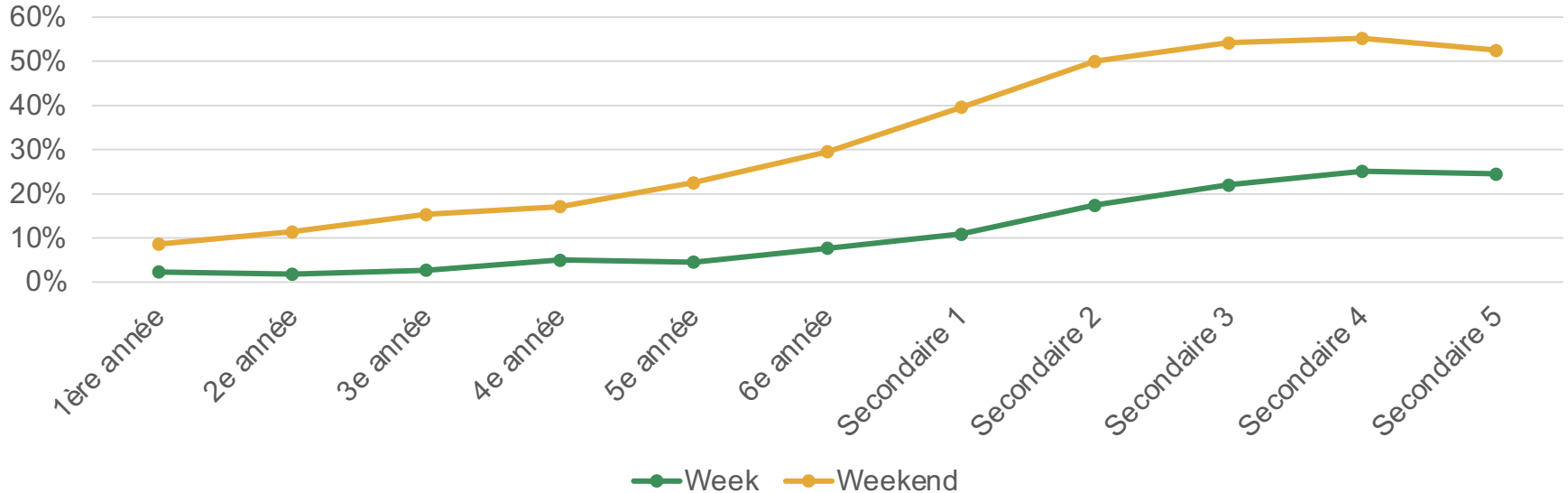
# SCREEN TIME (CHILDREN)

Screen use at least 4 hours a day in free time



# SCREEN TIME (CHILDREN)

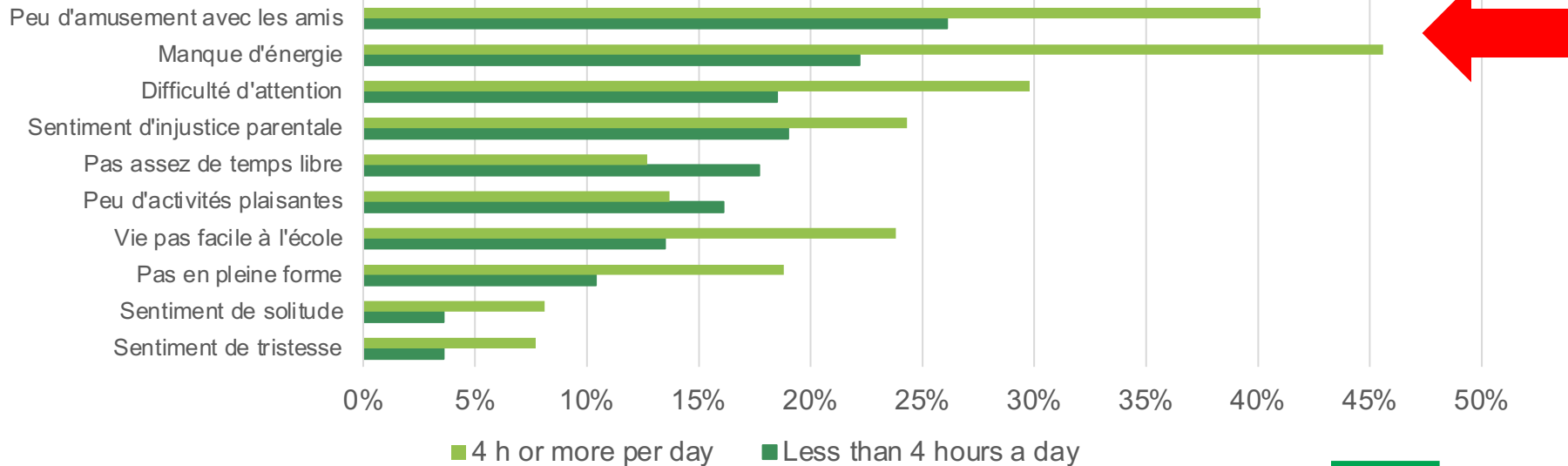
Screen use at least 4 hours a day in free time, depending on level and time of week



# SCREEN TIME AND QUALITY OF LIFE

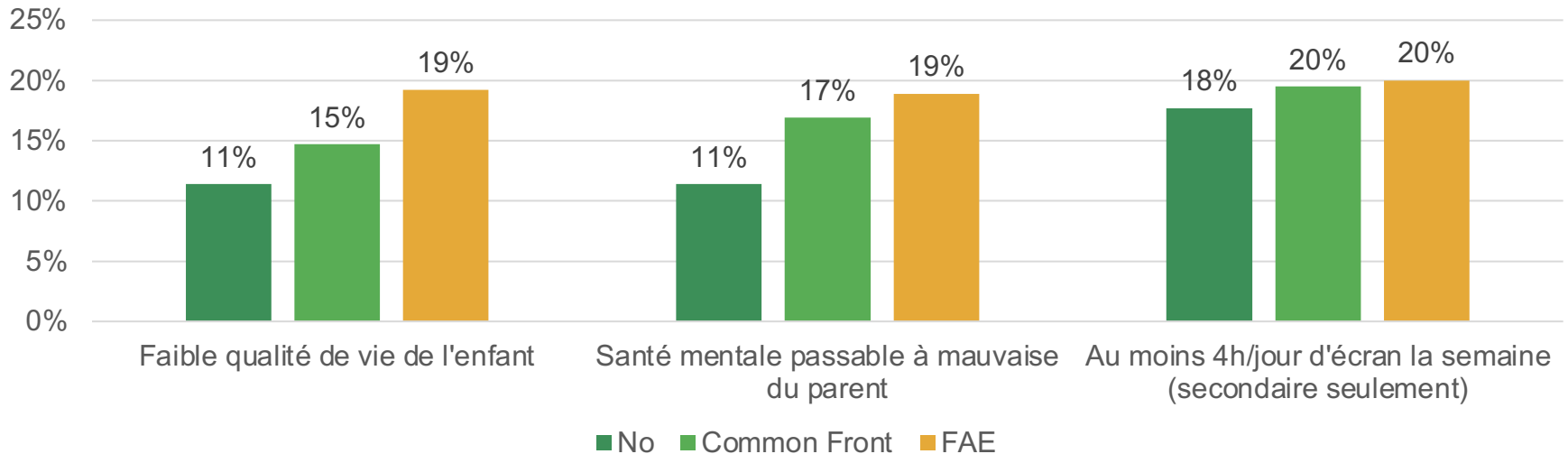
Nearly 2X more poor quality of life among heavy users

Spheres of the child's quality of life judged unfavorable by the parent, according to weekly screen time



# STRIKE WELLNESS

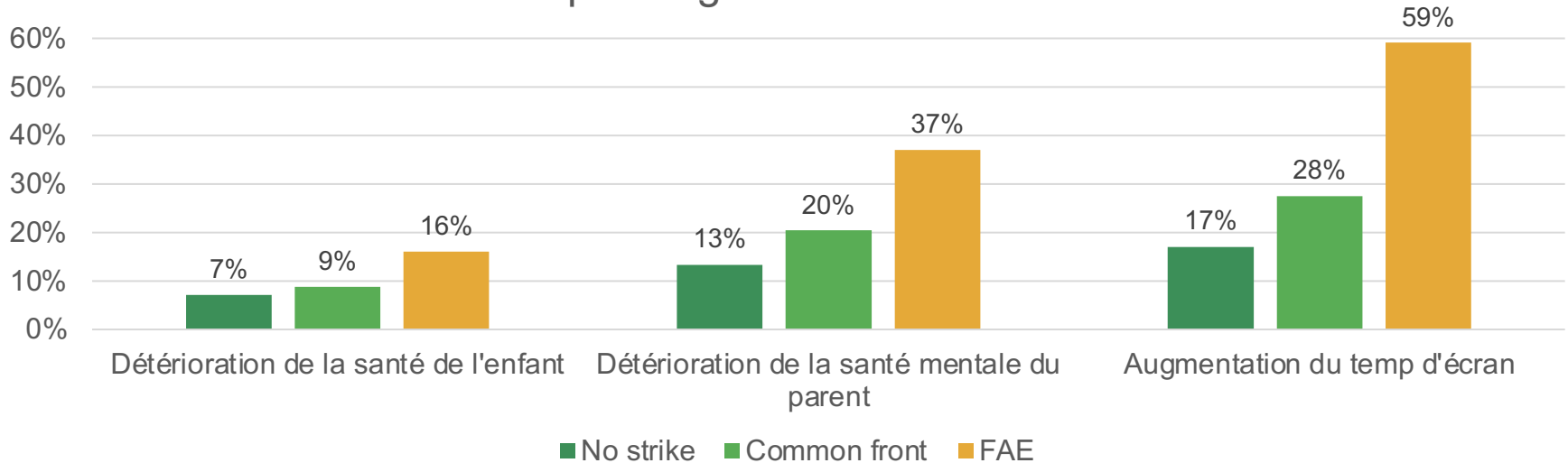
Child and parent well-being,  
depending on strike duration





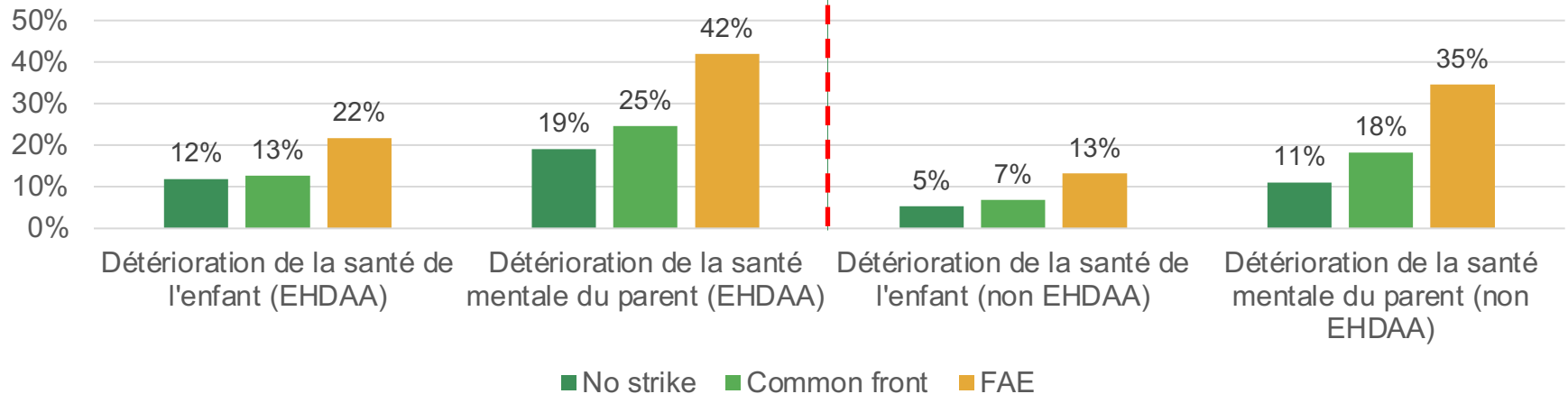
# EVOLUTION OF WELL-BEING BY STRIKE

Changes in child and parent well-being over the past two months, depending on strike duration



# EVOLUTION (CHILDREN AND PARENTS)

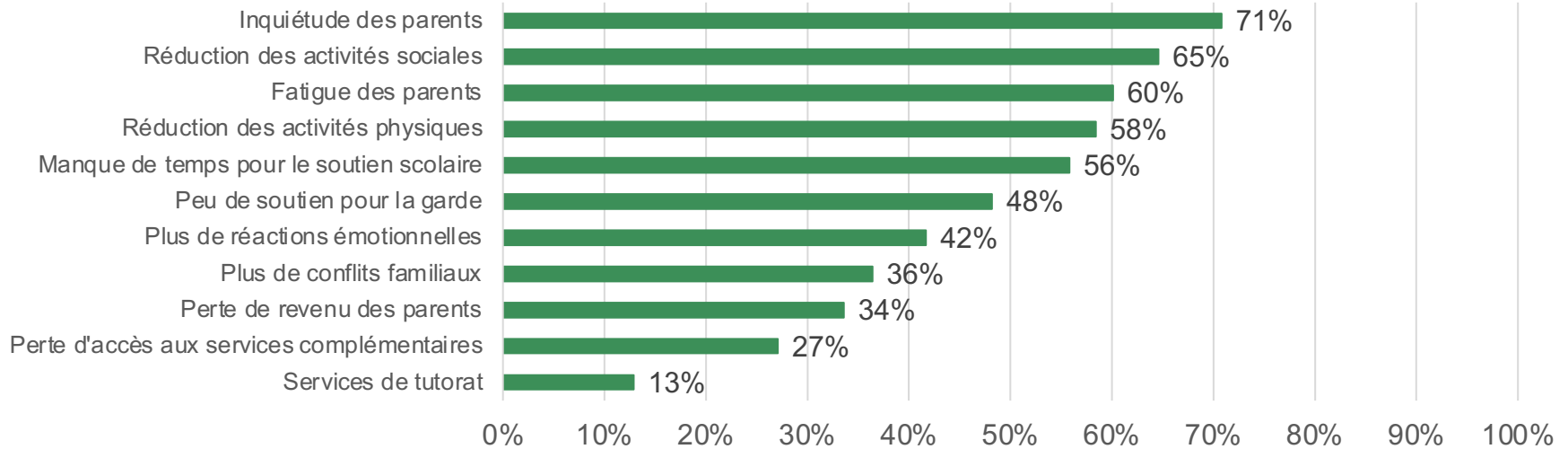
Changes in well-being over the past two months, according to the presence of a child with special needs and the duration of the strike



**BLOCK 2:  
EXPERIENCES DURING  
THE STRIKE**

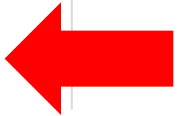
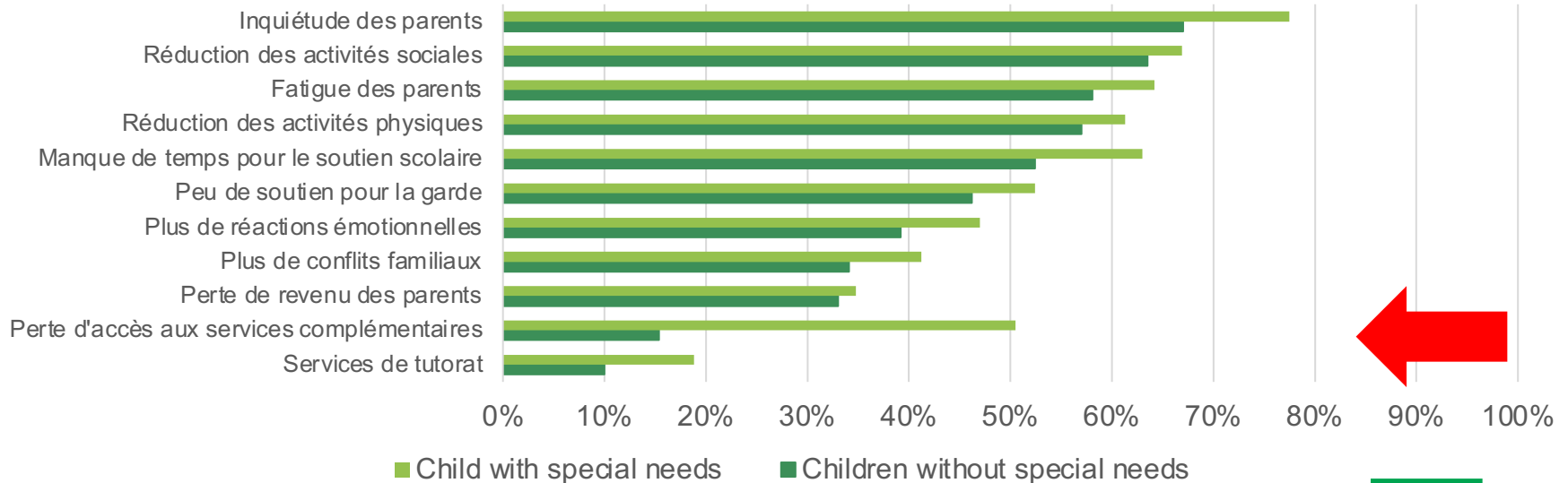
# EXPERIENCES DURING THE STRIKE

## Experiences during the strike (among families affected by the strike)



# EXPERIENCES DURING THE STRIKE

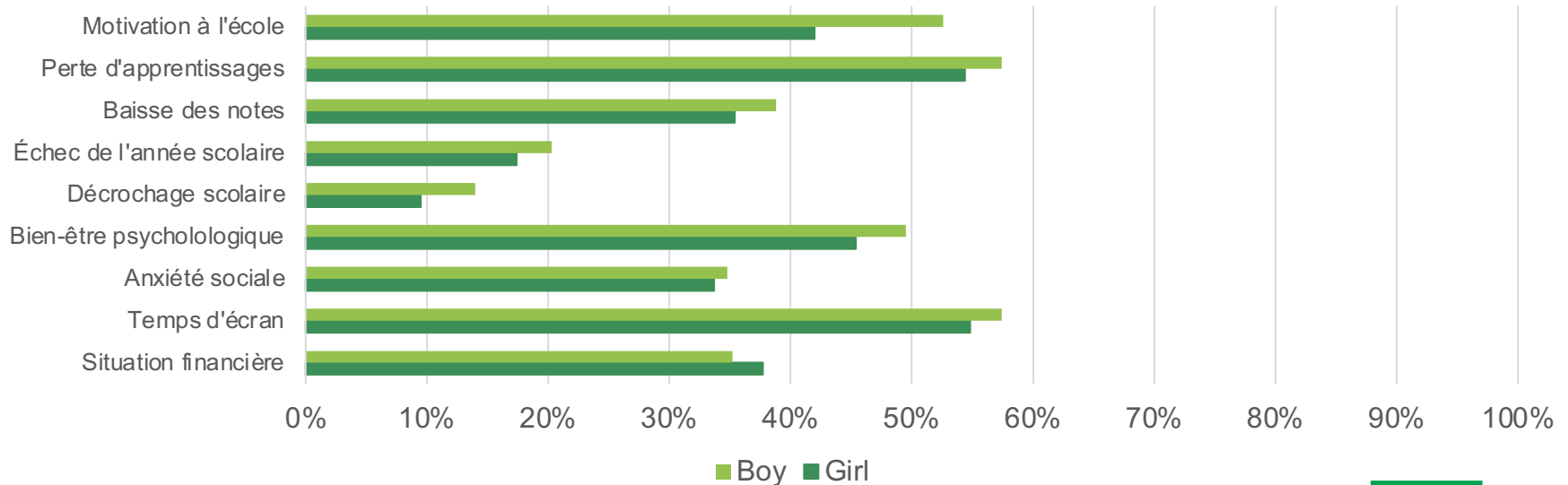
Experiences during the strike, according to the presence of a child with special needs (among families affected by the strike)



# **BLOCK 3: CURRENT CONCERNS**

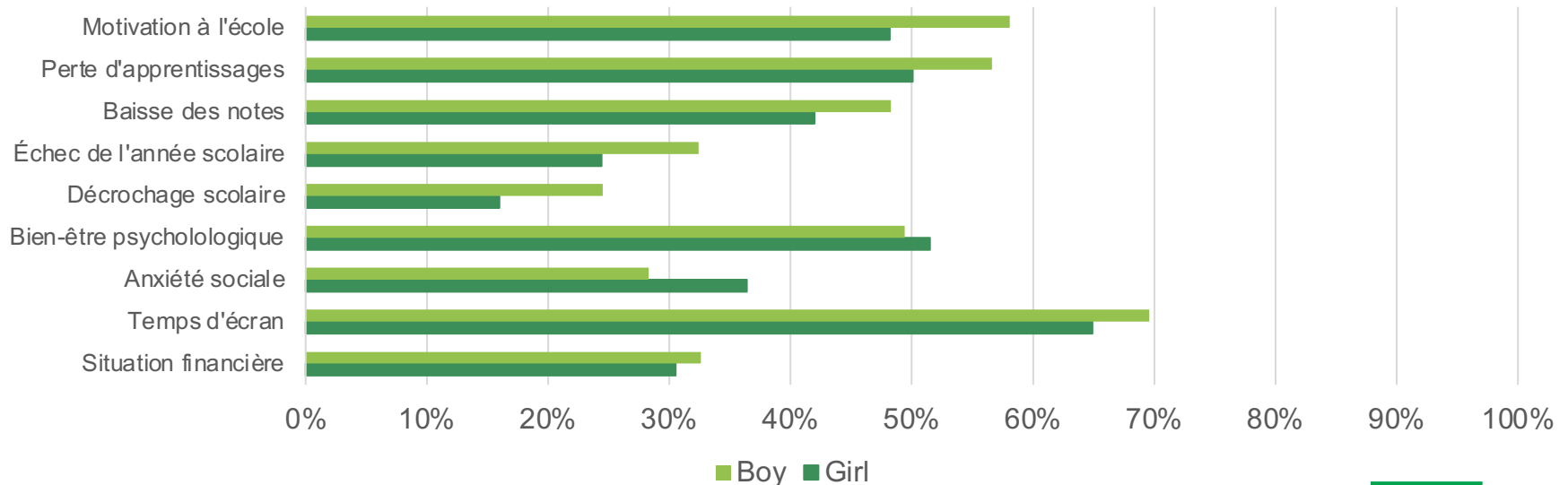
# CURRENT CONCERNS (PRIMARY)

Concerns of parents of primary school children returning to school in January 2024, by child gender



# CURRENT CONCERNS (SECONDARY)

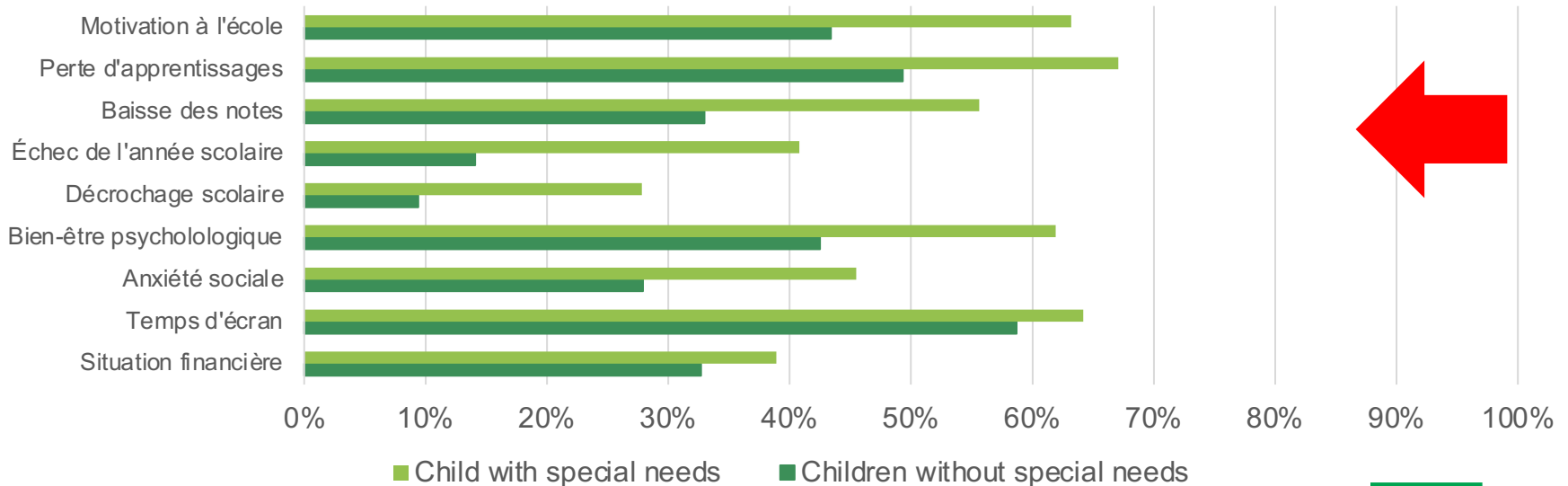
Back-to-school concerns of parents of secondary school children in January 2024, by child's gender





# CURRENT CONCERNS

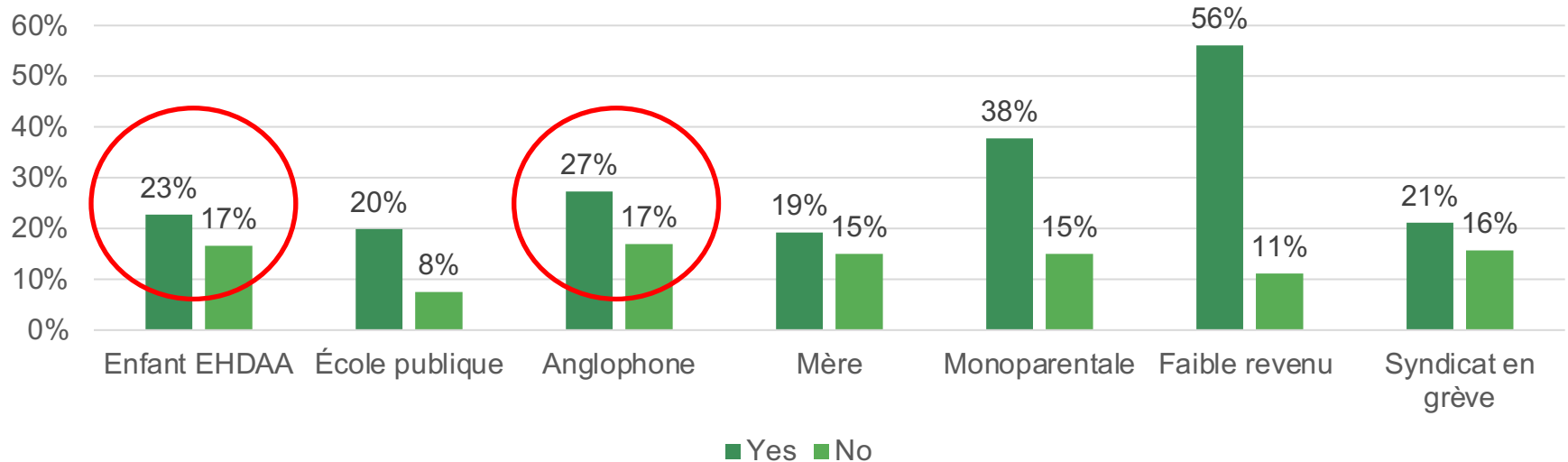
Concerns of parents of children returning to school in January 2024, according to the presence of an "EHDAA" child



# FOOD INSECURITY

All parents: 19

Fear of running out of food before next cash inflow (in past 30 days), by school and family characteristics



# KEY FINDINGS

1. The high level of parent participation is a result in itself!
2. The main quality-of-life challenges reported for children relate to **relationships with friends and relatives, as well as energy and attention levels.**
3. At primary school, boys' quality of life is one step lower than girls'.
4. Girls' quality of life deteriorates significantly during high school
5. The presence of "ADHD" is reported in 3 out of 10 children (boys girls; secondary primary).
6. Children with special needs and their parents experience many challenges, e.g. 2-3 times + of "low quality of life".
7. Nearly one parent in 5 reports fair to poor mental health
8. One parent in 5 fears food insecurity and 1/3 is worried about finances
9. Screen time increases significantly from the end of primary school onwards
10. More than 4 hours/day of screen time during the week seems to affect quality of life, especially energy levels
11. Screen time is parents' #1 concern, followed by loss of learning and motivation
12. Strikes seem to be associated with parents' mental health and children's screen time

# STRENGTHS AND LIMITATIONS

- A unique survey
  - Large sample size
  - Fairly well represented
  - Primary and secondary school children
  - Well-being for children and their parents
  - Themes adapted to the current context
- Convenience sample
- Perception of parents, not children
- Causal links difficult to establish


# POSSIBLE SOLUTIONS

1. Continuing the dialogue with parents
2. Quality family time (without screens)
3. More emphasis on social connections
4. Identify existing resources and develop/enhance them
5. Consult with partners to find out what is already being done
6. Promote networking among parents of children with special needs
7. Creating opportunities for young people to get involved from primary school onwards
8. Enhancing the mission of family and youth centers
9. Working together on causes, not just problems
10. Beyond the catch-up plan, a plan for healthy screen use

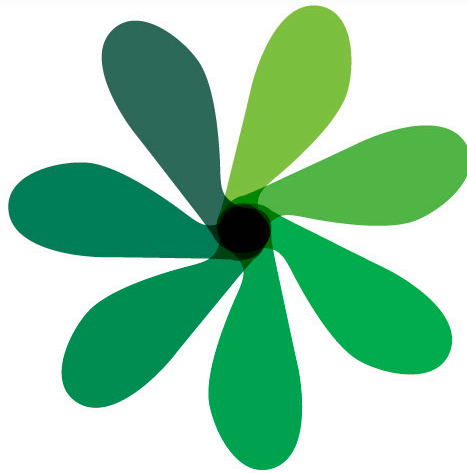
# FOLLOW-UP

- A meeting to pursue collective reflection (**March 13**)
  - [Registration link - Zoom from 2 to 4 pm](#) organizations)
  - [Registration link - Zoom from 7 to 9 pm](#) (parents)
- A look back at the investigation and its follow-up on June 1<sup>er</sup> at the FCPQ's 50th anniversary in Saguenay (<https://www.fcpq.qc.ca/50-ans/>).
- Newsletter - CSPA Special Edition (February) <https://epcaquebec.org/for-parents/>
- EPCA workshops (March to June)
- Conference on public English-language education



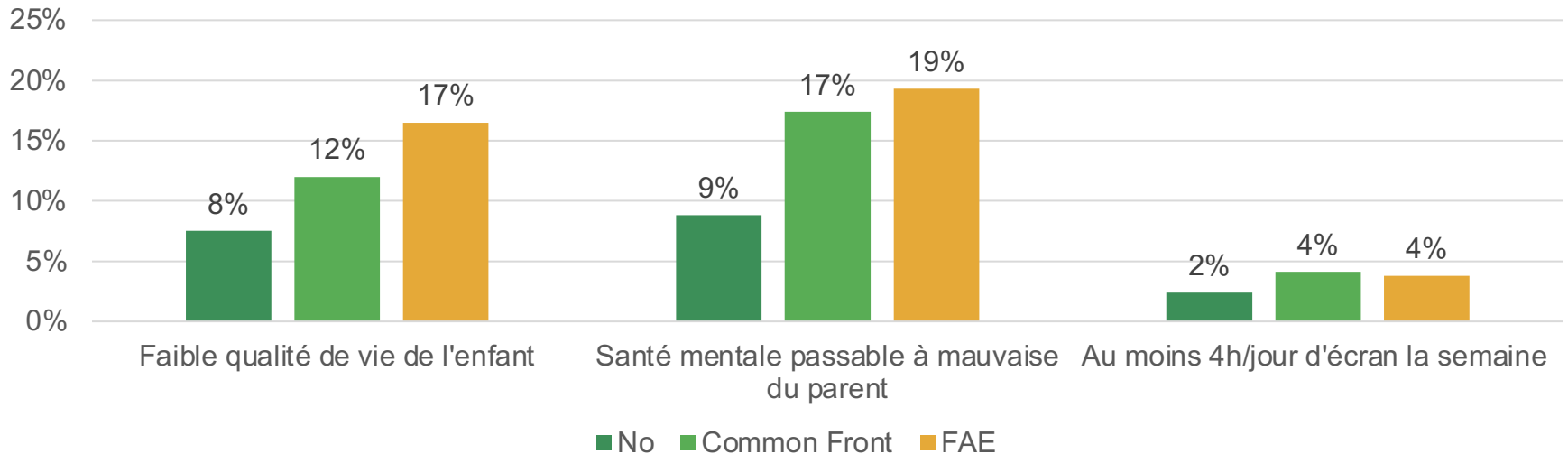


**THANK YOU  
FOR YOUR  
ATTENTION!  
ANY  
QUESTIONS?**



# RELATIONSHIP WITH THE STRIKE?

Child and parent well-being,  
by strike duration (primary)





# RELATIONSHIP WITH THE STRIKE?

Child and parent well-being,  
by strike duration (secondary)

