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UNDERSTANDING MENTAL WELL-BEING OF YOUTH IN NOVA SCOTIA: A FOCUS  
ON THE INFLUENCE OF LIVING IN POVERTY, SEX, AND GENDER

b

Pa ca e Ma ie Haida

S b i e d i a i a f f i e f h e e i e e  
f h e d e g e e f M a e f A i S c h P c h g

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M Sai Vice U i e i  
Ha ifa , N a S c i a  
J e 2022

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C igh b Pa ca e Haida , 2022

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## ABSTRACT

Me a e

## ACKNOWLEDGEMENTS

I d fi i e gi e a h ge ha e i ,D .K i a Ri chie. N e f  
hi d ha e bee i b e i h edge, , a d e h ia ! Y e e  
a a a ai a b e a e a f e i a d I a e e e g a e f ha e had he  
i i h .

T c i e e e b e ,D .J a e S a e , ha ch f a i igh a d  
he f feedbac !

I d a i e ha fa i f hei c di i a h gh hi  
e c a e fa e !  
La , a h ge h A ie B i e ! I a ha f ha e e e a b e g h gh  
he he i e ge he ... I c d ha e d e i i h !

"#\$%&'(!)\*'!

+,-./0-1/!(.2,.3!

45-/6718-,65!

Li i g a ha a d f fi i g ife i i ed f b a .H e e ,achie i g hi i  
de e de e fac (e.g., ci ec ic a ), ea i g ei di id a a a  
di ad a age. Fac ha c ib e a f i hi g ife a d fee i g ff fi e ca diffe  
de e di g e age f ife, a d ha i i a e ea ha age. Whe i c e  
h, hei e -bei gi a a , a di a be e he a e  
e ici a ed. We -bei g a a e ei b h he e e a d f e ife fa i di id a ,  
f he i g hei a ce f e -bei g e ea chi h.

A a ec f e a hea hi e e e ed b e ea che i he fie d f i i e  
ch g h gh ac c ca ed Me a We -Bei g (MWB). Thi fie di high e e a  
fe i a h i h h, cha eache a d ch e e, i a ci ca  
ca aci b i a ca aci he e de a di g ch gica ce e a d de e e ca  
i f hei . The ef e, he e f he e e d i e e he e a e -bei g  
f N a Sc ia ha d he e e hich e -bei g igh diffe ac he e a d ge de  
ec , a e a ac ec ic fac , i ha ecific f c de a di g h i i g  
i e .

9 :::<.,5=!0>!0!"65>-/18-!,5!%6>,-,2.!%>?8@6:6=?!

Th gh ch f ch g a d diag ic ce e a di e e i  
ega di g e a i e , i i e ch g f c e he d fh e e hi e a d  
f ci dai (Gab e & Haid , 2005). P i i e ch g i a ci ca a ach  
ch g , a he i i a fie d f d f c i g h a de e e a d f i hi g (Gab e



& Haid, 2005). This case demonstrates the importance of the decision-making process in the workplace.

We begin, therefore, with a review of the literature on decision-making (Seigal & Chikudate, 2000).

Previous research has shown that decision-making is a complex process, involving cognitive, emotional, and social factors (Seigal & Chikudate, 2000).

Historically, decision-making has been viewed as a linear process, moving from problem identification to solution implementation (Seigal & Chikudate, 2000).

However, more recent research has shown that decision-making is often a non-linear process, involving multiple stages and feedback loops (Seigal & Chikudate, 2000).

This research focuses on the decision-making process in the workplace, specifically on the role of the decision-maker (Seigal & Chikudate, 2000).

The research is based on a review of the literature on decision-making (Seigal & Chikudate, 2000).

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differe... he... b... ha... a... i... e... a... d... a... i... e... a... ; i... h... e... f... a... c... a... i... i... g... i... d... i... d... a...  
i... a... e... d... b... a... f... c... g... h... a... h... e... h... a... a... e... a... c... i... d... e... f... i... c... e... (Ma... , 1954).

Wi... ia... Ja... e... i... c... i... d... e... d... b... e... A... e... i... c... a... f... i... i... e... c... h... |... g... i... (Ta... , 2001).  
He... b... e... i... e... d... h... a... d... i... a... h... a... f... c... i... i... g... ,... h... e... b... e... c... i... e... e... e... i... e... c... e... f... h... e... i... d... i... d... a...  
e... e... d... e... d... b... e... c... i... d... e... d... (F... h... , 2004). Add... i... a... ,... h... e... i... e... e... a... h... e... f... i... c... h... g... i... i...  
e... e... i... e... c... e... i... h... i... a... f... c... i... i... g... (Ra... h... d... e... , 2001). I... Wi... ia... Ja... e... 1902... b... *The*  
*varieties of religious experience: A study in human nature*,... h... e... a... e... h... a... h... a... e... e... e... a... e... i... i...  
d... e... c... i... b... e... d... a... e... i... b... e... c... a... e... f... h... e... a... e... i... e... e... i... (Ja... e... , 1902). B... c... h... a... g... i... g... h... e... a... i... d... e...  
a... d... h... e... e... i... b... e... i... e... f... ,... i... c... a... b... e... a... f... e... d... i... e... h... i... g... g... d... ,... i... ,... e... a... d... i... g... h... a... Ja... e...  
c... a... e... d... ,... h... e... a... h... -... i... d... e... d... e... (Ja... e... , 1902).

The... d... e... e... e... f... a... i... d... i... d... a... h... i... c... a... ,... c... i... a... -... e... i... a... ,... a... d... c... g... i... i... e... a... b... i... i... e... c... a...  
b... e... e... f... e... c... i... e... f... h... e... i... a... i... f... i... f... e... a... d... i... i... f... e... c... e... d... b... h... e... i... d... i... g... (F... g... e... a... ., 2009).  
A... h... g... h... a... c... e... c... e... d... ,... f... e... a... a... e... e... i... f... e... c... e... d... e... e... :... i... c... e... ,  
e... e... ,... e... e... ,... a... d... a... c... e... (F... g... e... a... ., 2009). The... i... c... e... d...  
i... c... d... e... a... h... h... e... ,... e... e... g... ,... a... d... c... h... ,... h... e... e... a... h... e... h... e... e... b... e... c... e... f... h... e... a... a...  
f... h... e... h... c... e... i... f... e... (F... g... e... a... ., 2009). F... e... a... e... ,... h... e... e... e... i... c... d... e...  
c... e... c... i... b... e... e... h... e... d... i... f... f... e... e... e... i... h... i... h... e... i... c... e... (e.g., a... e... a... i... e... e... i...  
c... h... i... g... c... a... i... i... e... i... f... e... c... e... a... h... a... c... a... d... e... i... c... a... b... i... i... e... a... d... a... c... a... d... e... i... c... a... e... ) (A... h... i... a... b... i... &  
O... N... e... a... , 2015). The... e... e... i... d... i... e... c... i... e... d... i... a... h... i... f... e... b... i... d... i... e... c... i... f... e... c... e...  
h... e... i... d... e... e... (e.g., a... e... a... i... e... a... c... i... i... h... h... a... a... e... i... f... e... c... e... d... b... h... e... i... a... c... e... )  
(A... h... i... a... b... i... & O... N... e... a... , 2015). La... ,... h... e... a... c... e... e... f... e... h... e... c... i... e... ,... c... a... a... e... ,... a... d...  
e... c... i... c... d... i... i... f... h... e... h... f... a... i... . A... h... g... h... a... e... a... e... c... e... c... e... d... a... d... a... a...

... a ... h de e e , h e da f i e a ch . A ch, i i a  
e i e ha ca i i e ega i e i ac hei de e e .

I ega i g i i e ch g i he c i ca d fP ch g a d e  
ecifica i hi ch i a ch gi f c each i di id a a d hei i e  
cha ac e i ic ha a he i e hei e ia (Te e e e a ., 2004). F e a e,  
Se ig a e a . (2009) a ig ed g ad e i e de (N = 347) e f c di i ; a  
a g age a ca ha i c a ed i i e ch g a a g age a ca ha did  
i c a e a i i e ch g . Pa ici a , hei a e , a d each e c e ed  
e i ai e bef e, d i g, a d h gh he ea f i g he d . The  
e i ai e e a i ed he a ici a e gh , cia i , beha i a be ,  
e e f ch , a d hei g ad e . Pa ici a e gaged i 20-25 80- i e e i  
h gh hei g ad e i e ea . Se ig a e a . (2009) f d ha he de h a ici a ed  
i he i i e ch g g a e ed e e e a de gage e i ch .  
Addi i a , each e e ed ha h e h a ici a ed i he i i e ch g g a  
had i e e i hei e gh e a ed ea i g a d ch e gage e (Se ig a e a .,  
2009). B h he a d each e e ed ha he i i e ch g g a i ed  
de cia i (Se ig a e a ., 2009). H e e , i e e e e f di he  
de e f de e i , a ie , cha ac e e gh , a ici a i  
i e a-c ic a ac i i e (Se ig a e a ., 2009).

Si i a , B c ha d e a . (2015) e a i ed he he a i e ch -ba ed i i e  
ch g g a i a achie ab e a . S de f f A a ia high ch , be ee  
g ad e e a d e e a ici a ed (N = 338). Pa ici a e e ei he i he Bi e Bac g a  
i he c g (i.e., - ch g - e a ed b i i a he Bi e Bac

g a ). The Bi e Bac g a i e a i c i a i g i a c i i e c h a a i g g a i d e e i e , i d f e d i a i , d e c i b i g e a i e , a d i d f e e e c i e h a i e a i g i c e (B c h a d e a ., 2015). The e a c i i e e e d e i g e d e c a g e h e a i c i a h e i f e i a , b e f e g a d e i h e i e , a d b i d e i e c e , a f h i c h e e b e i e d i e h e i e - b e i g a d h a i e (B c h a d e a ., 2015). B h g a e e d e i e e d f i h e 4-6 e e . P a i c i a c e e d h e D e e i , A i e , a d S e S c a e - S h f (DASS-21), h e S d e L i f e S a i f a c i S c a e (SLSS) a d h e S h W a i c - E d i b g h M e a W e - B e i g S c a e (SWEMWBS). B c h a d e a . (2015) f d h a h e a i c i a i h e B i e B a c c d i i a d h e i h e c c d i i h a d e c e f d e e i , a i e , a d e c a e d h e i b a e i e c e ; h e e , h e e e i g i f i c a d i f f e e c e b e e h e g (B c h a d e a ., 2015). B h g e e a f d h a e b e e c e i f e a i f a c i c a e d h e i b a e i e c e (B c h a d e a ., 2015). L a , i a f d h a h e i h e c c d i i h a d i c e a e d c e f b a e i e h e S W E M W B S (f i h i g) (B c h a d e a ., 2015). The e f e , i a c c d e d h a a i e i i e c h g g a b e i g a d i i e e d i c h i a e f f e c i e a e e c e d .

I c a , S h h a i a d S e i e (2014) e a a e d h e h e a i i e c h g c h - b a e d i e e i e h a c e d e a h e a h a d e e e f a f f a d d e a a i d d e c h i I a e . S d e a i c i a e d i c a a c i i e , d i c i , e a d e , e a d i e , a d a c h e d i e h a i c a e d a e c f i i e c h g (S h h a i & S e i e , 2014). The - e a g i d i a d f d h a h e d e h a i c i a e d i h e i e e i h a d f e e e a h e a h c a e d h e c g h h a d a i c e a e i e a h e a h e i e (S h h a i & S e i e , 2014). The i e e i

g a had ig ifica i c ea e i hei e f- e e , e f- effiac , a d i i e i e c a ed he c g (Sh ha i & Sei e , 2014).

F he e, Sh ha i e a. (2016) ed he Ma i P g a (a i i e ch g ch -ba ed g a ) e a a e he - ea gi di a effiac f he g a i dice f b e c i e e -bei g (SWB) (e.g., ife a i fac i , i i e/ ega i e e i , e e e a i ), ch e gage e (e i a , c g i i e, beha i a e gage e , a d ch a e da ce) a d ch achie e e (e.g., gade i a e age (GPA)). T h a d fi e h d e da d e e e I a e i de be ee gade e e a d i e a i c i a ed. Sh ha i e a. (2016) f d ha de h a i c i a e d i he g a had a i c ea e i hei e i a SWB, ee e a i , e i a e gage e , c g i i e e gage e , a d GPA c e c a ed he c g . h had dec ea e cha ge i he e i dice e i e. H e e , he i e e i did i f e ce de a i fac i i h ife (Sh ha i e a. , 2016).

I c a i g i i e ch g i ch a d he i e f ch -aged h a e e cha e ge , a he e i c ad i c i g e ea ch i effe c i e e ; h e e , i a ha he e ia i f e ce he e ge e a i i de e i g i e cce f , f i h i g i di id a .

&@.!45A:1.58.!6A! 9 .:;<.,5=!65!-@.!+,2.>!6A!B61-@!

A a ec f e a hea hi e e e ed b e ea che h gh a c c ca ed Me a We -Bei g (MWB). We -bei g ha bee a c ce f hi he f a g i e ; h e e , i a i he 1950 a d 1960 ha he i c bega i he fie d f e e cia cie ce e ea ch (M e & Ke e , 2003). The e a e ed i a ch f h gh he i c e e -bei g: he hed i c i e a d he e dai i c i e . I di id a i h a hed i c i e be i e e ha e -bei g c e f ea e a d ha i e (R a & Deci, 2001). Fee i g

fe e a e ica fe he he ei a h ica, i e ec a, cia ai faci ha ha e bee e (Wae a , 1993). Whe ea he e dai ic ie fa i he beief ha e - bei gi e ha ha i e a d e ie eachi g e ia a h a (R a & Deci, 2001). Thi i c de e ia ha a e ha ed b a h a a d he e ia feach i e i di id a (Wae a , 1993). B h hed ica de dai ic e -bei ga e e c a edi i i e e a e -bei g (R a & Deci, 2001).

S bec i e e -bei g (SWB) i be ie ed fa i he hed ic a adig beca e i di id a a e e i g he deg ee f e e ha he fee, i h i i e SWB bei g he e fa i di id a h e e ie ce high e e f i i e affec, e e f ega i e affec, a d a high deg ee f i fe ai faci (Deci & R a , 2008). SWB ca be h gh fa e i a e -bei g (e.g., fee i g ai fied a d ha ab i fe), ch gica e -bei g (e.g., e e f e i i fe a d e f-acce a ce), a d cia e -bei g (e.g., e e f cia i ega i a d c i b i ) (M e & Ke e , 2003).

A he c e f e -bei gi e a e -bei g (MWB), hich i defi ed a ha i g i i e fee i g a d he abi i f ci e , b h f hich ca be i f e ced b e e e e a i ai (Waic Medica Sch , 2021). The ef e, MWB ca be h gh fa i fe ai faci a d age e a e e fha i e ha i ec e ed ic e e i i e fe i a i. Ha i ga g e e f MWB i a i a a f h de e e a i i i i e e a ed high e f-ee , e f-efficac , a d e f-eia ce (Pa , 2004). The i e a e de a e ha e -bei g a a i a e i a a ea f i fe; h e e , he e a d ea e ed f SWB a e a a c i e , a i de a edi he f i g die .

Biggs et al. (2010) used the Multidimensional Life Satisfaction Scale (MSLSS) to measure life satisfaction, and the Satisfaction with Life Scale (SWLS) to measure overall life satisfaction. The sample consisted of 159 students from a large Midwestern University. The study examined the relationship between life satisfaction and academic achievement. Results showed that students with higher life satisfaction scores also tended to have higher academic achievement. This relationship was mediated by self-efficacy. In addition, students with higher life satisfaction scores were more likely to be engaged in their studies and to have a positive attitude towards learning. The study also found that students with higher life satisfaction scores were more likely to seek help when needed. The findings suggest that promoting life satisfaction can have a positive impact on academic achievement. The study also identified several factors that are associated with life satisfaction, including social support, self-efficacy, and a sense of purpose. These findings have implications for educators and counselors who work with students. They suggest that interventions aimed at improving life satisfaction may also lead to improved academic outcomes.

Ng et al. (2015) conducted a study to examine the relationship between life satisfaction and academic achievement. The study used the Satisfaction with Life Scale (SWLS) and the Academic Achievement Scale (AAS) to measure life satisfaction and academic achievement, respectively. The sample consisted of 821 students from a large university. The study found that students with higher life satisfaction scores also tended to have higher academic achievement. This relationship was mediated by self-efficacy. In addition, students with higher life satisfaction scores were more likely to be engaged in their studies and to have a positive attitude towards learning. The study also found that students with higher life satisfaction scores were more likely to seek help when needed. The findings suggest that promoting life satisfaction can have a positive impact on academic achievement. The study also identified several factors that are associated with life satisfaction, including social support, self-efficacy, and a sense of purpose. These findings have implications for educators and counselors who work with students. They suggest that interventions aimed at improving life satisfaction may also lead to improved academic outcomes.

S de c eed he S de Life Sa i fac i Sca e a d he P i i e a d Nega i e Affec  
 Sched e f Chi d e . GPA a d de g a hic i f a i e e bai ed i g ch ec d .  
 Re h ed ha acade ic achie e e had a i i e effec i fe a i fac i he  
 c i g f de g a hic a iab e , ba e i e e e f i fe a i fac i , PA-S, a d NA-S. Life  
 a i fac i a had a i i e effec acade ic achie e e he c i g f  
 de g a hic a iab e a d ba e i e e e f GPA, PA-S, a d NA-S (Ng e a ., 2015). Life  
 a i fac i a d acade ic achie e e e e i f e ced b NA-S PA-S. Addi i a , NA-  
 S a d PA-S did de a e he a cia i be ee GPA a d i fe a i fac i be ee i fe  
 a i fac i a d GPA (Ng e a ., 2015). The ef e, he fi di g a e gge i e ha high e e f  
 i fe a i fac i a be a ec a da e f acade ic achie e e a d ha high e e f  
 i fe a i fac i ha e a i i e i f e ce acade ic c e , hich he i c ea e f e i fe  
 a i fac i (Ng e a ., 2015).

Ya g e a .(2019) e a i ed he gi di a a cia i be ee acade ic achie e e ,  
 e f e ee , a d be ci e e -bei g. A i e e , 807 de f e e e a ch i  
 he Chi a a i ci a ed. A i e , 790 de a i ci a ed, 792 de a i ci a ed a  
 i e h ee, a da a f 779 de c eed he e i ai e ac a h ee i e . The  
 de e e f ed f 18 h a d a ged f g ade h ee fi e. Acade ic  
 achie e e a a e ed i g c e f he Chi e e, Ma h, a d E gi h e a f he h i ee  
 e e e . Se f e ee a ea ed i g R e b g Se f -E ee Sca e. S be ci e e -  
 bei gi ch a ea ed i g he B ief Ad e ce S be ci e We -Bei gi Sch  
 Sca e. S ci ec ic a (SES) a e a a ed ba ed a e ed ca i e e ,  
 cc a i a a , a d fa i i c e a , hich e e e ed b a i ci a i g Li e  
 ca e .



Academic achievement is a multidimensional concept defined by the Belgian government (Yagci et al., 2019). Academic achievement is defined as the extent to which students have mastered the knowledge, skills, and attitudes that are expected of them at a particular level of education (Yagci et al., 2019). Academic achievement is a multidimensional concept defined by the Belgian government (Yagci et al., 2019). Academic achievement is defined as the extent to which students have mastered the knowledge, skills, and attitudes that are expected of them at a particular level of education (Yagci et al., 2019). Academic achievement is a multidimensional concept defined by the Belgian government (Yagci et al., 2019). Academic achievement is defined as the extent to which students have mastered the knowledge, skills, and attitudes that are expected of them at a particular level of education (Yagci et al., 2019).

Gilman and Hebert (2006) examined the relationship between high achievement and high academic achievement. The findings show that high achievement is a multidimensional concept defined by the Belgian government (Yagci et al., 2019). Academic achievement is defined as the extent to which students have mastered the knowledge, skills, and attitudes that are expected of them at a particular level of education (Yagci et al., 2019). Academic achievement is a multidimensional concept defined by the Belgian government (Yagci et al., 2019). Academic achievement is defined as the extent to which students have mastered the knowledge, skills, and attitudes that are expected of them at a particular level of education (Yagci et al., 2019). Academic achievement is a multidimensional concept defined by the Belgian government (Yagci et al., 2019). Academic achievement is defined as the extent to which students have mastered the knowledge, skills, and attitudes that are expected of them at a particular level of education (Yagci et al., 2019).

ie e a, a di a e a f c i i g c a ed he e ai faci ee , i c di g  
a e age ai faci (Gi a & H eb e , 2006)

Te a e a .(2007) ed ha he e a e ai i e a ai ab e ea e e -  
bei g cha he PANAS, hich e a a e i i e a d ega i e affec i e-e i a a ec f

e a ed e -bei g) a d h d (e.g., c f i g e i ) bei c ded i he e ca e. A  
a e fe e f a i g di ci i e (e.g., chia , ch g , bic hea h, cia  
cie ce, a d hea h i )

ig ifica e ha h e h e e e igibe; he e e e diffe e ce i N he  
I e a d (McKa & A d e a, 2017). McKa a d A d e a (2017) a e a a ed he ch e ic  
e ie f he WEMWBS. I a f d ha he ca e i a id, i e a c i e , fac  
a a ed, a d ea e e i a ia b ge de a d c , i h  $p < .01$ ; i dica i g ha he  
ca e i i e e ed i a b i di id a f a i g ge de a d c ie .

Si i a , H e e a . (2015) e ed he fi f he fac c e f he WEMWBS a  
e a he h e ed e i f he WEMWBS, hich i a 7-i e ca e a he ha a 14-i e  
ca e. Eigh h d ed e - i e A a ia ad e ce be ee he age f 13 a d 16  
a ici a ed (H e e a ., 2015). The WEMWBS a f d ha e a a gi a fi , fa i gi he  
ade a e a ge ( $p < .001$ ; CFI = .93, TLI = .92), hie he h e ed e i a f d ha e a  
be e fi , fa i gi he g d a ge ( $p < .001$ ; CFI = .98, TLI = .97. H e e a . (2015) a  
f d ha a h gh he h f de a ed a be e fi , i a i a ia ac ge de ,  
ea i g ha he e a a iabi i i he c e he c a i g ge de . Ba ed he e f  
hi d , i a c c ded ha e a , he h f f he WEMWBS i a a ia e  
ea e e he e a i i g i i e e a e -bei gi ge ad e ce (H e e a .,  
2015).

Me a i e a d e -bei g a e e i e ed i e cha geab ; h e e , a Weich e  
a . (2011) f d , he a e di i c f e a he . I a a e fi di id a a ea 16- ea -  
d, i a f d ha i di id a h e ed ha i g de a e high e e fhed ic e -  
bei g a d highe e e fe dai ic e -bei g, a had c e a di de . H e e ,  
i di id a i h c e a di de a e e ed high e e f e -bei g. The e  
e i dica e ha a h gh b ha ec f e -bei g c e a ed i h f e a  
di de , he a e a di i c . The ef e, i fa i di id a i ffe i g e a , he ca i

e e ie ce fee i g f e -bei g, cha ha i e a da e e f e a d be gi g  
(Weich e a ., 2011).

A h gh he e a e i c i e cie i he a e -bei gi a e ed, i i e ide ha  
e -bei g ha a i a e i a a ea f ife, i c di g ife a i fac i , acade ic  
achie e e , a d e f- e ee , a d h d be e edi h.

**&@.!45A:1.58.!6A!%62./-?!057!C68,6.8656D,8!C-0-1>!65!9 .:;<.,5=!**

A i di id a ci ec ic a (SES) i e e e ed c ec i e b h eh d  
fa i i c e, cc ai ( ), a d e e ( ) fed cai (Ba e , 2014). P e diffe f  
ci ec ic a a i i de e de a i h ica a d ch cia fac (A e ica  
P ch gica A cia i , 2021). A h eh d ca be i i gi ab e e e a i e  
e . A h eh d i i gi ab e e d e ha e he ea f ife ba ic  
e e ia (e.g., f d, he e , a e ) a d he ea h eh d ha de e i e he e i e  
de e d he c e ice f e ce i ie (W d Vi i , 2019). Re a i e e i de e de  
a fa i h eh di c ec a ed he edia i c ei hei cie (W d Vi i ,  
2019). He ce, fa i ie i e a i e e a e i fi a cia i ai ha e ad a i abi i  
a ici a e e a i cie . The ea h eh d ha de e i e b hab e a d e a i e  
e cha ge e i e a d f e ge g a hica egi a he .

Diffe e ea e ca be ed de e i e he he a fa i i i gi e . I  
Ca ada, e ca be a e ed i g he Ma e Ba e Mea e (MBM) he L I c e  
Mea e (LIM ). MBM a e e ab e e a di ba ed he c ff d, he e ,  
a ai , c hi g, f ea , a d he e e e f a fa i ff ( ad a d  
chi d e ) (S a i ic Ca ada, 2021). L i c ei ea ed b he c f he e g d a d  
e ice ha e e e a de , ba ic a da d f i i g (S a i ic Ca ada, 2021). I c a ,

LIM a e f e e d a e i e a i a c a i (S a i i c C a a d a , 2 0 1 5 ) . W h e i g L I M , a h e h d i c i d e e d h a e i c e i f h e i i c e i 5 0 % b e h e e d i a h e h d i c e , h e e f e e a i g e a i e e ( S a i i c C a a d a , 2 0 1 5 ) . T h e e i a d a d e d i e a e i C a a d a i c e 2 0 0 4 . A h g h h e N a S c i a e a e f a i i a e d , h e h a e b e e 5 % - 6 . 7 % h i g h e h a h e C a a d i a a e a g e ( F a e a . , 2 0 2 1 ) . A a c f i c e e e b a i c e e d c a b e h e e a a i d i d a f a i i i i g i e ; h e e , c i a a d e c i c e c i a e a f a c ( F a e a . , 2 0 2 0 ) . A d d i a , e c a b e c e a e d b d i c i i a i ( i . e . , e , a c e , e h i c i , d i a b i i , g e d e i d e i , e a i e a i , c i e c i c a ) , h i c h e a e g f i d i d a a g i a i e d ( F a e a . , 2 0 2 0 ) .

I N a S c i a , h e e i e i c a c a e d i g h e M B M a d a i e b a e d f a i i e ( F a e a . , 2 0 2 0 ) . T h e e i e f a e a e i h e c h i d i \$ 3 1 , 8 4 5 , h e e a h e e i e f a c e h h a e c h i d e i \$ 4 3 , 6 6 6 ( F a e a . , 2 0 2 1 ) . H e e , a f h e e f a i i e a e a i g i h a d a a e ; h e a e a g e i c e e a e i h e c h i d i a i g \$ 1 9 , 5 7 0 a d a i c e c e h h a e c h i d e a e a i g \$ 3 3 , 6 8 0 , e a i g a a g e g a b e e e h e a f e h e a e a i g a d h e e i e ( F a e a . , 2 0 2 1 ) . T h e c h i d e a e i N a S c i a i h e h i d - h i g h e f a C a a d i a i c e a d h e h i g h e a g A a i c i c e i h 4 1 , 3 7 0 c h i d e e a e i f c h i d e ( a g e d 0 - 1 7 e a ) i i g i e i 2 0 1 9 ( F a e a . , 2 0 2 1 ) . W i h i N a S c i a , D i g b , A a i , a d C a e B e h a e h e h i g h e c h i d e a e ( F a e a . , 2 0 2 1 ) . H a i f a h a a c h i d e a e f 2 0 . 8 % ( F a e a . , 2 0 2 0 ) . B a e d h e 2 0 1 5 C e , e e h i d f i i b e i i c h i d e e e i c e : A a b ( 6 7 . 8 % ) , K e a ( 5 0 . 6 % ) , a d B a c ( 3 9 . 6 % ) ( F a e a . , 2 0 2 0 ) . W h e a 2 0 . 3 % f i i b e i i c h i d e e e i i g

individuals (Farrington, 2020). Additionally, 56.8% of individuals (21.2%) (Farrington, 2020). High rates of individuals with a diagnosis of depression, 25.6% (Farrington, 2020).

Additionally, each individual has a unique set of characteristics and life experiences. The combination of these factors, such as genetic predisposition, environmental stressors, and social support, can lead to the development of mental health issues. For example, individuals with a history of trauma or chronic stress are at a higher risk of developing depression. Furthermore, the presence of comorbid conditions, such as anxiety disorders, can exacerbate the symptoms of depression. It is important to note that the relationship between these factors is complex and bidirectional, meaning that mental health issues can also influence an individual's environment and social support. Therefore, a comprehensive approach to mental health care should consider all these factors and provide tailored interventions for each individual.

Galanter (2017) has identified the concept of the "diathesis-stress" model, which suggests that mental health issues arise from a combination of an individual's predisposition (diathesis) and environmental stressors. For example, an individual with a genetic predisposition to depression (diathesis) may develop the condition only if they experience significant environmental stressors (stress). This model highlights the importance of both biological and environmental factors in the development of mental health issues. Additionally, the concept of "resilience" is also relevant, as it refers to an individual's ability to cope with and recover from stressors. Resilience can be influenced by various factors, including social support, coping strategies, and personal characteristics. Therefore, interventions aimed at building resilience can be beneficial in preventing and treating mental health issues.

a add e ed. F e i i e e i d e e e a b i h e d b a e d d e e e a a g e f h e  
 U i e d S a e C e e f D i e a e C a d P e e i . I a f d h a b e e e h e a g e f  
 e a d e a , c h i d e a e a i c a e i i e f a i i c e . S b e c i e e -  
 b e i g c e a g e d f 1-18 a d e e c a c a e d b i g h e e a c e f e i a (3  
 i e ), c i a (5 i e ), a d c h g i c a e - b e i g (4 i e ). A d e c e S W B a 1.65  
 i e i h e e i c e i i e c a e d h e i i e . T h e g e h e  
 i d i d a e i h e e i c e i i e i c h i d h d e e d i e S W B ( e a c h e a  
 e e d i a . 10 e S W B c e ) . T h e e f e , i a f d h a b h h e d a i a d i i g  
 e i e d i g c h i d h d i f e c e a d e c e b e c i e e - b e i g . S i i a , a  
 g i d i a d h a f e d c h i d e i a d e c e c e f d h a e e a i i g  
 a d e a e d h e e e e e e i e b e e e i e e g i g a d h g e i  
 e b e e e b i h a d i e e a f a g e ( E a & C a e , 2014 ) .  
 L i i g i e c a e i e g a i e c e e c e a c h a d h e e d c a i a  
 d e f i c i a b e a a e i g h a a , a h a b e e d e a e d b B a c e a . ( 2000 ) . T h e  
 f d h a i f a ( 12 h e i a g e ) i i g i i c e f a i i e d i d b e e h a  
 d d e ( e 12 h ) i i g i i c e f a i i e e a e f i f a d e e e ,  
 e a d e e e , a d c h d e e e . A d d i i a , h e a e i g h e i f a  
 a d d e a b e h a i a c a e ( B e h a i R a i g S c a e ( B R S ) ) , i f a c e d i g i f i c a  
 h i g h e h e a B R S h a d d e ( B a c e a . , 2000 ) . T h e e a i d i c a e d h a h e e i  
 a i g i f i c a c e a i b e e e a g e a d h e e e a e ; a c h i d e i i g i i c e g e  
 d e , h e i e f a c e a d e e e a e a e d e c e a e . S i i a , B c h i a e a .  
 ( 1997 ) f d h a A f i c a A e i c a c h i d e h e e a i f c h f a i e b a e d  
 c i e c i c f a c h a d d e c e a e i h e i c g i i e e f a c e e i e ( B c h i a e a . ,



1997). Ea i e e i cha ah e-ch e ce eache ga ,chi dca e, a dh e  
i i f he fi h ee ea f ch a f d ed ce he effec c g i i e e f a ce  
he c a ed he c g , h did ecei ea i e e i (B chi a e a.,  
1997).

Readi ga d i i ga ec cia acade ic cce ;h e e , h i i gi e a e  
a a di ad a age he i c e i e ac .Ke e (2009) f d ha chi de h e e i i gi  
eighb h d had ch e i f i h hei h e , a e a ac  
e de ,e i e ha a e fa ab e f eadi ga d i i g (e.g., ed ced  
di aci ), a d he i a ab i e ac (Ke e ,2009). Chi de i i gi  
i c e neighb h d ha ea bee f d ha e e acce b c a ed idde-  
ca eighb h d (Ne a & Ce a ,2001). A h gh he a ai abi i fb i  
i c e eighb h d a de e i ed be ade a e, he e a a ac f ai ; he b  
c e e e a e , a d he e e fe e b i g d c di i , he ea idde-c a  
eighb h d had acce a ea i g di a a da a ie f ge e (Ne a & Ce a ,  
2001). Ha i g e i i e i e ac i i be a ic hi e chi de  
a e i ch ; i e ac i ca f a i di id a i ad h da di i i e  
cia a dec ica (Fi he ,2002).

Addi a , a i i a di fficie acce hea h ca e a e i fac he  
i i gi e (U i e a.,2013). Acade ic achie e e ca be ega i e i f e ced b  
hea h, a he e de i e ch , a e e fe a e ch , a be ic d i g  
ca , a d a ha e diag ed ea ed hea h be (U i e a.,2013). A h gh a  
he e e ca be ee i h fa ci ec ic a e , he a e e i e i de  
i i gi e (B a d a ,2004). Wabe e a.(2014) a e ed b h I e i ge ce Q ie (IQ)

academic achievement has been a significant predictor of IQ and, in the United States, higher IQ is associated with higher academic achievement (Waber et al., 2014). The effect of intelligence on academic achievement is mediated by cognitive skills, which are the primary focus of academic achievement.

Fergusson (2007) investigated the effectiveness of cognitive remediation in children with low SES. The study found that cognitive remediation had a positive effect on academic achievement, particularly in reading and math. The findings suggest that cognitive remediation can be an effective intervention for children with low SES, particularly in reading and math. The study also found that cognitive remediation had a positive effect on academic achievement, particularly in reading and math. The findings suggest that cognitive remediation can be an effective intervention for children with low SES, particularly in reading and math.

Li et al. (2014) investigated the effectiveness of cognitive remediation in children with low SES. The study found that cognitive remediation had a positive effect on academic achievement, particularly in reading and math. The findings suggest that cognitive remediation can be an effective intervention for children with low SES, particularly in reading and math.

a e a a a acade ic di ad a age hich eed be add e ed ide de i h e a  
i cceed.

45A:1.58.!6A!C1EF.8-,2.!C68,0:!C-0-1>!057!<.:,.A>!0E61-!C68,0:!G6E,;,-?!65!G.5-0:!9 .:;;  
<.,5=!

S cia bi i efe he d e e fa i di id a cia a i  
cie .The be ief e ce i ab he he he e i a i cha ge e e  
cia a efe hei be ief ab cia bi i (Je e & Pe e ,2019). S cia bi i  
be ief ca be gea ed a d e abi i he abi i f he cha ge hei cia  
a (Je e & Pe e ,2019). A h gh cia bi i ca a be i e di ec i ,be ief  
e d be f c ed a d bi i (Je e & Pe e ,2019). I di id a ha i g i i e  
be ief ab hei f e e e i c i e i hMa a d N i (1986) h de a ed  
ha i di id a e d be i e e ha he ca bec e ich, cce f ,a di a .S cia  
bi i ca a i f e ce e -bei g.Je e a d Pe e (2019) de e i ed ha h e h ha e  
e e ie ced d a d bi i ha e ega i e be ief ab hei f e cia bi i a  
ha e e e -bei g.I c a ,e e ie ced e e ced a d bi i a ha e i i e  
effec e -bei g(Je e & Pe e ,2019). Wi ad(2015) a f d ha high cia bi i  
be ief ed high e e f i i e affec a d i fe a i fac i a gA e ica e ide .I  
a a f d ha e a a he ha cie a cia bi i be ief e e i ed i i e  
affec (Wi ad,2015). A h gh e ea ch ha bee d e he effec ha cia bi i ha  
e -bei ga gad a i ,he e i i e ab i effec a g h.

We -bei g ha a bee h be edic ed b bec i e ci ec ic a ,  
hich i a i di id a be ief ab he e he fa i hi cia ca e .Ha gh e a .  
(2015) f d ha i di id a i h e e ce i ed cia ca a e e ie ced e e -bei g.

Si i a ,Che e a .(2021) f d ha a gChi e ead e ce , bec i e cia ca a a  
be e edic f bec i e e -bei g ha bec i e cia ca .

O e a ,b h cia bi i be ief a d bec i e cia a ha e bee h  
i f e ce e -bei g.H e e , e i e i ab h cia bi i be ief a d  
bec i e cia a ca i f e ce e -bei gi ha d e ecifica , hi N a  
Sc ia.Bei ga a e f ha de a be a i f e a e -bei gi a e fac i  
begi i g he e de hei e i i gha a d f fi ed i e .

**4DH6/-058.!6A!0!C.I!057!J .57./;<0>.7!\$ 50:?:>,>!!**

Da a c ec ed e a d ge de bei c ded i he e ea ch ce f e  
a ai ab ada di c i e ai .A h gh e a d ge de diffe f ea he , he  
e a e fe , ed i e cha ge ab (Ca adia I i e f Hea h Re ea ch (CIHR), 2020).  
Se efe a i di id a bi gica a e a di abe ed a ei he a e fe a e (Li ,  
2020). The bi gica fac f e i c de ch e , ge ee e i ,h e e e a d  
f ci ,a de d ci e a d e ga (CIHR, 2020). Whe ea ge de efe he cia  
c c a dc a e ec ai ha cie ha cea ed ab he e f e a d e i  
cie (Li ,2020). A i di id a ge de ca a be a efeci f hei beha i ,  
e e i ,a d ide i ha ge be d a e fe a e (CIHR, 2020) i h ai a f  
g a di di id a e e a de e ie ce ge de (CIHR, 2019). Ge de i ee a a  
c i a d ca cha ge e i e (CIHR, 2020). Ge de ca a be ee a a e, fe a e, a  
ha i g ge de , a ha i ga -bi a ge de he a i di id a ide ifie a bei g  
e he e he ec be ee a a d a (Office f Nai a Sai ic ,2021).  
I di id a h a e a ge de ed ha e a diffe e ge de ide i ha he e he e e  
a ig ed a bi h, a f h g h gh cha ge a e he a he ee he ha i

ag i h hei ge de ide i , a a a i i i g (Office f Nai a Sai ic , 2021).

B h e a d ge de a e c cia fac fhea h a d e -bei g (Heida i e a ., 2016). H e e , e i ica he de g a hic c ec ed, ea i g a ga i e ea ch he i c e e i g ge de . A h gh hea h e ea ch i f e a e b h a e a d f e a e , he e i a a eed f ge de diffe e ce (N a i & G a , 2011). Re i g e e i b e a i c a i d e i c de i di id a h d ide if a a e f e a e (e.g., a ge de ed, -bi a , ge de - c f i g). Whe Ge de i e ed, e i f e ee a he a e hi g a ge de , hich i i c ec (N a i & G a , 2011). Addi i a , i d e c ide he cia de e i a fhea h a d h he diffe ac a e , f e a e , a d ge de , ed ci g he ge e a i abi i a da icabi i f e ea ch fi di g (Ca e a ., 2016). Ge de a a e a e a i a a he a f a b e e de a di g fh i e a i e i f e ce hea h a d e -bei g (W d Hea h O ga i a i , 2021). Whe e a d ge de a e b h add e ed, he e a e a i i e a i e (e.g., cia , i ica , a dec ic e ) ha a e a e i c ide a i (N a i & G a , 2011).

The i e a i ee i e ea ch i e ide , i h ch e e ea ch i c di g a e a i c i a (A a c e a ., 2007). The ef e, a Se a d Ge de -Ba ed A a i (SGBA) i i a . U i g a SGBA a e ea che e a i e b h he bi gica a d ci -c a diffe e ce be ee e , e , b , gi , a d ge de -di e e i di id a (CIHR, 2019). U i g hi e fa a i i he f he de a di g fhea h de e i a be d a e a d f e a e (CIHR, 2019). M e e , i i b i g he f ef fac cha e h i c i , c i ec ic a , e a i e a i , di abi i , ig a i a , age a d ge g a h a d hei i f e ce e , ge de , e e i fac , di ea e c e , a d

...; a ... i g f h e a h e e a c h, ... i c i e , a d ... g a ... b e b e e ... i e d f ... h e e i e ... a i (CIHR, 2019).

A ... d b Heida i e a .(2016) f ... d h a h e g i d e i e f S e a d G e d e E i i ... R e e a c h (SAGER) a e c ... e h e i e a d e f i e ... i g b h e a d g e d e i f ... a i , ... d a a a a i , e ... , a d i e e a i ... f f i d i g . S A G E R ... i c i e i c d e i g h e e ... e a d g e d e c a e f ... a i d c f i b e e e h e . I f ... i b e , e - e a e d d i f f e e c e , ... a e a g e d e d i f f e e c e , ... b e d i c e d i h e e ... e e i f h e a e e e c e d ... (Heida i e a ., 2016). M e e c i e , h e e a d g e d e f a i c i a , h e h e a d i f f e e c e ... a e e e c e d , h ... e a d g e d e e e c i d e e d , a d h e h e h e e i a d e a e e e e a i ... b e e e d (Heida i e a ., 2016). A e c i f a e f e a e b e e e d . ... D a a h d b e d i d e d i ... e a d g e d e a d h e c e f h e S G B A a e b e e e d . ... L a , a i ... i c a i f e a d g e d e h e e a d a a e h d b e d i c e d a d a ... a i a e h d b e ... i d e d i f c h a a e e e c d c e d (Heida i e a ., 2016).

A h g h g e d e h a b e e d e e e e d i e e a c h, h e e h a e b e e e ... i i g ... c h a g e , c h a i e a i a f d i g g a (e.g., W d H e a h O g a i a i , C a a d i a ... I i e f H e a h , E ... e a C ... i i D i e c a e - G e e a f R e e a c h a d I ... a i , a d ... h e U i e d S a e N a i a I i e f H e a h ) h a h a e d e e e d a ... i c e i i g ... e e a c h e ... i c d e e a d g e d e i ... h e i e e a c h (D a e a ., 2016).

F e e a c h b e g e e a i a b e h e ... a i a a h e , b h e a d g e d e ... b e e a a e d . T h i ... i ... i d e h e b i c a d e e a c h e ... i h i f ... a i h a a ... f a ... b e e d e a d i g f h a d i f f e e c e b e d a f a e b i a f a e a d f e a e a i c i a .

"658:1>,65!

Re ea ch ha h ha he e a e e e a fac i f e ci g e -bei g, cha i i e  
a d ega i e e i a d e e , e f e e e , f e e i g f b e g i g e , a d a c a d e i c c e .  
Re ea ch ha a h ha i d i d a i i g i e c i e c i c a a e e i e  
e e i e c e e h e a h , b e h a i a , a d c g i i e b e . C h i d e a d h e d a b e  
e e a d f c h a d g g e e a c a d e i c a , a d a c a d e i c c a a a i a e  
i e -b e i g . A , i i g i a S E S d i g c h i d h d c a e g a i e i a c h e e -b e i g  
f h e i d i d a i h e i a d e c e c e . I e f e a d g e d e , e e a c h i g h e W E M W B S  
h a h h a a e h a e h i g h e c e f e a e -b e i g h a f e a e . R e e a c h h a a  
d e a e d h a d e c e a d h a e d i g i h e c i e a d f a c h a h a e h e  
e i a i f e c e h e i e -b e i g , b i i h h i N a S c i a a e d i g  
a d h h e i e -b e i g c a e h e . M W B i a i a f a c f a c a d e i c a d  
c i a c c e , a e a f i i g a f f i e d i f e . T h e e f e , i a e a c a i g  
e c e a d h g h e c h e h e a h i g h e i a d g e a e e e d i  
c i i c a i i g h M W B .

"# \$ % & ' ( ! & 9 ) !

U d e a d i g e a e -b e i g f h i N a S c i a : A f c h e i f e c e f i i g i  
e , e , a d g e d e

P c h g a a d i c i i e i a i f c e d i a g i g e a i e a d c e a i g  
i e e i h e c e i h e a i e ( G a b e & H a i d , 2 0 0 5 ) . H e e , i i g a h a  
a d f f i e d i f e i g h b a a d , i g h h i c a b e a c h i e d h a b e e g e c e d .  
P i i e c h g i a a e a f c h g h a i b e c i g e a a d a i g h e  
f c f h e f i e d b e b a d e e d f a c i c a a a c h a d e a d i g f i h i g

h a de e e (Seig a & C i e iha i, 2000). Thi de e e i he fie d ha  
b gh ch g bac adde i ga h ee f he fie d ai g a a he ha e  
(i.e., c e e a i e , a e ife e d c i e a d f f i i g, a d i d e i f a d  
e a e ) (Seig a & C i e iha i, 2000).

Ab aha Ma fi ed he e i i e ch g i hi 1954 b *Motivation  
and Personality* (F h, 2004). Wi ia Ja e i c i d e d be A e i c a fi i i e  
ch gi (Tä , 2001), a he be i e d ha d i a h a f c i i g, he  
b e c i e e e i e c e f h e i d i d a a e e d e d b e c i d e d (F h, 2004). P i i e  
ch g e f h a i c ch g , h i c h d h a a a h e a h e  
h a i a . P i i e ch g c d c i b e a d e c e a e i h e a e f e a i e b  
h a i g a b e e d e a d i g f e e a d e c i e f a c . A i d i d i a  
e i e a d h e i d i g c a c i b e h e i h i c a , c i a - e i a , a d  
c g i i e a b i i e , a f h i c h a e e f e c i e f h e i a i f i f e (F g e a . , 2009). Y h  
e d a f h e i i e a c h ; h e e f e , i i a e i e h a h a h e e i a g e a  
i f e c e h d e e e .

! Whe adde i g h d e e e , e a h e a h a b e c i d e d . M e a  
e - b e i g i a c c i h i e a h e a h a d i i d i i c f e a i e (W e i c h e a . ,  
2011). M e a e - b e i g i h g h f a h e a b i i a d a a d e c e i c i i e f  
e i a i h i e a i a i g i f e a i f a c i a d a e e f h a i e (H e b e , 1991).  
T h e a e i e h e i c e e - b e i g , h e h e d i c i e a d h e e d a i i c i e .  
F e e i g f e a e a d h a i e a e a f h e h e d i c i e ; h i e e a c h i g e i a a  
h a a d g i g b e d h a i e i h e e d a i i c i e (R a & D e c i , 2001). S b e c i e  
e - b e i g i c h a a c e i e d a h e d i c e - b e i g a d a e i a c c e i a ,



ch gica , a d cia e -bei g, ch a fee i g ha ab ife, fee i g a e e f e  
i ife, a d fee i g a e e f cia i eg a i a d c ib i (M e & Ke e , 2003).  
Re ea ch ha h ha i di id a h e ed ha i g de a e high e e f e -bei g,  
a had c e a di de ; hich i dica e ha a i di id a ca ha e fee i g f  
ha i e a da e e f e, e e he ffe i g e a (Weich e a ., 2011). We -bei g  
ca i f e ce ai a ea f ife; f e a e, high e e f ife a i faci ha e bee f d  
ha e a i i e i f e ce acade ic c e (Nge a ., 2015; Gi a & H eb e , 2006).  
Addi i a , high e e f ife a i faci a ea cia ed ih e i i e e ai hi  
ih he , e i i e ch e e i e ce , e a i e a d de e i , a d high e e f  
h e (Gi a & H eb e , 2006).

Fee i g f e -bei g, ch a ha i e a d ha i g a e e f e ca be  
i f e ced b a a ge f fac , ch a e . Ah eh d ca be i i gi ab e  
e a i e e . Ah eh d i i gi ab e e d e ha e he ea f ife ba ic  
e e ia (e.g., f d, he e , a e) a d he ea h eh d ha de e i e he e i e  
i de e de he c e ice f e ce i ie (W d Vi i , 2019). I c a , e a i e  
e i de e de he h eh d i c ec a ed he edia i c ei hei cie  
(W d Vi i , 2019). Fa i ie i i gi e a i e e a e he ef ei fi a cia i ai ha  
d a he a ici a e e a i cie . B h e a i e a d ab e e cha ge  
e i e a d f e ge g a hica ca i a he . I N a Sc ia, he e i e i  
\$43,666 a ea f ac e h ha e chi de a d ea li 4 chi de i N a Sc ia a e  
i i gi e (Fa e a ., 2021). I Ca ada, ab e e i de e i ed i g he  
Ma e Ba e Mea e (MBM) a d e a i e e i de e i ed i g he L I c e  
Mea e (LIM ). MBM i ba ed he c ff d, he e , a a i , c hi g, f ea ,

and he e e f afa i ff ( ad ad chide ) (Sai ic Ca ada, 2021).  
 Whe i g LIM , a h eh di c ide ed ha e i c eif hei i c e i 50% be  
 he edia h eh di c e (Sai ic Ca ada, 2015). I ha bee f d ha b h he d ai  
 a d i i g (i.e., age) ha chide e d i i gi e i f e ce e -bei gi ad e ce ce,  
 i h chide aged 0-2 ea bei g he e i i e fa i i c e (Ga ie e a.,  
 2017). Li i gi e ha a bee f d ha ea i ac de ; a h gh he e  
 defici ae a a a ae igh a a (Bac e a., 2000). Li e ac defici ae fe  
 e e i de i i gi e a he ha e e i f i h hei  
 h e , a e a ac e de , e i e ha a e fa ab ef eadi ga d i i g  
 (e.g., ed ced di aci ), a d e acce b (Ke e , 2009). Whe de a e i i gi  
 e , he a e fe e ed a i i a di fficie acce hea h ca e, hich ca  
 ead i i g e ch , bei g e fe ae ch , bei g ic d ig ca , a d ha i g  
 e diag ed ea ed hea h be (U i e a., 2013). Ma i h e i i fa c  
 ha bee f d be a cia ed i ha i ce ae i i ai ed IQ i ad h d, i h i di id a  
 h e e ie ced a i h e bei g i e i e e i e ha ea IQ i hei e ec a  
 di abi i a ge he c a ed hea h i di id a (Wabe e a., 2014). The ef e, he  
 i ac f i i gi e ca ha e g- a i g effec chide a d ha d he e  
 c e e ce ca f he i ad h d.

I addi i ab ea d ea i e e , bec i e cia a a d be ief ab  
 cia bi i ha e bee h i f e ce e -bei g. S bec i e cia a efe e  
 e ce i f hei cia a , a d be ief ab cia bi i efe he be ief ha  
 e e be ee cia a e i i b e. B h high cia bi i be ief a d high  
 e cei ed cia a ha e bee f d i i e i f e ce e -bei g (Wi ad, 2015;

Haugh et al., 2015). The evidence indicates that the use of the term "bicultural" is not a good idea because it implies that individuals have equal proficiency in both languages and cultures. This is not always the case. For example, a person may be bilingual but not bicultural, meaning they may not understand the cultural nuances of both languages. (Chen et al., 2021) find that bicultural individuals often experience a sense of cultural conflict, which can lead to mental health issues. This is because they may feel that they do not fully belong to either culture, leading to a sense of isolation and confusion.

When we think about the concept of biculturalism, it is important to consider the different ways in which individuals may experience it. Some people may be bicultural in a way that allows them to navigate between the two cultures with ease, while others may experience a sense of cultural conflict. This is because the process of becoming bicultural is not always straightforward. It often involves a period of adjustment and a re-evaluation of one's identity. This is why it is important to support individuals who are navigating this process. For example, providing cultural education and language instruction can help individuals develop a stronger understanding of both cultures. Additionally, creating a supportive community where individuals can share their experiences and challenges can be helpful. This is because having a sense of community and belonging can be a powerful source of support and resilience. (Heida et al., 2016). Studies have shown that individuals who are bicultural often experience a sense of cultural conflict, which can lead to mental health issues. This is because they may feel that they do not fully belong to either culture, leading to a sense of isolation and confusion. We believe that the use of the term "bicultural" is not a good idea because it implies that individuals have equal proficiency in both languages and cultures. This is not always the case. For example, a person may be bilingual but not bicultural, meaning they may not understand the cultural nuances of both languages. This is why it is important to support individuals who are navigating this process. For example, providing cultural education and language instruction can help individuals develop a stronger understanding of both cultures. Additionally, creating a supportive community where individuals can share their experiences and challenges can be helpful. This is because having a sense of community and belonging can be a powerful source of support and resilience. (Heida et al., 2016).

**"1//.5-!C-17?! !**

Individuals who are bicultural often experience a sense of cultural conflict, which can lead to mental health issues. This is because they may feel that they do not fully belong to either culture, leading to a sense of isolation and confusion. This is why it is important to support individuals who are navigating this process. For example, providing cultural education and language instruction can help individuals develop a stronger understanding of both cultures. Additionally, creating a supportive community where individuals can share their experiences and challenges can be helpful. This is because having a sense of community and belonging can be a powerful source of support and resilience. (Heida et al., 2016).

bei g. A h gh he e ha e bee die i ga h e -bei g, i i h N a  
 Sc ia ha e d i g i e f hei e a e -bei g. The ef e, he e f he e e  
 d a e e he e a e -bei g f N a Sc ia ha d he e e hich e -  
 bei g igh diffe ac he e a d ge de ec , a e a ac ec ic fac , i h a  
 ecific f c de a di g h i i g i e .

I a h he i ed ha h i i g de he e i e d ha e b a ia  
 e c e f e a e -bei g ha h i i g a b e he e i e ( a effec fl  
 a da d de ia i i e). Sec da e ea ch bec i e e e (1) a e h-  
 e ed bec i e a d c i ea e f e (deg ee f de ia i f edia  
 i c e) i e a i e -bei g; a d (2) c a e e f bi a ea e i f  
 f e di ec i f e ea ch add e i g e i ed ca i c e . U i g a Se a d Ge de -  
 Ba ed A a i (SGBA) f a e , a h he e e e g i g be e ed b ha a e i e  
 a e a d i b e a d ge de g i g .

**G.-@67!**

**%0/-,8,H05->!**

The age a ge ed defi e h ca a ; h e e , acc di g S a i ic Ca ada,  
 ha e i di id a be ee he age f 16 a d 24 ea d (S a i ic Ca ada, 2017). F hi  
 d , ec i e f c ed N a Sc ia h be ee he age f 16 a d 19 ea d a d  
 a i edia e ca egi e . The a e c i ed f 29 high ch de h e e e ide f  
 N a Sc ia aged 16-19 ea d ( $M = 16.45$  ea d,  $SD = .736$ ). U f a e , ca egi e  
 a i c i a ed i he d .

T e e a i c i a ide ified a fe a e, 13 a i c i a ide ified a a e, e  
 a i c i a ide ified a f id, e a i c i a ide ified a a a ge de a e, a d  
 a i c i a did e hei ge de . Of he 29 a i c i a , 14 a i c i a ide ified hei e

a fe a e a d 15 a i c i a i d e i f i e d h e i e a a e . T e - e a i c i a i d e i f i e d a h e e e a / a i g h , f i e a i c i a i d e i f i e d a b i e a , e a i c i a i d e i f i e d a f i d , e a i c i a i d e i f i e d a a e a , a d e a i c i a d i d e h e i e a i e a i .

N i e e e d e i d e i f i e d a E - C a a d i a , h e e d e i d e i f i e d a F i N a i , M i I i a d E - C a a d i a , d e i d e i f i e d a W h i e , a d e d e i d e i f i e d i h e a c h f h e f i g a c i a a d e h i c g : E - C a a d i a a d S h - E a A i a ; F i N a i , M i I i i ; C h i e e ; a d M i d d e E a e N h A f i c a . O e d e d i d e h e i a c i a a d e h i c i d e i .

O f h e 29 a i c i a , f a i c i a e e i g a d e 10 , 13 a i c i a e e i g a d e 11 , a d 12 a i c i a e e i g a d e 12 . A c a d e m i c a c h i e e e a g e d f 66% 99% ( $M = 87.59, SD = 8.219$ ).!

**G0-./,0:>!**

*Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)*. The WEMWBS a e d i h i d e i a e h e a e - b e i g . T h i c a e e a e e a e - b e i g b i c a i g a f f e c i e - e i a , c g i i e , a d c h g i c a a e c f e - b e i g (T e a e a . , 2007) . I i a 14 - i e c a e , e a c h i e a e d a 5 - i L i e c a e ( i . e . , e f h e i e , a e , e f h e i e , f e , a d a f h e i e ) , a d e a a e i i e a f f e c , a i f i g i e e a e a i h i , a d i i e f c i i g g i e a i i e e a e - b e i g c e i h h i g h e c e ( c e a g e f 14-70) i d i c a i g b e e e - b e i g (T e a e a . , 2007) . T h i c a e h a b e e f d b e e a i g e a e c c e , h a e g d i e a c i e c (  $a = 0.89$  ) , a d h i g h e i a b i i (  $p < 0.01$  ) (T e a e a . , 2007) . A d d i a , M c K a a d A d e a ( 2017 ) f d h e W E M W B S b e a i d , i e a c i e , f a c a a e d , a d

ea e e i a ia b ge de a dc , i h p .01; i dica i g ha he ca e i  
i e e ed i i a b i di id a f a i g ge de a dc ie .

*Beliefs About Social Mobility Scale (Youth).* The Belief About Social Mobility Scale  
a ed i hi d gai a be e de a di g f he he hi N a Sc ia fee i e  
he ca cha ge hei cia a . The 6-ite ca ef h a ed. Each ie i a ed a  
7- i Li e ca e (i.e., g di ag ee, di ag ee, e ha di ag ee, ei he ag ee  
di ag ee, e ha ag ee, ag ee, a d g ag ee). Sc e ca a ge f 6-42, i h highe  
c e i dica i g e be ief i hei abi i cha ge hei cia a . Thi ca e a  
de e ed b B a e a . (2017) e a i e he he e cei ed ci ec ic bi i  
edic ed h de f ci ec ic a e ded acade ic diffic ie . The  
f d ha he ca e had a C bach a ha f.69 de a i g e a i e ea i e a  
c i e c . The i e a c i e c f he c e d a f d beg d i ha  
C bach a ha f.89.

*MacArthur Scale of Subjective Social Status - Youth Version.* The MacA h Sca e f  
S bec i e S cia S a a ed de e i e h he a ici a e cei ed hei fa i  
cia a i c a i Ca adia cie , a dh he e cei ed hei cia a  
i c a i he a hei ch . Thi ca e ha 2-ite , each a ed a 10 g adde ,  
i h he f he adde i dica i gi di id a h a be ff( ee A e di E). Thi ca e  
a de e ed b G d a e a . (2011) e e he e a i hi be ee ad e ce  
bec i e cia a a d hei h ica a d ch gica hea h. The ca e a a f d  
ha e g di a a e iabi i f b h a ici a e ce i f hei fa i i c a i  
cie (.73) a d hei e f- e ce i c a ed he a ch (.79) G d a e a . (2011).

*Demographics.* Participants were assessed on the *Demographic Form: Youth Version* and the *Demographic Form: Caregiver Version* at the beginning of the study. The *Demographic Form: Youth Version* includes information about the participant's age, gender, race/ethnicity, education level, and marital status. The *Demographic Form: Caregiver Version* includes information about the caregiver's age, gender, race/ethnicity, education level, and marital status. The *Demographic Form: Youth Version* also includes information about the participant's current living arrangement and the caregiver's relationship to the participant.

**68.71%**

All participants were assessed at the beginning of the study. The majority of participants were female (68.71%). The majority of participants were White (68.71%). The majority of participants were currently living with their biological parents (68.71%). The majority of participants were currently living in the United States (68.71%). The majority of participants were currently living in the United States (68.71%).

Youth and caregiver versions of the *Demographic Form* were used to collect demographic information. The *Demographic Form: Youth Version* includes information about the participant's age, gender, race/ethnicity, education level, and marital status. The *Demographic Form: Caregiver Version* includes information about the caregiver's age, gender, race/ethnicity, education level, and marital status. The *Demographic Form: Youth Version* also includes information about the participant's current living arrangement and the caregiver's relationship to the participant.

ic a e. The eb i f he ca egi e a ided he a age f he de  
e a g i h a e e ha e he c e di g i a d e d i h hei ca egi e .  
The fi age fb h he ha d ca egi e e a he i f ed c e f . B  
c ic i g f a d he e ec ic f , a ici a e e idi g hei c e a ici a e.  
Ca egi e f bega i h a fie d ide hei h e d . A he e d f he e ,  
a ici a c ic ed b i a d he he e e ha ed f hei i e. The ha age  
he de e had di ec i h ha e hei e d ic a e i h hei  
ca egi e . C ac i f ai f he e a hea h c i i i e a d f Kid He Ph e a  
ha ed i ca e a a ici a fe a e e f di e .

**\$50:?,>,%:05!!**

**K.>8/,H-,2.!C-0->-,8>l** A i f ai e e e ed a d de c i i e ai ic  
e e ca c a ed de c ibe he da a c ec ed. Se a d Ge de -Ba ed A a i f e a e -  
bei g a i e e ed b f i g he Se a d Ge de E i i Re ea ch (SAGER)  
g ide i e , i h he g a fi i g he ge e ai abi i a da icabi i f hi d  
fi di g (Heida i e a ., 2016).

**45A./ .5-,0:!C-0->-,8>l** A i de e de a e -e a a ad e he di ec i a  
h he i ha h i i g de he ab e e i e ha e b a ia e c e f  
e a e -bei g ha h i i g ab e he ab e e i e ( a effec f l a da d  
de ia i i e), be e ed i h C he d a da di ed effec ( ea diffe e ce  
be ee g i a da d de ia i i ). A ege i de a a ad a e if a  
b e ed effec a a af ci f e ge de , a e ed i h de ai ed de c i i e  
ai ic a d a da di ed effec i e f c - d c ai . A e i e f ege i  
de e e a ad a e he e e hich c i ea e fab e a d e a i e



the difference in medication use between the two groups. The regression model was fitted to the data and the results are presented in Table 1. The results show that there is a significant difference in medication use between the two groups ( $p < .05$ ).

(. > 1: - > !

K. > 8 / , H - , 2 . ! C - 0 - , > - , 8 > !

9 0 / 3 , 8 M ! ' 7 , 5 E 1 / = @ ! G . 5 - 0 : ! 9 . . . ; < . , 5 = ! C 8 0 : . ! N 9 ' G 9 < C 0 L D e c i i e a i i c f  
WEMWBS can be found in Table 1. The WEMWBS data were analyzed using a two-way analysis of variance (ANOVA) to determine if there were significant differences in WEMWBS scores between the two groups. The results of the ANOVA are presented in Table 1. There was a significant main effect of gender ( $F(1, 100) = 10.57, p = .002$ ). WEMWBS scores were significantly higher for females than for males ( $F(1, 100) = 10.57, p = .002$ ), as indicated by the significant interaction effect ( $F(1, 100) = 10.57, p = .002$ ).

& 0 E : . ! P !

*Descriptive Statistics for the WEMWBS Based on Total Scores, Female Scores, and Male Scores!*

Variable	Mean	SD
----------	------	----

**G08\$ /-@1/!C80:!.16A!C1EF.8-,2.!C68,0:!C-0-1>!;B61-@!R./>,65!De ci i e ai ic**

f he MacA h Sca e fS b eci e S cia Sa ca be f di Tab e 3. The MacA h Sca e fS b eci e S cia Sa da a a a di ib edf b h e i a a e ed i ga Sha i -Wi e : b eci e fa i cia a i c ai Ca adia cie (.949,  $p = .167$ ); b eci e cia a i c ai he a hei ch (.880,  $p = .003$ ).

**&0E:!.S!**

*Descriptive Statistics for the MacArthur Scale of Subjective Social Status - Youth Version Based on Total Scores, Female Scores, and Male Scores*

Va iab e	Mea	SD	95% CI	Mi -Ma	Ra ge
MacA h Sca e fS b eci e S cia Sa (Ca adia S cie )	6.59	1.72	5.93-7.24	2-10	8
Fe a e	6.21	1.63	5.28-7.15	4-10	6
Ma e	6.93	1.79	5.94-7.93	2-10	8
MacA h Sca e fS b eci e S cia Sa (Sch )	6.93	3.09	6.14-7.72	1-10	9
Fe a e	6.36	2.56	4.88-7.84	1-10	9
Ma e	7.47	1.41	6.69-8.25	5-10	5

**J.6=/0H@,80:!K,>-/,E1-,65! Fig e l ide a i a i age f he ge g a hica**

di ib i f he a ici a ( ee A e di F). Thi i age h ha a f he a ici a did c ef e a e ai N a Sc ia, a he he e i e di e i .

**45A./ .5-,0:!C-0->-,8>!!**

D e a ac f e e a d a ici ai f he h ca egi e , he h he e di g e a e -bei gi e ai e a e ab e be e ed. F hi ea , he be a i f he e ea ch e i a b b d ci g bi a ia ec e ai c ai g h e a e -bei g hei b eci e cia a a d hei be ief ab cia bi i .I a h he i ed ha he e d be a ig ifica i i ec e ai be ee h e a e -bei ga db h hei be ief ab cia bi i a d hei b eci e cia a .

Pea c eai e e c d ced e a i e he e ai be ee a ici a e a  
e -bei g, bec i e cia a , a d hei be ief ab cia bi i . Whe a ici a  
e e a ed a hei fa i i c ai Ca adia cie , he e a a de a e  
ig ifica i i ec e ai i h e a e -bei g. Whe a ed a he e e i  
c ai he a hei ch , he e a a a g ig ifica i i ec e ai  
e a e -bei g. A h gh he e a ig ifica c e ai be ee a ici a be ief  
ab cia bi i a d hei bec i e cia a i c ai he a hei ch ,  
he e a a de a e ig ifica c e ai be ee hei be ief ab cia bi i a d hei  
bec i e cia a i c ai Ca adia cie . N ig ifica c e ai a f d  
be ee h e a e -bei g a d hei be ief ab cia bi i .

**&OE:..T!**

*Pearson Correlations*

	1	2	3	4
1.WEMWBS T a	1	.072	.342*	.687**
2.Be ief Ab S cia M bi i Sca e		1	.346*	.042
3.MacA h Sca e f S b ec i e S cia S a (Ca adia S cie )			1	.201
4.MacA h Sca e f S b ec i e S cia S a				

&OE:;!U!

*Pearson Correlations by Sex*

	Fe a e				Ma e			
	1	2	3	4	1	2	3	4
1.WEMWBS T a	1	.143	.374	.795**	1	-.298	.186	.427
2.Be ief ab S cia M bi i Sca e		1	.146	.174		1	.392	-.322
3.MacA h Sca e f S b ec i e S cia S a (Ca adia S cie )			1	.387			1	.255
4.MacA h Sca e f S b ec i e S cia S a (Sch )				1				1

\*\* C e a i i i g i f i c a a h e .01 e e (1- a i e d)

**K,>81>>,65!**

**C1DD0/?!**

The c e d g h e e h e e a e -b e i g f N a S c i a h a d h e e e h i c h e -b e i g i g h d i f f e a c h e e a d g e d e e c , a e a a c e c i c f a c , i h a e c i f i c f c d e a d i g h i i g i e . D e h e a c f c a e g i e a i c i a i , c i e c i c a a a b e b e c a c a e d . T h e e f e , h b e c i e c i a a a d h e i b e i e f a b c i a b i i e e e d i f h e e e a c h e i . D e a a a e i e , a e d e g e i e e i a c i c a b e . A c h , b i a i a e c e a i e e c a c a e d a e i i i a i e a e a i b e e e a i a b e f i e e h e i f a i g f b e e , a g e d i e .

**9 0 / D 3 , 8 @ ! ' 7 , 5 E 1 / = ! G . 5 - 0 ! 9 . . . ; < . , 5 = ! C 8 0 : . !** R e f h e W E M W B S i d i c a e d h a a h g h e N a S c i a h e e d g d e a e -b e i g , i a h e c a e f a . E e h g h e a e i e i b i g e g h b e a e e e a i e a e f h e i c e , i d e d e a e h a h e e i a a g e f e -b e i g a g N a S c i a h .

Addi a , he e a e a c e he WEMWBS a 46.45 (he a i c ei 70) i c a i he UK a i e a c e f 51.0 (Te a e a ., 2007), i dica i g ha he e i i a f f i e e he i c e h e a e -bei g. Thi i a c i ca fi di g beca ei de a e ha he e a e -bei g f e N a Sc ia h i ffe i g. We -bei gi i ed a a i cia i i f he De a e f Ed cai a d Ea Chi dh d De e e (De a e f Ed cai a d Ea Chi dh d De e e , 2020) a d hi i f a i i he fi e i add e i g hi eed i hi ch . Si ia he fi di g b McKa a d A d e a (2017) i N he I e a d a d Sc a d, he e i dica ed, ha e a , a e e ed highe e e f e a e -bei g c a ed fe a e . Add e i g h e a e -bei g i hi N a Sc ia ch i c i ca a highe e -bei g ha bee i ed a i a ea f i fe, i c di g be e acade ic c e , e i i e e a i hi i h he , e i i e ch e e i e ce, e h e, a d e a i e a d de e i (Gi a & H eb e , 2006).

**G8\$ /-@1/!C80: .!6A!C1EF.8-,2.!C68,0:!C-0-1>057!<.:.A>!0E61-!C68,0:!G6E,,-?!C80: .!l**

Re i dica ed ha e a , h a ed b h hei bec i e cia a i e a i cie (6.59) a d ch (6.93) e ha G d a e a .(2001) h f d ea c e f 7.2 (S cie ) a d 7.6 (c i ) i a a i f US a i c i a . Y h a ed hei bec i e cia a highe he i c a i he a hei ch ha he he c a ed hei bec i e cia a f hei fa i Ca adia cie . O e a , a e e ed highe bec i e cia a ha fe a e he c a i g hei bec i e cia a b h Ca adia cie a d he a hei ch . Ma e a e ed highe be i ef ab cia bi i e a c a ed fe a e . H e e , he e a a i g i f i ca i i e c e a i be ee fe a e e a e -bei g a d hei bec i e cia a he c a i g he e e

he a hei ch .Thi fi di gi c i e i hG d a e a.(2001) h f d  
ig ifica ge de diffe e ce b did fi d ha fe a e e ce i f e a ace e i hi  
hei ch c i a ig ifica highe ha b .Ma e a e ed highe be ief  
ab hei cia a bi i .!

(.:0-,65>!E.-3..5!G.5-0:!9 .:;<.,5=!C1EF.8-,2.!C68,0:!C-0-1>!057!<.:.,A>!0E61-!

C68,0:!G6E,,-?!U de a di g ha effec i i gi e ha e N aSc ia hi  
i a beca eli 4N aSc ia chi de i ei e (F a e a.2021).I a f d  
ha h e a e -bei g a i i e c e a ed b h hei be cie cia a  
a d hei be cie fa i cia a .Ac a ci ec ic a a a be be  
ca c a ed;h e e ,he e e a e i i e i h fi di g b P e a d M d(2016), hich  
i dica ed ha ad e ce e -bei g a i f e ced b he he he had e ea ha he  
a d he (e a i e de i a i ).H e e ,hei e a i dica ed ha a h gh highe  
ci ec ic a ed ic ed be e e f- a ed hea h,i did c i e ed ic fee i g  
ied,de e ed,a i , he , ha i g headache , ach ache , a d ha i g  
diffic fa i ga ee , hich c adic he c e fi di g .U de a di gh i i gi  
e ci ec ic a i affec i g N aSc ia hi i a beca ei ca  
ead ega i e c e e ce a ch (B ac e a.,2000).Addi i a ,he e e a e  
c i e i h Ha gh e a.(2015) h f d ha e e ce i ed cia ca ed  
e e ie ci g e e -bei g.Re a e a c i e i h Che e a.(2021) h f d ha  
be cie cia ca ed ic ed e -bei g a g ad e ce i Chi a.!

Be ief ab cia bi i e ef d ha e a i i e i e a e a i i h be cie  
cia a he efe i g he a i di a fa i i e c a ed Ca adia cie b did  
c e a e i h hei be cie cia a he c a i g he e e he a ch .

Hee, e a h ed i be ee cia bi i be ief a d e -bei g,  
c adic i g e i e ea ch fi di g ch a Wi ad (2015) h f d ha high cia  
bi i be ief ed highe e e f i i e affec a d ife a i fac i .

A h gh he a e i e f hi d i i he i f a i ha ca be ed f he  
e , i i cea ha a N a Sc ia h d ha e g d e a e -bei g. The  
De a e f Pedia ic a d Hea h P a i I i e (2022) f he he eed  
gi e N a Sc ia ha ice a da he e e h he a e ea d i g. The  
De a e f Pedia ic a d Hea h P a i I i e (2022) f d ha fa i ie i he  
e i i e fi c e e e e i e e ife a i fac i , a d fee ad,  
de e ed a d e . B a i g he e i di ec h, he De a e f Pedia ic a d  
Hea h P a i I i e (2022) a ab e de e i e ha fe e N a Sc ia de i  
g ad e 6 10 e ch a bei g a ice ace be c a ed de i he i ce  
a d e i ie .

A h gh de e ed high ife a i fac i , 19.9% f N a Sc ia de  
be ee g ad e 6 a d 10 e ed ife a i fac i (The De a e f Pedia ic a d  
Hea h P a i I i e, 2022). Gi i g he de a ice a d he i ice  
he i eed i ide i f a i ab ha he eed i e a f fi i g ife. I i a  
a he De a e f Ed ca i a d Ea Chi dh d De e e a e cha ge e  
ch i a di ec i ha i a e he a e ec e a di c i e e i e f a  
de , b ecifica h e h a e a highe i f ha i g e -bei g.

O e a , hi fie d f e ea che ha i e he eed h a d ide he  
i ha ch e i e ha e e -bei g a d hea h de e e . A h gh i i  
he ca e f a , a ch ch gi i a i e d hei i g i e a d i i e i g

ch ed cai a a e e .Whi e hi i a i a a ec f he e fa ch  
 ch gi , a ha e he abi i ef a ch a ge c e f ac ice i hi ch  
 e he e -bei g f h.If ch ch gi c ab ae ih he ch e e ,  
 cha eache a dg ida ce c e , he bei gd ec dbe e e a i e i a e  
 a he ha eac i e.U f ae , a de d ha a ch ch gi e i  
 i hei ch e he had di ec ed ih he ch gi .Bei gi ed i hi  
 ch ab ade e e (e.g., faci i a i ga ie g ) i a de h he  
 ch ch gi i , ha he a e a fie d face,a d ha he a e e e afe a  
 i hi he ch .F he e cha ge be ade i hi he fie d f ch ch g , he e  
 eed be a e ide e c i g f hei .Thi da a ch be a a e  
 f he c e f ac ice fa ch ch gi a df hei i be a i i ed e  
 he e -bei ga d de e e fN a Sc ia h.

**+,D,-0-,65>!**

<p>           A h gh he c e d gi e i igh i            a e i i a i ee i i d.A a i i a i            a e ha e ec ed a e i e, he e ea ch h            ge e a i ab e he e i e i ce.E hica ,            e ea ch a a e ,b d e he ac f a i c i a            ab e be c d c ed.         </p>	<p>           h N a Sc ia ha e d i g, he e            f hi d a he a e i e.D e he            he e c d be e ed a d he e a e            b h e a d ge de h d be i c ded i            ,a f e a d ge de -ba ed a a i a         </p>
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Addi i a , he e c i ed f e f-e ea e .Whe i g e f-e  
 ea e , he e i a a a i ha a i c i a i a e he e i i a cia de i ab e  
 a , i ef i e a d di hei a e , igh ac hei igh ece a a e



he e i . Whe i g e f- e ea e , i i a ed ha a a ici a a e a b e a d  
i i g e ab he e e .

La , he ca e ed e e ed i ga ai ba ed a ach. The ef e,  
he a ai a b e a e e e e a i e fa ai , a he he a e ecific e g  
fi di id a . C ai g N a Sc ia c e he ai f he ca e a  
ide a acc a e de ici fh N a Sc ia ha e d i g i c ai he ge e a  
ai .

**W1-1/!.(>.0/8@!**

D e he ac f a ici ai f b h de a d hei ca egi e , f e e ea ch  
h d f c ec i e . Fi ec i i g h h gh cia edia h d he i e  
hei ca egi e did ie d he a ici ai e ec ed. T add e hi , f e e ea ch h d  
ceagai gai acce ch , he e he e ea che c d ad e i e he d , gi e a  
i e e e ai ab he e f he d , a da de fi he e he  
. Addi a , idi g he i f c e i g a e c ie f he e a a be  
be eficia . If de b gh a e c ie h e hei ca egi e , he igh be e i i g  
a e i ef hei b da fi i , a i i f igh , fi d . La ,  
i g he e i ai fa i eighb h d Faceb g ch Faceb g  
igh gai he a e i f ca egi e ecifica . Ra he ha ha i g he i f he  
h e di hei ca egi e , i a be be eficia f he e be a i f ca egi e  
a i i ia e a ici ai a d e di hei h. I e e i g he e cha ge he  
ec i e ce da f e a ici a a d e e e e a i e e a  
i cia ca e.

**X563:.7=.!K,>>.D,50-,65!%:05>!**

I a ed e a e a e f he De a e fEd ca i a d Ea Chi dh d  
De e e .Addi i a , bic i f g a hic h gh cia edia e e a ed gi e  
eache a d ch ch gi ac he i ce he e f hi d .Thi a i  
ec e ded if f e e ea ch eff ca achie e a e e e ai e a d a ge e gh a e  
e he ed h he e .Re f hi he i a d gge i f f e e ea ch ha e  
bee c ica ed i h he e ea ch ea he i f he e e i hei g a f  
e ea ch.

!

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\$HH.57,I!\$!



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4\*W) ( G 'K!' ) \*C' \*&!W) ( G

C-17?!,.-.: H a e he de d i g? A d fN aSc ia h aged 16 19

%,58,H:!.1452.>.-=0-6/>Y!

K i a C. Ri chie, PhD  
A i a P fe  
Fac fEd ca i ,  
M Sai Vi ce U i e i

Sa a Ki g, PhD, RP ch  
A cia eP fe  
Fac fEd ca i ,  
M Sai Vi ce U i e i

45-/6718-,65!057!%1/H6>.Y!

The d f i i e ch g (h e e h i e a d f c i a dai ba i) ca he  
de a d e e , a da c i b e e i de ce e ga di g e c i e fac ha c d  
dec ea e a e f e a i e . Thi fie di high e e a fe i a h i h  
e e , cha eache , i a c i ca ca a c i , b i a ca a c i he ea de a di g f  
ch g i ca ce e a d de e e ca i f hei . A i a a ec f e a  
hea h i e e e ed b e ea che h gh a c c ca ed Me a We -Bei g  
(MWB). We i e e he e a e -bei g fN aSc ia ha d he e e h i ch  
e -bei g i gh diffe ac i e cia fac a d, i , i f e ce acade i ca d cia  
cce .

#63!3,::!-@.!/.>.0/8@./>!76!-@.!>-17?Z! 9 @0-!3,::!4E.!0>M.7!-6!76Z

A ha d hei i edia e ca egi e f he i ce fN aSc ia ca a i c i a e i  
hi d . If a e eadi g hi c e f , ha e acce hi f a da i e  
e . The i e e i a ab e a e -bei g a d i a a e  
ab h eh d de g a h i c i f a i e i a e c i ec i c a . Add i a , a

ide ified ee i bea ed c eea e ega di g e a e -bei g. P ea ed  
ide a ide if i g i f ai , a ici ai i a .

%6-.5-,0!#0/D>!057!<1/7.5>!l!

The e a e e ec ed ha . Thi d i f c ede ie ha fee c f ab e  
ha i g, h e e, a e e ie ce ch gica e i a di c f (e.g., a ie ,  
e , f c fide ce, ege f di c i g e a i f ai ). I i h ed ha he fi di g  
i hed igh hei a ce a d eed f i i i g de e -bei g.

"05!4!3,-@7/03!A/6D!-@.!>-17?Z!

Y a i hd a f he d a a i . Pa ici ai i e ie a . Wi hd a a  
i affec i a a . If begi c eea e a d cha ge i d,  
i di ca d he e . The e a ea . O ce e ec ica b i  
e , i ca be ide ified a d i bei c ded i he da a e be a a ed.

"6>->!/. ,DE1/>.D.5->!057!,58.5-,2.>l

The e i be c a ici a e i hi d . The e i be ei b e e f i e  
e c e i g he e . The e i e ia fi f c e cia i e e f hi  
e ea ch .!

#63!3,::!D?!H/,208?!E.!H/6-.8-.7Z!

A i f ai ha i ea ed ab i be -ide ifi ab e a da . E ec ic da a  
a e ed a d ec ed, ec e MSVU da aba e a d i be de e ed 5 ea -  
bica i .

9 @0-!,A!4!@02.!>-17?![1.-,65>!6!/H/6E:.D>Z!

F e i c ce , ea ec ac D . K i a Ri chie, [i a. i chie@.ca](mailto:i.a.ichie@.ca). Y a  
a c ac B e da Gag e, Re ea ch E hic C di a a M Sai Vi ce U i e i  
a [b e da.gag e@.ca](mailto:b.e.da.gag.e@.ca).

9 @0-!0/.!D?!(.>.0/8@!(,=@->Z!

Readi g hi c e f a d b i i f he e i dica e ha ha e ag eed a e  
a i hi e ea ch a d f e e be ed f e ea ch e . I a d e hi  
ai e ega igh e ea e hei e iga ( ) i edi i i ( ) f hei ega  
a d fe i a e ibi i e . If ha ea e i a a i ed i g a fe he d  
ab e ea ch i ge e a , a c ac he U i e i Re ea ch E hic B a d a  
b e da.gag e@.ca i i he Re ea ch E hic Office a E a i R 223A.

#63!3,::!4!E.!,5A6/D.7!6A!>-17?!/.>1:->Z!

We a cea e ab ief i e e e ai f bic acce di e i a e fi di g  
b ad h gh cia | edia. We a a e a e a e he P i ce a ig ed  
i hc e i cia i i ie . A e , e i e a e a d b i a a ci a  
acade ic a a d e e fi di g ai a a d/ i e ai a c fe e ce .  
!  
!

\$HH.57,I!<!

K.D6=/0H@,8>!W6/D!A6/!C-17.5-!

Pea e e d he f i g de g a hic i e .The e i be ed de cibe he g f  
e e h a ici a ei hi d .

1. 9,-@!3@,8@!/08,0:!057!.-@5,8!=/61HN>0!76!?61!,7.5-,A?Z!(Mark all that apply)

- Africa
- Ca adia
- Fi
- Nai ,
- M i ,
- I i
- Midd e
- Ea e
- N h
- Af ica
- A he ace e h ici i ed ab e
- S h-
- Ea A ia
- I d -
- Ca adia
- Hi a ic,
- La i ,
- S a i h
- O igi
- Chi e e
- Ea
- I dia
- E -
- Ca adia

2. #63!76!?61!7.>8/,E.!?61/!=.57./!,7.5-,-?Z!

3. #63!76!?61!7.>8/,E.!?61/!>.IZ

- Ma e
- Fe a e
- I e e

4. #63!76!?61!7.>8/,E.!?61/!>.I10:!,7.5-,-?Z!(Mark all that apply)

- He e e a
- / aigh
- A e a
- H e a
- / ga / e bia
- A e ai i ed
- Bi e a

5. B61/!\$=.Y \_\_\_\_\_

6. B61/!J/07.: \_\_\_\_\_

7. B61/!%6>-0:!"67.Y! \_\_\_\_\_

!  
!  
!

!  
K.D6=/0H@,8>!W6/D!A6/!"0/.=,2./

Pea e e d he f i g de g a hic ie .The e i be ed de cibe he g f  
e e h a ici a ei hi d .

1. #63!D05?!071:->!N0=.!QU!057!0E62.0!/.>,7.!,5!?61!  
@61>.@6:7Z!\_\_\_\_\_
2. #63!D05?!?61-@!N0=.!PU!-6!QT0!/.>,7.!,5!?61!/!@61>.@6:7Z!\_\_\_\_\_
3. #63!D05?!8@,:7/.5!N0=.!E,/!-6!PT0!/.>,7.!,5!?61!  
@61>.@6:7Z!\_\_\_\_\_
4. 9 @0-!,>!?61!/\$5510:#!61>.@6:7!4586D.: \_\_\_\_\_
5. 9 @0-!,>!?61!/!%6>-0!"67.Y! \_\_\_\_\_

!

!





\$HH.57,I!K!

<.:,A>!0E61-!C68,0:!G6E,,-?!C80:..N&..50

45>-/18-,65>Y | S a i cie efe h ch e a d fa i ha e, he i d  
 f b ha e, a d h de c ibe ace i cie ( e ca , idde ca , e  
 c a ). P ea e a e he e e hich ag ee di ag ee i h he f i g a e e .

1. Y ha e a ce ai a i cie , a d ea ca d ch cha ge i .

S g	Di ag ee	S e ha	Nei he	S e ha	Ag ee	S g
di ag ee		Di ag ee	ag ee	ag ee		ag ee
			di ag ee			

2. Y a i cie i e hi g ab ha ca ea cha ge e ch.

S g	Di ag ee	S e ha	Nei he	S e ha	Ag ee	S g
di ag ee		Di ag ee	ag ee	ag ee		ag ee
			di ag ee			

3. Y ca d hi g diffe e , b ca ea cha ge a i cie .

S g	Di ag ee	S e ha	Nei he	S e ha	Ag ee	S g
di ag ee		Di ag ee	ag ee	ag ee		ag ee
			di ag ee			

4. N a e h a e, ca ig ifica cha ge a a .

S g	Di ag ee	S e ha	Nei he	S e ha	Ag ee	S g
di ag ee		Di ag ee	ag ee	ag ee		ag ee
			di ag ee			

5. Y ca a a g ea cha ge a i cie .

S g	Di ag ee	S e ha	Nei he	S e ha	Ag ee	S g
di ag ee		Di ag ee	ag ee	ag ee		ag ee
			di ag ee			

6. N a e ha a i a e i i ife, ca a a cha ge i i e a bi .

S g	Di ag ee	S e ha	Nei he	S e ha	Ag ee	S g
di ag ee		Di ag ee	ag ee	ag ee		ag ee
			di ag ee			

\$HH.57,I'!

G08\$ /-@1/!C80:!.6A!C1EF.8-,2.!C68,0:!C-0-1>!;B61-@!R./>,65!

45>-/18-,65>YI agi e ha hi adde ic e h "0507,05!>68,-?!,>!.!1H.

A he f he adde a e he e e h a e he be | ff h e h ha e he e ,  
he highe a | f ch i g, a d he b ha bi g he e ec . A he b a e  
e e h a e he ff h e h ha e he ea e , i e ed ca i , b,  
b ha | e a e ec .

N hi ab fa i .

P ea e e he e hi fa i d be hi adde . Ma he g ha be  
e e e he e fa i d be hi adde .



45>-/18-,65>YA e ha he adde i a a fH,8-1/,5=!/?61/!>8@66:.

A he f he adde a e he e ei ch ih he e ec, he highe gade,  
a d he highe a di g. A he b a e he e e h e e ec, h e  
a ha ga d, a d h ha e he gade.

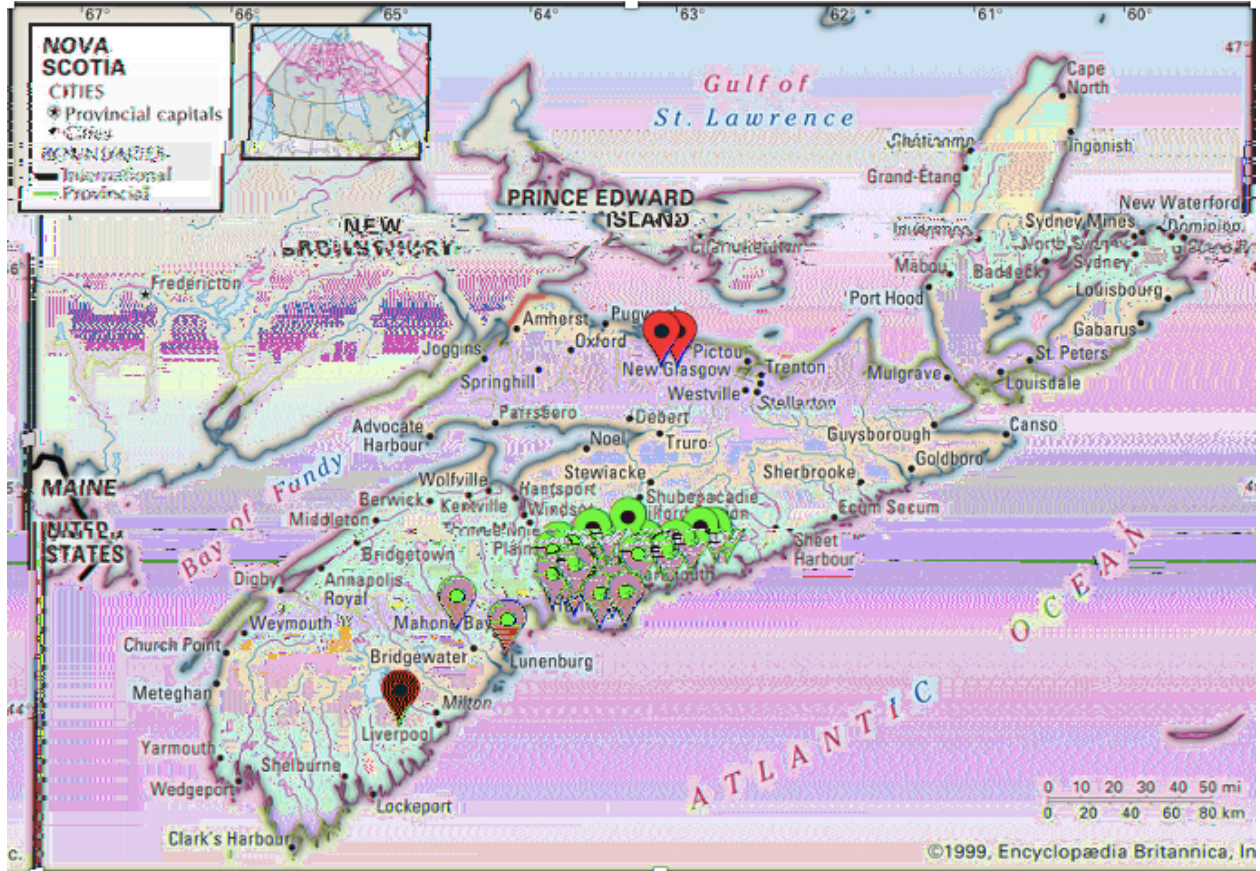
Whe e d ace e f hi adde? Ma he g ha be e e e he e  
d be hi adde.



\$HH.57,I!W!

W,=1/ .!P!!

*Geographical Distribution of Participants*



I age ca ed b G g e A i 25, 2022