FACTORS RELATED TO GRADE XI STUDENTS' PERCEIVED KNOWLEDGE OF POST-SECONDARY INSTITUTIONS IN THE PROVINCE OF NEWFOUNDLAND

ERIC BURRY

FACTORS RELATED TO GRADE XI STUDENTS' PERCEIVED KNOWLEDGE OF POST-SECONDARY INSTITUTIONS IN THE PROVINCE OF NEWFOUNDLAND

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Eric Burry

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The undersigned certify that they have read, and recommend to the Faculty of Education for acceptance, a thesis entitled "Factors Related to Grade XI Students' Perceived Knowledge of Post-Secondary Institutions in the Province of Newfoundland."

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Supervisor

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Date.....

ABSTRACT

This study was undertaken with two objectives in mind, namely: (1) to determine how much information pupils perceive they know about the courses of study, costs of attending and entrance requirements demanded by the various post-secondary institutions in the province of Newfoundland, and (2) to establish the relationship, if any, between selected variables, socio-economic and otherwise, and the amount of perceived knowledge held by pupils regarding post-secondary institutions in the province of Newfoundland.

The subjects for this study were all grade eleven pupils in the province of Newfoundland who responded to the questionnaire, "Career Decisions of Newfoundland Youth," during the school year 1973-74. Questions 10, 11, and 12, selected from the questionnaire, "Career Decisions of Newfoundland Youth," provided data for this study.

Analysis of the students' responses to the three selected questions indicated that how much the students perceived they know about post-secondary schools was related to certain socio-economic and other variables. When perceived pupil knowledge was cross tabulated with selected variables the results indicated that father's and mother's level of education, father's occupation but

not mother's occupation, size of the family, sex of the pupil and region of Newfoundland in which the pupil lives were related to how much information pupils perceived they knew about the various post-secondary institutions in the province of Newfoundland.

Results of this study should prove beneficial as an aid in educational planning for school guidance counsellors, school administrators and educators in general, working at the provincial government and school systems levels. Perceived lack of knowledge by the majority of students concerning the post-secondary institutions indicates that much needs to be done to relay adequate information on post-secondary schools to the youth of our province.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge the advice, guidance and encouragement given by Dr. G.L. Parsons who provided supervision for this study. Appreciation is also extended to Dr. H. Kitchen and to Dr. William Spain for critically reading this thesis.

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CHAPTER I

INTRODUCTION

Choice of career is a complex process. Theories have been advanced as to how this process occurs and the last two decades have seen a remarkable awakening of interest by sociologists into the field of vocational and occupational choice.[1] It appears to be self-evident that pupils must possess knowledge of the labor market and preparatory institutions if a smooth transition is to be made from school to work.

The importance of obtaining accurate and realistic knowledge upon which to base a decision reflecting choice of career cannot be overlooked.

Sinick indicates that:

> A basic reason why occupational information is essential is that such information is a necessary component of competent vocational planning.[2]

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[1]William P. Kuvlesky and George W. Ohlendorf, "A Bibliography of Literature on Occupational Aspirations and Expectations," Texas: A & M University, Department of Agriculture, Economics, and Sociology, Information Report 65-3, August, 1965.

[2]Daniel Sinick, Occupational Information and Guidance (Boston: Houghton Mifflin Company, 1970), p. 7.

Blau et al. suggest that a factor which influences occupational entry is the ". . . information people have about the requirements for entry, the rewards offered and the opportunities for employment and advancement."[3]

Numerous other writers in the guidance profession emphasize the importance of information in the decision-making process.[4] Clark, Gelatt and Levine contend that the possession of relevant information is a necessary condition for good educational-vocational decision-making.[5]

In addition to having accurate occupation information as a prerequisite to making occupational choice, the need for accurate information on post-secondary institutions by pupils who do not go immediately into the labor force upon high school completion or school leaving is also desirable. For many, choice of post-secondary schools is equal to selection of a career and for this reason

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[3]Peter M. Blau et al., "Occupational Choices: A Conceptional Framework," Industrial and Labour Relations Review, Vol. 8, No. 4 (July, 1956), pp. 531-546.

[4]H.B. Gelatt and B. Varenhorst, "A Decision Making Approach to Guidance," National Association of Secondary School Principals Bulletin, Vol. 52, 1968, pp. 88-98. See also: S.N. Teingold, "New Trends in Guidance," Counselor's Information Service, Vol. 24 (2), 1969, pp. 1-9. M. Tondow and M.L. Betts, "Computer-Based Course Selection and Counseling," Journal of Educational Psychology, Vol. 4, 1967, pp. 216-241.

[5]R. Clarke, H.B. Gelatt, and L. Levine, "A Decision Making Paradigm for Local Guidance Research," Personnel and Guidance Journal, Vol. 44, 1965, pp. 40-51.

realistic and accurate information is required by all pupils who plan to attend such institutions. A boy who plans to attend a vocational school to do carpentry or a girl who plans to attend a nursing school has already decided upon his/her occupational choice.

The degree to which pupils can realistically and intelligently decide upon which post-secondary institution they will attend in order to prepare for the labor market depends, to a large measure, upon the amount of knowledge each pupil has accumulated on post-secondary institutions at school leaving time. How much pupils perceive they know about such institutions and the factors that may be related to their perceptions will be examined in this thesis.

STATEMENT OF THE PROBLEM

This study seeks to determine how much information grade eleven pupils perceive they know about post-secondary institutions in the province of Newfoundland in three distinct areas--courses of study available at the major post-secondary institutions in Newfoundland; costs involved to attend such institutions and finally, entrance requirements demanded by these institutions. In addition, certain variables are selected to see if they are related to students' perceived knowledge of these institutions.

More specifically, two major objectives of this study are:

1. To determine how much information grade eleven pupils think they possess respecting the post-secondary institutions in the province of Newfoundland. Questions 10, 11 and 12 of the questionnaire, "Career Decisions of Newfoundland Youth" will be analyzed to provide this information. The questions are as follows:

   10. How much do you know about the courses of study available at each of the various post-secondary schools in the province?

   11. How much do you know about the costs involved in attending each of the various post-secondary schools in the province?

   12. How much do you know about the entrance requirements of each of the various post-secondary schools in the province?

2. To establish the relationship, if any, of selected factors to perceived knowledge of high school students regarding post-secondary institutions in Newfoundland. Selected factors to be considered are:

   1. Father's/Mother's occupation, Father's/Mother's education.
   2. Size of family.
   3. Sex.
   4. Region of Newfoundland.

SIGNIFICANCE OF THE STUDY

Porter et al. in their study on the career aspirations of Ontario youth wanted to find out how much students and parents perceived they knew about the post-secondary institutions of Ontario. Their rationale for doing so was the importance they attached to having adequate information on how much the pupils and parents perceived they knew about the post-secondary system so that the educational policy makers of Ontario would be better able to make decisions respecting the direction education should take in that province.[6]

This study has a similar significance. The findings related to how much pupils perceive they know about the post-secondary institutions and the relationship of selected variables to perceived knowledge will likely indicate some necessary changes be made by educational policy makers, guidance counsellors and others concerned with the direction of post-secondary education in Newfoundland.

If pupils, in general, perceive they know very little about post-secondary institutions in Newfoundland;

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[6]Marion Porter, John Porter and Bernard K. Blisher, Does Money Matter? Prospects for Higher Education (Toronto: Institute for Behavioral Research, 1973), p. 138.

if pupils from certain regions of the province perceive they know less about post-secondary institutions than do pupils from other regions of the Island; if pupils with educationally deprived parents perceive they know less about post-secondary institutions than pupils with well-educated parents, then this study will indicate where the emphasis should lie with respect to any changes the post-secondary institutions should take to become better known to the people of Newfoundland and Labrador.

In summary, this study is significant in that it will indicate how much the youth of our province perceive they know about the post-secondary institutions of Newfoundland and will show the relationship between their perceived knowledge and certain selected variables. This information should be useful to educational policy makers both at the Provincial Educational Department level and at the school district level when decisions relating to post-secondary institutions are being considered. It should be pointed out, however, that no attempt has been made by the writer to equate perceived pupil knowledge with real knowledge and educational policy makers should be cognizant of this limitation of the study.

HYPOTHESES

The research hypotheses of the study may be stated as follows:

1. Pupils' perceived knowledge of post-secondary schools in the province of Newfoundland will be related to the socio-economic status of the family. Socio-economic status of the family will be determined by parent's education and occupation.
2. Pupils' perceived knowledge of post-secondary schools in the province of Newfoundland will be related to sex of the student.
3. Pupils' perceived knowledge of post-secondary schools in the province of Newfoundland will be related to size of the family.
4. Pupils' perceived knowledge of post-secondary schools in the province of Newfoundland will be related to region of Newfoundland in which the pupil lives.

LIMITATIONS OF THE STUDY

This study is mainly concerned with examining the relationship between selected socio-economic variables and other variables and how much information pupils perceive they know about the various post-secondary institutions in the province of Newfoundland. No attempt has been made to show how educational variables such as size of school or teacher qualifications, for example, may effect a change in students' perceptions of post-secondary institutions.

In addition, this study is concerned with students' perceived knowledge of post-secondary institutions rather than knowledge of such institutions. Educational policy makers, therefore, would be wise to take cognizance of this limitation of the study.

DELIMITATIONS OF THE STUDY

The population which supplied the data for this study consist of all grade eleven pupils in the province of Newfoundland who responded to the questionnaire, "Career Decisions of Newfoundland Youth," during the school year 1973-74.

The questionnaire was administered when the Committee on Enrollment at Memorial University under the chairmanship of Dr. L. Parsons undertook to identify reasons for changing enrollment patterns at that University. The original study dealt with various socio-economic, background, experience, knowledge, self-concept and financial factors as they related to students' aspirations, expectations and post-secondary choice. This study which utilizes a part of the data of the larger study relates only the socio-economic and background factors to students' perceived knowledge of post-secondary schools. Data from Questions 10, 11, and 12, upon which this study is based, have been gleaned from the original data collection.

CHAPTER II

REVIEW OF RELATED LITERATURE

Students, upon completion of formal schooling, are faced with the problem of career decision. Either they can attempt to find work in the labor market with skills they already possess, or they can continue to postpone a decision on vocational and occupational choice and increase their educational experience by attending some institution of higher learning. Whichever route they choose to follow, knowledge of labor market conditions and post-secondary institutions will assist them to make intelligent and realistic decisions.

The whole field of vocational and occupational decision-making, however, suffers from a lack of any clear understanding of the process pupils experience as they make career decisions. Extensive data have been collected and reported on occupational decision-making and the factors associated with career choice, but as Kuvlesky and Bealer suggest ". . . relatively little explicit attention has been given to a clear conceptualization of the phenomena being investigated."[1]

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[1]William P. Kuvlesky and Robert C. Bealer, "A Clarification of the Concept 'Occupational Choice'," Rural Sociology, Vol. 31, No. 3 (September, 1966), pp. 265-276.

Thoresen and Mehrens also indicate that career development suffers from a lack of any clear conceptualization of the problems despite the plethora of writings on the topic. They suggest that:

> Because the principles of career development are not known (Samber, 1964) the understanding of the specifics of how an individual makes choices and plans remains obscure. The basic problem as Borow (1964) and others, Wrenn, 1962; Kitz, 1963; concerned with vocational development have pointed out is the paucity of our knowledge derived from experimental research in knowing specifically just how the individual actually behaves in realistic vocational situations.[2]

Chick supports the idea that career decision-making lacks a well defined theoretical foundation but adds that although the profession has not been provided with any one totally comprehensive and all-inclusive theory of vocational development that is completely satisfying and acceptable to all concerned, most would concur that progress has been made in this area.[3]

THEORETICAL FORMULATIONS

A number of theories have been advanced over the last two decades with reference to how pupils make

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[2]Carl E. Thoresen and William A. Mehrens, "Decision Theory and Vocational Counseling: Important Concepts and Questions," Journal of Counseling Psychology, Vol. 6, 1958, pp. 116-121.

[3]Joyce M. Chick, Innovations in the Use of Career Information (Boston: Houghton Mifflin Company, 1970), p. 4.

occupational and vocational choices. The following theories appear to have received the most attention in literature related to career decisions of youth.

Ginzberg's Theory

Ginzberg, Ginsburg, Axelrod and Herma in a book published in 1951 conceptualized vocational behaviour as a developmental process coincident with other developmental processes. Ginzberg's theory was based on an empirical study in which interviews were conducted with adolescent boys and girls who were college bound, from high socio-economic backgrounds, socially elite, intelligent college sophomore and senior women, or sons of white fathers employed in semi-skilled and unskilled occupations. The sample was not chosen to be representative of the general population but only of a group with many options and small in size; approximately sixty subjects were used.[4]

The Ginzberg et al. theory of vocational choice includes three major periods which they referred to as fantasy, tentative and realistic. Less is known about the fantasy period than either the tentative or realistic. The fantasy period was thought to be a stage in childhood when a child fantasizes about the types of occupations he

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[4]Willa Norris et al., The Information Service in Guidance: For Career Development and Planning (New York: Rand McNally and Company, 1960), p. 43.

would like. Although the proverbial game of 'Cops and Robbers' are subject to the immaturity of the child at this stage, it is felt that the fantasy stage provides occupational information at a very early age.

The second stage Ginzberg refers to as the 'tentative stage'. The four stages that comprise the tentative period are interest, capacity, value and transition. The interest stage is the time when the individual begins determining that some things are of more interest to him than others. The capacity stage begins the focus on ability to perform or the potential capacity to perform various activities and functions. The value stage involves the differentiation of these things which have either intrinsic or extrinsic value and relate these to vocational decision-making. The final stage of transition is an integration of the vocationally relevant data which has resulted from interest, capacity and value stages of the tentative period. The individual is now ready to proceed with some indication that he knows what he likes to do, what he can do and the meaningfulness of activity to the final period.[5]

The final period is the realistic one and includes the stages of exploration, crystallization and specification. Having gathered data from the tentative period,

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[5] Ibid., p. 44.

the individual is now free to explore ways which will operationalize these data into an occupation. Once a selection has been made, crystallization occurs--the individual is now ready to select a career from among several alternatives. The final stage is ". . . specification in a particular subfocus within a general area of job families."[6]

This process, according to Ginzberg, covers about ten to fifteen years.

Ginzberg has since reformulated his general theory and no longer agrees that the process of vocational choice can be limited to a decade or so and is mainly irreversible. On this point he says, "I now believe that the choice process is coextensive with a person's working life; he may reopen the issue at any time."[7]

Roe's Theory

Roe's theory is classified as a "need" theory in that particular attention is given to the wants and desires which stimulate the individual to have an occupational preference. She places the individual in society armed with his own particular need structure which he must spend

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[6] Ibid.

[7] Eli Ginzberg, "Toward a Theory of Occupational Choice: A Restatement," Vocational Guidance Quarterly (March, 1972), p. 169.

his time trying to satisfy. Three primary components make up Roe's theory:

1. Genetic influence--elements which bias the individual's use of his given talents.

2. Influence of Maslow's hierarchical need theory--essentially, the needs for hunger, thirst, and oxygen are greater than the need for higher order needs of love, affection, knowledge and self-actualization.[8]

3. Channeling of psychic energies into many directions coupled with traditional psychoanalytic principles to explain early childhood experiences.

Roe has posited three types of family atmospheres which deal with the way the parents interact with the child.

1. Overprotective or overdemanding parent. Overprotective parents will reinforce behaviour that is socially acceptable, while the overdemanding parent will reinforce only high achievement. Both of these orientations will result in adult orientation to occupations in the service of arts and entertainment group.

2. Neglecting or rejecting parent. The rejected child turns towards objects and things since he has been shunned by the world of people. This object-oriented interest will probably manifest itself in occupations with little people contact.

3. Accepting parent. The child will have most of his needs met regardless of the hierarchical level of the need. He will develop ways to gratify his needs at all levels. Some occupational areas from this environment would be general cultural areas.[9]

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[8]Abraham H. Maslow, Motivation and Personality (New York: Harper, 1954).

[9]Norris et al., The Information Service in Guidance, p. 47.

We can summarize Roe's theory by suggesting that the home atmosphere influences the type of vocational activities while the genetic structure and involuntary pattern of psychic energy influence the occupation level achieved by the worker.[10]

Super's Theory

Super's theoretical formulations regarding vocational development first appeared in 1953 as ten propositions and restated in 1957 as twelve. Briefly stated, they are as follows.

Propositions 1, 2 and 3, are concerned with the process of vocational development and state that vocational development is a continuous and generally irreversible process that is dynamic, patterned and also predictable. Propositions 4, 5 and 6 are concerned with the aspect of choice in vocational development and suggest that choice of occupation is related to reality factors both individual and societal, the importance of identification with parental or parental substitute roles and the self-concept an individual holds for himself. Propositions 7 and 8 reflect the use of the trait and factor approach to vocational development and are concerned with vertical mobility and its relationship to intelligence, parental

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[10] Ibid., p. 47.

socio-economic level, status needs, values, interests, skill in interpersonal relationships and the supply and demand conditions in the economy. As well, the occupational field which the individual enters is related to the resources of the community, the level and quality of his educational background and the occupational structure, trends, and attitudes of his community. Proposition 9 indicates the association with the vocational guidance movement and suggests that within each occupation there are tolerances wide enough to permit a variety of individuals in each occupation and a variety of occupations for each individual. Propositions 10 and 11 include the application of self-theory and Proposition 12 briefly stated, proposes that whereas work and occupation provide a focus for personality organization for most people, others see this focus as peripheral to other interests.[11] Norris et al. state that "of all contemporary vocational development theories, Super's is probably the broadest and most widely accepted."[12]

Holland's Theory

Holland's theory assumes that:

1. Choice of a vocation is an expression of personality, and vocational interest represents the expression of personality in work, hobbies, recreational activities and preferences.

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[11] Ibid., p. 50.

[12] Ibid., p. 51.

2. Choice of an occupation is an expressive act which reflects the individual's motivation, knowledge, personality and abilities.

3. Similar individuals will be attracted to similar occupations.

4. Each individual has stereotypic representations of various vocations which are meaningful to the individual.

5. Vocational satisfaction, stability and achievement depend on congruence between one's personality and the environment in which he works.[13]

Stated briefly, Holland's theory has four basic propositions. They are:

1. In our culture, most individuals can be categorized as one of six types--realistic, investigative, social, conventional, enterprising, and artistic.

2. There are six kinds of occupational environments labeled the same as six types of individuals.

3. People search for environments and vocations that will permit them to exercise their skills and abilities, to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones.

4. A person's behaviour can be explained by the interaction of his personality pattern and his environment.[14]

Tiedeman's Theory

The influence of Ginzberg and Super on vocational choice as a process proceeding through several stages is

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[13] Ibid., p. 53.

[14] John L. Holland, "A Psychological Classification Scheme for Vocations and Major Fields," Journal of Counseling Psychology, 13 (Fall, 1966), pp. 278-288.

also recognized in the work of Tiedeman and O'Hara.[15]

Tiedeman's theory is divided into two periods with each period having a series of stages. The first period is called the period of anticipation or expectation and has four stages: exploration, crystallization, choice and clarification.

The exploration stage occurs when the individual becomes aware of the options available in advocating the world of work or some other salient social situation consisting of multiple options.

The crystallization stage occurs when the individual makes an ordering dichotomization in terms of those options which are feasible and those which are not.

The clarification stage occurs when the individual strategizes the operationalization of his choice. This could include further thinking about the realization of his choice such as background, finances, training and locale.[16]

The second period in vocational development according to Tiedeman's theory involves the process of implementation and adjustment. It includes three stages:

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[15]Norris et al., The Information Service in Guidance, p. 56.

[16]David V. Tiedeman, "Decision and Vocational Development: A Paradigm and its Implications," The Personnel and Guidance Journal, Vol. XL, September 1961, pp. 15-21.

induction, reformation and integration. During the inductive stage, the individual is primarily concerned with fitting into his career choice. The stage of reformation involves the individual in negotiating the discrepancies between his goals and that of the larger group. Finally, integration occurs when the individual is stabilized in a given group and has congruence between his choice and his self.[17]

Summary

The theories referred to reflect the thinking on vocational development to date by psychologists, school counsellors and others involved with vocational and career development of adolescents. The utility of such theories leaves much to be desired by those charged with molding and forming the youth of today. Although vocational development theories are inadequate, they do provide some indication as to how areas of vocational pursuit solidify. These theories can assist the counsellor and teacher in pointing out the period, stages, developmental crises, and other benchmarks for determining where the process stands and what steps must come next.[18]

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[17] Ibid., p. 17.

[18] Norris et al., The Information Service in Guidance, p. 64.

FAMILY RELATED FACTORS

It appears that the influence of the family upon the educational and vocational development of the child is important. Ginzberg indicates that ". . . the life that one leads and the life that one's family leads is certain to exercise an important influence on the determination of the type of life that one hopes to lead."[19] Lipsett suggests that the importance of the home in relation to occupational planning needs very little 'documentation' but adds that:

> The demonstrated affection and social skills of the parents contribute much to the affective capacities and skills of the child, which in turn determine the type of society and the type of job in which he will be comfortable.[20]

Brown reports that "there can be little doubt that the family is influential in determining vocational choice." To support this statement, he reports:

> Lipset and Bendix (1952) after a study of the vocational structure of a large metropolitan area reported that more sons entered their father's occupations. Powell and Bloom (1962) found that the most influential group of people with reference to vocational choice was the family.[21]

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[19]Eli Ginzberg et al., Occupational Choice - An Approach to a General Theory (New York: Columbia University Press, 1951), p. 133.

[20]Laurence Lipsett, "Social Factors in Vocational Development," Personnel and Guidance Journal, September 1962, pp. 432-437.

[21]Studies as cited in Duane Brown, Students' Vocational Choices: A Review and Critique (Boston: Houghton Mifflin Company, 1970), p. 14.

Finally, the findings of Peters indicates that the home is the greatest single agency that plays a part in young people's determination of a vocation:

> . . . the four most influential factors which contributed to the vocational choice of high school seniors were as follows: the parent; a friend; a professional acquaintance; and a relative other than a parent. The second most influential group of factors which contributed to the vocational selection of the high school seniors were as follows: the parent; opportunity for quick employment.[22]

This section deals with literature related to such family factors as educational level of mother and father, occupational level of mother and father, and size of family as factors influencing and contributing to educational and occupational choice.

Mother's and Father's Education

Sewell and Shah have shown that there is a strong relationship between the parents' educational achievement and an adolescent's aspirations. The data came from a questionnaire survey of all high school seniors in Wisconsin's public, private and parochial schools in 1957, and a follow-up study of college plans, attendance and graduation conducted seven years later. In classifying

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[22] E.F. Peters, "Factors which contribute to Youth's Vocational Choice," Journal of Applied Psychology, 25 (1941), pp. 428-430.

the youths in terms of their father's or mother's education, the youths with the more highly educated parents were more likely to be in college.[23]

Ginzberg indicates that:

> The educational level achieved by children is importantly affected by family income, but it is also a function of the value system that reflects parental education and occupation. The higher the educational attainment of one's parents, the greater the likelihood of one's attending college.[24]

Moser researched the influence of parental education attainment upon vocational preference. He concluded that students whose parents had gone to college also aspired to occupations which required a college education and that similar results were also obtained for students whose parents had attended high school.[25] Berdie in an article entitled, "Why Don't They go to College?" suggested that:

> Parents who had progressed far in school, particularly those who had attended college were more likely to have children planning to attend college than parents in similar occupations who had not attended college.

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[23]W.H. Sewell, and V.P. Shah, "Social Status and Educational and Occupational Aspiration," American Sociological Review, Vol. 22 (1957), pp. 67-73.

[24]Eli Ginzberg, Career Guidance (New York: McGraw Hill Book Company, 1971), p. 71.

[25]W.E. Moser, "The Influence of Certain Cultural Factors upon the Selection of Vocational Preferences by High School Students," Journal of Educational Research, Vol. 45 (1952), pp. 523-526.

> Some evidence suggested that the educational level achieved by the mother perhaps was more important in determining the plans of the child than was the educational status of the father.[26]

In a cross-cultural study conducted to determine educational plans on 2,327 adolescents in the United States and 1,552 adolescents in Denmark, Kandel and Lesser pointed out that:

> In both countries, regardless of the status of the school, the great majority of adolescents plan to go to college when their parents have college aspirations for them, while few whose mothers do not want them to continue plan to do so. Compared to effects of family, effects of school status on educational plans are negligible.[27]

Breton, in a study conducted in 1965-66 that dealt with the educational and vocational aspirations of Canadian high school students suggested that:

> 1) The level of educational attainment of parents is positively associated with the educational intentions of their children. This association is stronger with post-secondary plans than with the intention to complete high school. The effect of parents' education tends to maintain itself when controlling for mental ability rank, socio-economic background, and language.
> 2) The educational background of each parent apparently has an independent effect, with one

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[26]Ralph F. Berdie, "Why Don't They go to College?," Personnel and Guidance Journal, March 1953, pp. 352-356.

[27]Denise Kandel and Gerald S. Lesser, "School, Family and Peer Influences on Educational Plans of Adolescents in the United States and Denmark," Sociology of Education, Summer 1970, Vol. 43, No. 3, pp. 270-287.

exception: The mother's education has no influence on the high school plans of boys when the father's education is controlled.[28]

Finally, Porter et al. in a study to determine how young people perceived their educational future, suggested that the educational attainment of parents will have an effect on whether or not their children will continue their education after secondary school.[29]

[illegible]er's and Mother's Occupation

Occupation of parents, which is generally used as one indicator of socio-economic level of the family, has an important effect upon the vocational and career decision-making process of adolescents.[30] Herr and Cramer indicate that, "Family influences including child-rearing patterns and socio-economic level, also appear to have an effect on vocational choice."[31]

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[28]Raymond Breton, Social and Academic Factors in the Career Decisions of Canadian Youth: A Study of [illegible]ondary School Students (Ottawa: Information Canada, [illegible]), p. 185.

[29]Porter et al., "Does Money Matter?," Prospects for Higher Education (Toronto: Institute for Behavioral Research, York University, 1973), p. 78.

[30]Richard A. Rehberg and David L. Westby, "Parental Encouragement, Occupation, Educational and Family Size: Artifactual or Independent Determinants of Adolescent Educational Expectations," Social Forces, Vol. 45 (March, 1967), pp. 362-374.

[31]Edwin L. Herr and Stanley H. Cramer, "Vocational Guidance and Career Development in the Schools: Towards a Systems Approach," (Boston: Houghton Mifflin Company, 1972), p. 36.

In a study conducted on 4,167 high school seniors by Sewell, Holler and Straus to test the general hypothesis that levels of educational and occupational aspirations of both sexes are associated with the social status of the families (social status as measured by the prestige of parental occupation) the following conclusions were resolved:

> Because the sample was drawn randomly from a broad population of high school seniors (the entire state of Wisconsin) and because the efforts of measured intelligence and sex were controlled the present tests lend support to the sociological claim that values specific to different status positions are important influences on levels of educational and occupational aspiration.[32]

Using almost 80,000 college freshmen, Werts compared father's occupation with son's career choices. His results suggest that certain groups of occupations, such as physical sciences, social sciences and medicine are inherited. Although the reason for this association is not clear, the relationship apparently does exist.[33]

Hewer showed that high school graduates whose fathers were in skilled trades tended to be interested in scientific and technical fields; those whose fathers were in

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[32]Sewell et al., "Social Status and Educational and Occupational Aspiration," American Sociological Review, 22 (February, 1957), pp. 67-73.

[33]C.E. Werts, "Paternal Influence on Career Choice," Journal of Counseling Psychology, 1968, 15, pp. 48-52.

business looked to business careers.[34] A study of more than 350 seventh and eighth grade youngsters in an upper-middle school showed that boys' vocational preferences correlated with their father's but not their mother's jobs; girls' preferences were related to the jobs of both parents, but especially their mother's.[35]

In a similar study, Lipset and Bendix, following a study of the vocational structure of a large metropolitan area, reported that more sons entered the father's occupation than any other single category of occupation.[36]

Sampson and Stefflre took a rather direct approach in the impact of father's occupation upon vocational choice. They looked at students' first choice in relationship to father's occupation. Their results indicated children tend to choose jobs at a higher socio-economic level than that of their parents, but generally, regardless of the occupational level of parent (i.e. manual, clerical,

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[34] V.H. Hewer, "Vocational Interests of College Freshmen and their Social Origins," Journal of Applied Psychology, 1965, 49, p. 407.

[35] S. Krippner, "Junior High School Student's Vocational Preferences and their Parent's Occupational Levels," Personnel and Guidance Journal, 1963, 41, pp. 590-595.

[36] S.M. Lipset and R. Bendix, "Social Mobility and Occupational Career Plans," American Journal of Sociology Vol. 57, 1952, pp. 366-374 and 394-504.

professional), the students had a secondary tendency to "over select" or to choose jobs at the same occupational level of their fathers as their number one vocational choice. Sampson and Stefflre concluded that environmental circumstances will probably prevent many of the students from moving away from the occupational level of their parents.[37]

Breton indicates that unemployment of the father may have a direct influence upon a student's indecision with respect to a career goal. Specifically, he states:

> Because lower-class students will more probably lack a career goal, it is reasonable to expect that the father's frequency of unemployment is also related to indecision. Hypothetically, unemployment would yield indecision because it is an indicator of poor opportunities for the members of the family. With boys, that particular situation--especially if it is frequent--may have an effect for a different reason: it may hinder the process of identification which is useful for vocational decision-making.[38]

The importance of identification in career decision-making was also the topic of studies conducted by Crites and Steimel and Suziedelis. Crites hypothesized that there would be a positive and direct relationship between parental identification and the student's interest pattern

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[37]Ruth Sampson and B. Stefflre, "Like Father - Like Son," Personnel and Guidance Journal, Vol. 31, 1952, pp. 35-39.

[38]Raymond Breton, Social and Academic Factors in the Career Decisions of Canadian Youth, p. 57.

as measured by SVIB. Crites found that, in the predicted direction, father-son identification correlated with interest patterns. No similar finding was forthcoming for mother-son identification.[39] Steimal and Suziedelis studied the identification process but used rather direct measures to determine the degree of identification between parents and students. They used perceived parental influence as their determinant of identification and hypothesized that father-influenced or dominated college students would have different interest patterns than mother-influenced or dominated students. Their findings supported this prediction.[40]

Ginzberg suggests, as well, that the occupational level of parents influences college attendance and career planning of children. He states that:

> Although parental education and occupation are correlated with income, they have an independent influence on the career planning of children. Upper-income blue-collar families who have been able to achieve economic security without a college education are less likely to encourage their off-

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[39] J.O. Crites, "Parental Identification in Relation to Vocational Interest Development," Journal of Educational Psychology, Vol. 53, 1962, pp. 262-270.

[40] R.J. Steimal and A. Suziedelis, "Perceived Parental Influence in Inventoried Interests," Journal of Counseling Psychology, Vol. 10, 1963, pp. 289-295.

spring to plan for college than are college-trained white-collar workers with similar or even lower incomes.[41]

A Canadian study that supports the Ginzberg findings conducted by Pavalko and Bishop on 1,268 grade twelve and thirteen students in Thunder Bay, Ontario. The hypothesis that college plans of Canadian high school students are related to the socio-economic status of their families (socio-economic status was obtained from information on father's occupation) was supported.[42]

Summary

The importance of socio-economic status of the family with respect to choice of career and formulation of vocational plans for students appears self-evident and as Breton suggests:

> The existence of a relationship between socio-economic background and educational intentions is so strong and well established in research literature that any study which did not yield it would probably a priori be considered methodologically deficient.[43]

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[41]Eli Ginzberg, Career Guidance (Toronto: McGraw-Hill Book Company, 1971), p. 71.

[42]Ronald M. Pavalko and David R. Bishop, "Socio-economic Status and College Plans: A Study of Canadian High School Students," Sociology of Education, Volume 39, 1965-66, pp. 288-298.

[43]Raymond Breton, Social and Academic Factors in the Career Decisions of Canadian Youth, p. 137.

Size of Family

Size of family has also received a wide range of attention by sociologists as it affects educational and occupational decision-making. Breton chose size of the family as a variable that is related to vocational decision-making and concluded that:

> Students from large families are more likely to be without a career goal than those from small. Girls, however, are less affected than boys by family size; moreover, when language is controlled, family size as an influence on the formulation of girls' career plans becomes neutralized, but it remains associated with indecision among boys.
>
> For boys, the family size is more strongly associated with vocational indecision if the student comes from a blue-collar background.[44]

Breton indicates, as well, that size of family is related to the family's internal structure and as such has an effect on the 'adolescent's education intentions'. He notes that:

> The size of the family is negatively correlated with educational intentions; the correlation is stronger with high school plans than with post-secondary plans. The effect of family size, however, is somewhat reduced when socio-economic background is controlled, particularly with post-secondary intentions.
>
> The negative effect of family size is greater among those who rank low in mental ability, socio-economic background, and the linguistic stratification system. It is also greater among those who hold

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[44] Raymond Breton, Social and Academic Factors in the Career Decisions of Canadian Youth, p. 87.

negative attitudes toward self and the future. This is more consistent with boys than with girls.[45]

Lipsett writes:

> Siblings may also have an important influence on the career plans of each other. The oldest child's success and satisfaction in an occupation may influence his younger brothers in that direction. On the other hand, sibling rivalry may induce a younger brother to make a definite effort to avoid following in an older sibling's footsteps. Older siblings are an important source of information about colleges and jobs.[46]

Porter indicates that educational expectations at each class level are related to family size. (Socio-economic class divided into high, medium or low). The percentage that expect to attain post-secondary institutions from each class level are as follows:

> For the higher classes only 44 per cent of children from families with five or more children expected to go to University, compared to 61 per cent from two children families. In the medium SES level 30 per cent of children from five or more children families compared to 50 per cent from two children families expected to go to University, and in the lower classes 16 per cent from five or more children families compared to 28 per cent from two children families expected to go.[47]

Flood in a paper prepared for the Organization for European Economic Cooperation in 1961 showed that family

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[45] Ibid., p. 185.

[46] Laurence Lipsett, "Social Factors in Vocational Development," Personnel and Guidance Journal, January, 1962, p. 434.

[47] Porter et al., Does Money Matter? Prospects for Higher Education (Toronto: Institute for Behavioural Research, York University, Ontario), p. 61.

size, as a social factor, is related to educational achievement.[48] Douglas, suggested as well, that family size militates against educational development. He noted that:

> . . . poorer material care, poorer physical home surroundings and poorer nutrition arising out of the need to economize and poorer management of the home may be responsible in some large families for the tendency of children from those families not to achieve as well as other children. He found that children from families of six or more children were at a distinct disadvantage in education compared with those from smaller families--even when their families were in the professional and managerial group of occupations, which one might have supposed would cancel out the influence of family size.[49]

Rehberg and Westby collected data from 2,852 male sophomores in six middle-sized Pennsylvania cities and analyzed the relationship to adolescent educational expectations of father's education, occupation, parental educational encouragement and family size. On the basis of this analysis of partials they concluded that:

> . . . the larger the family the greater the reduction not only in the frequency which the parents encourage their children to continue their education beyond high school but also in

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[48] Jean Flood, "Social Class Factors in Educational Achievement," paper prepared for Organization for European Economic Cooperation in 1961, as cited in Family Class and Education - A Reader, editor, Maurice Croft (London: William Clowes and Sons Ltd.), 1970, p. 41

[49] J.W.B. Douglas, "The Home and the School," McGibbon and Kee, as cited in Gordon W. Miller, Educational Opportunity and the Home (London: Hazel [illegible]on and Viney Ltd.), 1971, p. 87.

the effectiveness of any given frequency level of parental educational encouragement as well.[50]

Porter indicates that there are social barriers to educational achievement and occupational attainment. The most obvious is the inequality of income and wealth but a second barrier, he suggests, is family size. On this point he says:

> The larger the family the more difficult it becomes for parents to keep their children in school, or to make choices about which of their children should remain in school as far as University if that should be a realistic choice for them.[51]

COMMUNITY-OF-RESIDENCE

Sociological literature is replete with studies conducted on the relationship between community-of-residence and occupational and educational decision-making. The urban-rural dichotomy and its significance with respect to vocational and educational aspirations of farm, small-town and city boys was researched by Burchinal. He hypothesized that a negative correlation would exist between farm residence and the educational and occupational

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[50] Richard A. Rehberg and David L. Westby, "Parental Encouragement, Occupation, Education and Family Size: Artifactual or Independent Determinants of Adolescent Educational Expectations," Social Forces 45, pp. 362-374.

[51] John Porter, The Vertical Mosaic: An Analysis of Social Class and Power in Canada (Toronto: University of Toronto Press, 1965), p. 168.

aspirations of high school boys. The hypothesis that farm residency would be negatively related to occupational aspiration, at least aspiration to high prestige occupations, was supported. Boys living on farms, whether they planned to enter farming or not, aspired to lower level occupations and had reduced educational aspirations.[52]

Brown indicates that:

> Grigg and Middleton (1960) tried to determine if size of community influences vocational choice when both father's occupation and intelligence are controlled.
>
> Data were collected from 33,500 white students in the state of Florida in conjunction with the statewide testing program. In the analysis of the data, five sizes of community classifications were utilized: under 2,500; 2,500 to 10,000; 10,000 to 50,000; 50,000 to 250,000; and 250,000 and over. Five classifications of father's occupations were also utilized: professional, other white collar, skilled, semi-skilled and unskilled and agricultural. In the analysis of the data, the impact of intelligence and father's occupation upon aspirations were parceled out. The results support the hypothesis that, for boys, there exists a positive relationship between size of community and level of occupational aspirations.[53]

Whereas size-of-residence does appear to be a factor in lowered occupational aspirations for boys, the same does not hold true for girls. Brown reports that studies

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[52]L.G. Burchinal, "Differences in Educational and Occupational Aspirations of Farm, Small-town, and City Boys," Rural Sociology, Vol. 26, 1961, pp. 107-121.

[53]Duane Brown, Students' Vocational Choices: A Review and Critique, p. 20.

conducted by Middleton and Grigg (1959) and Grigg and Middleton (1960) found no difference between the occupational aspirations of girls from small communities and of girls from communities of other sizes.[54] Supporting evidence for the Grigg and Middleton studies was gathered by Sewell and Orenstein in 1965. They found that for girls occupational ambitions were not related to community-of-residence, even when intelligence and socio-economic status were considered. Occupational alternatives for girls in rural communities are severely limited and as Sewell and Orenstein suggest: "There the job restrictions generally encountered by women force them to consider essentially the same limited set of occupational alternatives as urban girls--mainly teaching school, nursing, social work, and a few other lower-status professions and white-collar jobs."[55] This finding, as Sewell and Orenstein indicate, supports the hypothesis forwarded by Lipset that the "occupational structure of a community, to the extent that it is inferable from community size, is related to the occupational aspirations of youth."[56] As well, Lipset

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[54] Ibid., p. 20.

[55] W.H. Sewell and A.M. Orenstein, "Community of Residence and Occupational Choice," The American Journal of Sociology, 1965, 70, pp. 551-563.

[56] Seymour M. Lipset, "Social Mobility and Urbanization," Rural Sociology, XX (September - December, 1955), pp. 220-228.

argues that rural residence is associated with lower levels of educational and occupational aspirations because of the general lack of educational facilities and occupational differentiation, thus restricting the range of occupational goals for youth.[57]

Breton suggests that vocational indecision is related to the size of the community of residence:

> The larger the community of residence, the greater the likelihood of high educational intentions. This relationship is stronger among boys than girls, and it maintains itself when mental rank, socio-economic origin, and language are successively controlled.[58]

Whyte suggested that rural youths have little chance to select a reference group with high-status characteristics because of the small number of high-status occupations and the limited range of peer group associates with high aspirations.[59]

Hathaway, Beegle and Bryant conclude that rural-farm (and, to a lesser degree, rural-nonfarm males) are under-represented in those occupational groups requiring higher educational qualifications, especially when

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[57] Ibid., p. 222.

[58] Raymond Breton, Social and Academic Factors in the Career Decisions of Canadian Youth, p. 164.

[59] D.R. Whyte, "Social Determinants of Inter-Community Mobility: An Inventory of Findings," Canadian Review of Sociology and Anthropology, 4, February, pp. 1-24.

compared to the urban residential group.[60] Featherman, as well, indicates that "men with farm or rural rearing have an educational handicap to their occupational and economic careers which men of urban backgrounds do not suffer."[61]

Boyle in a survey of 1,701 high school girls in Western Canada (Ontario, Manitoba, Saskatchewan, Alberta and British Columbia) to determine the effects of community of residence on college plans showed that:

> Residents of cities more frequently planned to attend college than did residents of smaller communities, but except for cities, distinction of community size showed no relation to college plans.[62]

Although size of community has been demonstrated to have an effect on educational and college plans of students it appears that boys are more effected by community orientation than girls.

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[60] Dale E. Hathaway, J. Allan Beegle and W. Keith Bryant, People of Rural America: A 1960 Census Monograph, Washington, D.C.: U.S. Government Printing Office.

[61] David L. Featherman, "Residential Background and Socio-economic Achievement in Metropolitan Stratification Systems," Rural Sociology, Vol. 36, No. 2, June, 1971, pp. 107-124.

[62] Richard P. Boyle, "Community Influence on College Aspirations: An Empirical Evaluation of Explanatory Factors," Rural Sociology, Vol. 31, No. 3, September, 1966, pp. 276-292.

CHAPTER III

THE DESIGN OF THE STUDY

This chapter presents a description of the design of the study and includes information about the sample, selected variables, the instrument, the method of data collection and the statistical procedures used to analyze the data.

THE SAMPLE

The study is based on information gathered from 7,008 respondents who completed the questionnaire, "Career Decisions of Newfoundland Youth." These respondents were grade eleven students throughout the province of Newfoundland and Labrador during the school year 1973-74. The total population of grade eleven pupils for the school year 1973-74 was 7,632 of which 92 per cent completed the questionnaire. Of the respondents, 48.6 per cent were males and 51.4 per cent were females.

Approximately 8 per cent of the total population of grade eleven students failed to return the questionnaire. The writer can only speculate as to why these students did not participate in the survey. Student absenteeism at the time the questionnaire was administered

would no doubt account for a certain percentage of the non-response.

However, with the response rate as high as it is, the author doubts that the analysis provided will be seriously impaired by biases introduced through non-response.

THE INSTRUMENT

The instrument used to gather data for this study was that used by the Committee on Enrollment 1973-74, namely, a questionnaire entitled, "Career Decisions of Newfoundland Youth." However, only a sub-section of the questions used in that questionnaire is analyzed in this study.

Specifically, the questions from the questionnaire, "Career Decisions of Newfoundland Youth," upon which this study is based are:

10. How much do you know about the courses of study available at each of the various post-secondary schools in the province?

11. How much do you know about the costs involved in attending each of the various post-secondary schools in the province?

12. How much do you know about the entrance requirements of each of the various post-secondary schools in the province?

Students' responses to the particular questions asked were indicated by values ranging from 1 to 5. The

numeral 1 indicated that a student knew 'nothing' about the various questions asked, whereas, at the other end of the continuum, an indication of 5 meant that a student knew 'very much' or 'a lot' about the particular question asked. The in-between ranges, that is, 2, 3 and 4, represented 'little', 'fair amount', and 'much', respectively.[1]

SELECTED VARIABLES

The selected variables that will receive most attention in this study are, for the most part, socio-economic in nature; such variables as mother's and father's education, mother's and father's occupation, size of family, community-of-residence, and sex of the pupil is thought to be related to how pupils formulate opinions about post-secondary institutions. Reliance upon socio-economic variables to explain school achievement has received sociological attention within the last few years. Coleman, in his controversial report, indicates the desirability of dealing with socio-economic variables as sources of information that will explain achievement or lack of achievement experienced by pupils rather than relying upon educational variables to explain such

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[1] Llewellyn Parsons, "Career Decisions of Newfoundland Youth." Report No. 3 of the Committee on 1973 Enrollment, May, 1974, Memorial University of Newfoundland, 1974. (Appendix A).

achievement. Coleman suggests that "the effects of school staff and facilities on achievement do not seem large for either blacks or whites, at least when the characteristics are compared to the effects of family background."[2] As well, Jencks reasons that 50 per cent of educational attainment can be attributed to family background.[3] Generalizing to the Newfoundland scene, it is perhaps not too presumptious to suggest that educational variables have less effect on determining how pupils formulate opinions about post-secondary schools than socio-economic variables.

TREATMENT OF DATA

Pupils' perceptions as they are related to courses of study, costs of attendance and entrance requirements of each of the various post-secondary schools in the province of Newfoundland are cross-tabulated with a number of selected variables, namely, father's and mother's education, father's and mother's occupation, sex of the pupil, region of Newfoundland and size of the family.

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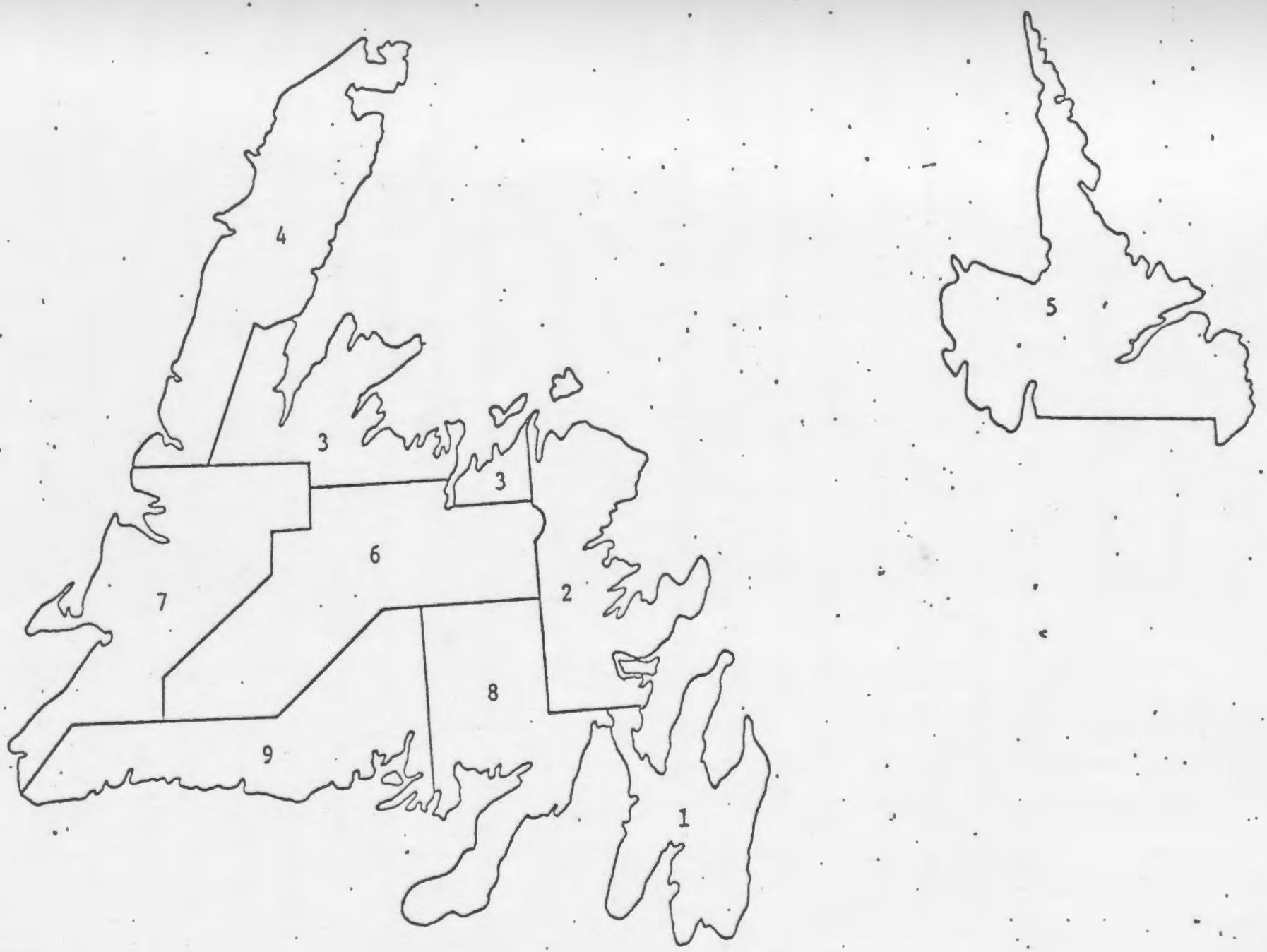
[2]David Armor, "School and Family Effects on Black and White Achievement: A Re-examination of the USOE Data," as reported in, On Equality of Educational Opportunity (eds.) Frederick Mosteller and Daniel P. Moynihan (New York: Random House, 1972), p. 168.

[3]Christopher Jencks, Inequality - A Reassessment of the Effect of Family and Schooling in America (New York: Harpher and Rowe, Publishers, 1972), p. 143.

Processed data are organized in contingency tables for interpretation and presentation. Percentage distributions and chi square test of significance are used as statistical procedures to accept or reject the hypotheses of this study.

To compare students' perceived knowledge on a regional basis the province of Newfoundland was divided into nine regions as shown on the map on page 43.

The Nine Regions of the Province of Newfoundland and Labrador



1. Avalon
2. East
3. North East
4. Northern Peninsula
5. Labrador
6. Central
7. West Coast
8. Burin Peninsual
9. South-West Coast

CHAPTER IV

ANALYSIS OF THE DATA

In order to examine the hypotheses stated in Chapter I of this study relevant data will be presented in this chapter for analysis. This data was made available by Dr. L. Parsons, Chairman of the Committee on 1973 Enrollment, and was obtained by a questionnaire entitled "Career Decisions of Newfoundland Youth," (Appendix). The 7,008 respondents to this questionnaire were grade eleven pupils in the province of Newfoundland during the school year 1973-74.

METHOD OF DATA PRESENTATION

Data analysis concerned with the first objective of this study, namely, to determine how much information pupils think they know about the various post-secondary schools in the province of Newfoundland is presented in Section I. Tables I, II and III are included as part of this analysis.

In addition, data analysis relevant to the second objective of this study is presented in the form of contingency tables in Section II and examines a series of cross-tabulations between the dependent variable, i.e. perceived knowledge of post-secondary schools and a number

of independent variables, namely, socio-economic status of the family, sex of the pupil, size of the family, and region of Newfoundland in which the pupil lives. These variables were hypothesized to have an effect upon the perceived knowledge of pupils respecting the costs required to attend post-secondary schools in Newfoundland, the courses of study offered at such schools, and the entrance requirements for admittance to each post-secondary school in the province.

Row percentage distributions and a chi-square test of significance are used as statistical procedures to accept or reject the hypotheses of this study. Column percentages are used only if they can add to the clarity of the analysis. The rejection level of significance for each hypothesis is $P > .0001$.

SECTION I

Tables I, II and III are included in this analysis. to provide answers to the first objective of this study, i.e. to determine how much information grade eleven students think they know about the post-secondary institutions in the province of Newfoundland.

The tables show that a higher percentage of students perceive they know very little about the courses of study, costs of attending and entrance requirements of the various post-secondary schools than students who perceive they know

TABLE I

STUDENTS' PERCEPTIONS OF KNOWLEDGE OF COURSES OF STUDY OFFERED BY NEWFOUNDLAND POST-SECONDARY INSTITUTIONS

School	Mean Score	Nothing I	Little II	Some III	Much IV	A Lot V
			(Per cent)			
Memorial University	2.4	26.7	28.5	24.2	13.3	7.3
College of Trades and Technology	2.1	35.8	31.1	22.1	6.9	4.1
Vocational Schools	2.4	29.8	23.7	23.9	12.9	9.8
Schools of Nursing	1.7	60.4	18.7	10.0	6.0	5.0
College of Fisheries	1.7	54.4	27.7	13.0	3.0	1.0

TABLE II

STUDENTS' PERCEPTIONS OF KNOWLEDGE OF THE COSTS OF ATTENDING NEWFOUNDLAND POST-SECONDARY INSTITUTIONS

School	Mean Score	Nothing I	Little II	Some III	Much IV	A Lot V
			(Per cent)			
Memorial University	2.6	31.7	20.2	18.3	15.1	14.7
College of Trades and Technology	1.8	57.2	19.1	11.6	6.3	5.7
Vocational Schools	2.2	44.9	19.5	15.7	10.0	9.8
Schools of Nursing	1.7	68.2	13.0	7.9	5.5	5.5
College of Fisheries	1.5	71.6	15.0	7.6	3.2	2.6

TABLE III

STUDENTS' PERCEPTIONS OF KNOWLEDGE OF ENTRANCE REQUIREMENTS FOR NEWFOUNDLAND POST-SECONDARY INSTITUTIONS

School	Mean Score	Nothing I	Little II	Some III	Much IV	A Lot V
			(Per cent)			
Memorial University	2.7	26.3	21.3	20.4	15.5	16.5
College of Trades and Technology	2.2	44.0	22.2	15.6	10.3	7.9
Vocational Schools	2.4	36.3	19.7	18.4	13.5	12.1
Schools of Nursing	1.9	59.1	14.8	10.3	8.0	7.8
College of Fisheries	1.7	59.7	20.0	11.0	5.6	3.8

a great deal about such schools. Students perceived that they knew more about Memorial University and vocational schools than other post-secondary institutions. The majority of students perceived that they knew 'nothing' or 'a little' about the costs, entrance requirements and courses of study at each of the post-secondary schools. Only a small percentage of the pupulation of students perceived the knew 'a lot' for each of the schools.

Summary

It appears that a higher percentage of pupils perceived that they knew 'nothing' or 'very little' concerning the courses of study, costs of attending and entrance requirements for the majority of post-secondary schools in Newfoundland than did pupils who perceived that they knew 'a lot' about such schools.

SECTION II

A. FATHERS' EDUCATION AND PERCEIVED KNOWLEDGE OF POST-SECONDARY INSTITUTIONS

It was hypothesized that fathers' education would be related to students' perceived knowledge of post-secondary institutions.

Table IV shows that a higher percentage of pupils perceived they knew nothing about the courses of study at the College of Trades and Technology than those who

TABLE IV

FATHERS' EDUCATION AND PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT COLLEGE OF TRADES AND TECHNOLOGY

Fathers' Education	Perceived knowledge of courses of study at the College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or less	45.3	27.1	19.2	5.2	3.3	34.0
Grade Seven to Grade Ten	37.2	31.5	20.7	6.8	3.8	38.1
Grade Eleven or More	32.2	31.2	23.8	7.8	4.9	27.9
Column Total:	2370	1839	1295	401	241	
	38.6	29.9	21.1	6.5	3.9	100.0

Chi Square = 78.88 (8 d.f.) P <.0001 Contingency Coefficient = .11

(It should be pointed out to the reader that column percentages are referred to from time to time that do not appear in the Table under discussion. Where this is the case the author has shown in the script what these percentages are. Tables of column percentage were provided in the analysis of data but have been omitted to avoid cluttering.)

perceived they knew a lot about such courses. This effect was noted on all three educational categories. Approximately 70 per cent of the pupils indicated that they knew very little about the courses of study at this college regardless of father's education. However, a lower percentage of pupils whose father's education was grade eleven or more (32.2%) indicated they knew 'nothing' about the courses of study at the College of Trades and Technology.

Table V shows that a higher percentage of pupils perceived they knew nothing about the courses of study at vocational schools than did pupils who perceived they knew a lot about such courses. There was a tendency for pupils with well educated fathers to report that they perceived they knew less about the courses of study at vocational schools than did pupils with poorly educated fathers. Only 7.4 per cent of the pupils who had fathers with grade eleven education or better perceived they knew 'a lot' about the courses of study at vocational schools as compared with 10.7 and 9.3 per cent for pupils who had fathers with grade seven to grade ten and with grade six or less, respectively. It appears that the higher the father's level of education the less pupils perceived they knew about the courses of study at such schools.

Table VI shows that pupils whose fathers had grade eleven or more perceived that they knew more about the

TABLE V

FATHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT VOCATIONAL SCHOOLS

Fathers' Education	Perceived knowledge of courses of study at Vocational Schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	29.1	24.9	23.6	13.2	9.3	34.0
Grade Seven to Grade Ten	30.5	21.7	24.2	12.9	10.7	38.1
Grade Eleven or More	39.4	22.2	20.1	10.9	7.4	27.9
Column Total:	1998	1410	1403	764	571	
	32.5	22.9	22.8	12.4	9.3	100.0

Chi Square = 64.85 (8 d.f.) P < .0001 Contingency Coefficient = .10

TABLE VI

FATHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT MEMORIAL UNIVERSITY

Fathers' Education	Perceived knowledge of courses of study at Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	36.7	29.1	20.3	9.4	4.5	34.0
Grade Seven to Grade Ten	31.8	28.5	21.8	11.6	6.4	38.1
Grade Eleven or More	21.5	23.0	27.3	17.5	10.7	27.9
Column Total:	1880	1668	1402	768	428	6146
	30.6	27.1	22.8	12.5	7.0	100.0

Chi Square = 215.80 (8 d.f.) P < .0001 Contingency Coefficient = .18

courses of study at Memorial University than did pupils who had fathers with a lower level of education. Approximately 11 per cent of the pupils who had fathers with grade eleven or more education perceived that they knew 'a lot' about the courses of study at Memorial. Only 5 per cent of the pupils who had fathers with grade six or less perceived that they knew 'a lot'. As well, pupils who had fathers with an education level of grade seven to grade ten perceived that they knew less on all categories than did pupils who had fathers with an educational level of grade eleven or more.

Table VII shows that the higher the educational level of the father the less pupils perceived they knew about the costs of attending vocational schools. In addition, a greater percentage of pupils perceived they knew very little about the costs of attending vocational schools. This effect was noted in all three educational categories. However, a greater percentage of pupils perceived they knew more about the costs of attending vocational schools when their father's education was below grade ten level then did those pupils whose father's level of education was grade eleven or more.

Table VIII indicates that when the educational levels of the fathers are considered the majority of pupils in each level perceived they knew very little

TABLE VII

FATHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING VOCATIONAL SCHOOLS

Fathers' Education	Perceived knowledge of costs of attending Vocational Schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	41.0	20.2	16.7	11.4	10.7	34.0
Grade Seven to Grade Ten	43.9	19.6	16.0	10.1	10.4	38.1
Grade Eleven or More	54.5	17.2	13.1	7.2	7.9	27.9
Column Total	2819	1177	948	599	603	6146
	45.9	19.2	15.4	9.7	9.8	100.0

Chi Square = 80.75 (8 d.f.) P < .0001 Contingency Coefficient = .11

TABLE VIII

FATHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING MEMORIAL UNIVERSITY

Fathers' Education	Perceived knowledge of costs of attending Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	38.0	20.7	16.0	13.3	12.1	34.0
Grade Seven to Grade Ten	36.0	19.0	18.3	14.2	12.5	38.1
Grade Eleven or More	25.5	18.7	19.2	17.0	19.6	27.9
Column Total:	2074	1199	1092	901	880	6146
	33.7	19.5	17.8	14.7	14.3	100.0

Chi Square = 113.64 (8 d.f.) P < .0001 Contingency Coefficient = .13

about the costs of attending Memorial University. In addition, it appears that the higher the educational level of the father the greater the percentage of pupils who perceived they knew more about the costs of attending Memorial University. Twenty per cent of those pupils who had fathers with grade eleven or more indicated they knew 'a lot' about the costs involved in attending Memorial as compared with 12 per cent of the pupils who had fathers with education of grade six or less and indicated they knew 'a lot'.

Table IX shows that a higher percentage of pupils perceived that they knew nothing about the entrance requirements at the College of Trades and Technology than did those who perceived they knew a significant amount. Combining percentage columns for values I and II we find that 67 per cent of the pupils indicated they knew 'nothing' or 'a little' about such courses as compared with 23 per cent who indicated they knew a 'fair amount' to 'a lot'. As well, there was a greater tendency for pupils who had parents with grade eleven or more to indicate that they knew more about the courses of study at the College of Trades and Technology than for those students who had fathers with grade ten education or less.

Table X indicates that the higher the educational level of the father the less pupils perceived they knew

TABLE IX

FATHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT THE COLLEGE OF TRADES AND TECHNOLOGY

Fathers' Education	Perceived knowledge of entrance requirements at the College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	50.4	21.7	13.5	7.8	6.6	34.0
Grade Seven to Grade Ten	45.8	22.0	15.1	10.1	7.0	38.1
Grade Eleven or More	39.9	21.0	17.7	12.2	9.2	27.9
Column Total:	2809	1329	939	609	460	6146
	45.7	21.6	15.3	9.9	7.5	100.0

Chi Square = 62.79 (8 d.f.) P < .0001 Contingency Coefficient = .10

TABLE X

FATHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT VOCATIONAL SCHOOLS

Fathers' Education	Perceived entrance requirements at the Newfoundland Vocational Schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	32.8	20.9	20.1	13.6	12.5	34.0
Grade Seven to Grade Ten	37.3	19.7	16.2	14.5	12.3	38.1
Grade Eleven or More	44.8	16.9	17.2	11.3	9.8	27.9
Column Total:	2329	1187	1095	817	718	6146
	37.9	19.3	17.8	13.3	11.7	100.0

Chi Square = 69.13 (8 d.f.) P <.0001 Contingency Coefficiency = .10

about the entrance requirements at Newfoundland district vocational schools. A higher percentage of pupils whose fathers' educational level was grade six or less indicated they knew more about the entrance requirements at vocational schools than did those pupils whose fathers' education was grade eleven or more.

Table XI shows that the higher the educational level of the father the more students perceive they know about the entrance requirements at Memorial University. Students whose fathers' education was grade eleven or more indicated that they knew more about the entrance requirements at Memorial University than those students whose fathers' education was grade six or less.

Of all those students who indicated they knew 'a lot' 41 per cent had fathers whose education was grade eleven or more as compared with 27 per cent of those students who indicated they knew 'a lot' but whose fathers' education was grade six or less.

Summary

The hypothesis that educational level of the father would be related to pupils' perceived knowledge of post-secondary schools in Newfoundland was upheld. It was discovered that the relationship between fathers' education and students' perceptions of knowledge of post-secondary institutions was statistically significant.

TABLE XI

FATHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT MEMORIAL UNIVERSITY

Fathers' Education	Perceived knowledge of entrance requirements at Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	33.8	22.0	19.1	12.4	12.6	34.0
Grade Seven to Grade Ten	30.4	22.3	19.4	14.5	13.4	38.1
Grade Eleven or More	21.0	17.0	20.0	18.5	23.5	27.9
Column Total:	1780	1274	1195	918	979	6146
	29.0	20.7	19.4	14.9	15.9	100.0

Chi Square = 180.83 (8 d.f.) P < .0001 Contingency Coefficiency = .16

the higher the educational level of the father the more information pupils perceived they possessed about the costs, courses of study, and entrance requirements at Memorial University and the College of Trades and Technology. However, this effect was in the opposite direction for the vocational schools in the province. The higher the educational level of the father the less information pupils perceived they knew about costs, entrance requirements and courses of study at Newfoundland vocational schools.

B. MOTHERS' EDUCATION AND PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT THE COLLEGE OF TRADES AND TECHNOLOGY

It was hypothesized that the educational level of the mother would be related to pupils' perceived knowledge of post-secondary institutions in Newfoundland.

Table XII shows that a higher percentage of pupils perceived that they knew nothing or very little about the courses of study at the College of Trades and Technology than did those pupils who perceived they knew much or a lot about such courses. Of those pupils who had mothers with grade eleven or more education a higher percentage indicated that they knew more about the courses of study than did those who had mothers with a lower educational level.

TABLE XII

MOTHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT THE COLLEGE OF TRADES AND TECHNOLOGY

Mothers' Education	Perceived knowledge of courses of study at the College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	46.3	28.7	16.1	5.3	3.6	21.1
Grade Seven to Grade Ten	39.1	30.5	21.0	6.1	3.3	46.9
Grade Eleven or More	32.3	31.0	24.3	7.8	4.6	32.0
Column Total:	2424	1908	1325	407	240	6304
	38.5	30.3	21.0	6.5	3.8	100.0

Chi Square = 83.04 (8 d.f.) P <.0001 Contingency Coefficient = .11

Of all those pupils who indicated they knew 'a lot' approximately 40 per cent had mothers with an educational level of grade eleven or more as compared with 20 per cent of the pupils who indicated they knew 'a lot' but had mothers whose educational level was grade six or less.

Table XIII indicates that pupils perceived they knew more about the courses of study at Newfoundland vocational schools when their mothers' education was below grade ten than when their mothers' level of education was grade eleven or more.

Of all the students who indicated they knew 'nothing' about such courses 29 per cent had mothers whose educational level was grade six or less compared with 39 per cent of those pupils who indicated they knew nothing but had mothers whose educational attainment was grade eleven or more.

It appears that the higher the educational level of the mother the more pupils perceive they know about the courses of study at the vocational schools in Newfoundland.

Table XIV clearly shows that the higher the education level of the mother the more students perceived they knew about the courses of study at Memorial University. A greater percentage of pupils from all educational categories of mothers' education indicated

TABLE XIII

MOTHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT VOCATIONAL SCHOOLS

Mothers' Education	Perceived knowledge of courses of study at Vocational Schools in Newfoundland					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six of Less	28.9	25.3	23.6	12.5	9.8	21.1
Grade Seven to Grade Ten	29.9	22.7	23.1	13.8	10.5	46.9
Grade Eleven or More	38.9	21.0	22.2	10.2	7.7	32.0
Column Total	2051	1433	1445	780	595	6304
	32.5	22.7	22.9	12.4	9.4	100.0

Chi Square = 66.34 (8 d.f.) P < .0001 Contingency Coefficient = .10

TABLE XIV

MOTHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT MEMORIAL UNIVERSITY

Mothers' Education	Perceived knowledge of courses of study at Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	37.9	29.0	19.3	9.3	4.5	21.1
Grade Seven to Grade Ten	32.5	28.0	22.0	11.4	6.1	46.9
Grade Eleven or More	23.0	24.7	26.1	16.7	9.5	32.0
Column Total:	1931	1713	1433	797	430	6304
	30.6	27.2	22.7	12.6	6.8	100.0

Chi Square = 164.88 (8 d.f.) P < .0001 Contingency Coefficient = .16

they knew 'nothing' or 'very little' as compared with those pupils who indicated they knew 'a lot'. Nevertheless, of all those students who indicated they knew 'a lot' about such courses, 14 per cent had mothers whose formal education was grade six or less as compared with 44 per cent who indicated they knew 'a lot' but had mothers whose formal education was grade eleven or more.

Table XV indicates that a higher percentage of pupils perceived that they knew 'nothing' about costs of attending College of Trades and Technology than those students who perceived they knew 'a lot'. Seventy-seven per cent of the students answering the questionnaire indicated they knew 'nothing' or 'a little' about such costs. However, a higher percentage of students indicated they knew more when their mothers' education was grade eleven or more. Of all those students who indicated they knew 'a lot' 18 per cent had mothers with formal education of grade six or less as compared with 39 per cent of the pupils who indicated they knew 'a lot' but had mothers whose education was grade eleven or more.

As can be seen from Table XVI the higher the educational level of the mother the less pupils perceive they know about the costs of attending vocational schools. In addition the majority of respondents indicated they knew 'nothing' or 'a little' regardless of the educational

TABLE XV

MOTHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING COLLEGE OF TRADES AND TECHNOLOGY

Mothers' Education	Perceived knowledge of costs of attending College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	61.6	19.1	10.6	4.0	4.7	21.1
Grade Seven to Grade Ten	59.1	18.3	11.1	6.4	5.1	46.9
Grade Eleven or More	54.6	19.4	12.1	7.1	6.7	32.0
Column Total:	3669	1186	714	386	349	6304
	58.2	18.8	11.3	6.1	5.5	100.0

Chi Square = 31.51 (8 d.f.) P < .0001 Contingency Coefficient = .14

TABLE XVI

MOTHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING VOCATIONAL SCHOOLS

Mothers' Education	Perceived knowledge of costs of attending Vocational Schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	40.5	22.9	16.5	9.8	10.4	21.1
Grade Seven to Grade Ten	42.3	19.2	16.3	11.2	11.0	46.9
Grade Eleven or More	54.7	16.4	13.5	7.9	7.5	32.0
Column Total:	2892	1202	975	621	614	6304
	45.9	19.1	15.5	9.9	9.7	100.0

Chi Square = 104.70 (8 d.f.) P < .0001 Contingency Coefficient = .13

category in which their mother was placed.

Table XVII indicates that the higher the educational level of the mother the more pupils perceived they knew about the costs of attending Memorial University. Forty per cent of those pupils whose mother's educational level was grade six or less indicated they knew 'nothing' about such costs as compared with 26 per cent who indicated they knew 'nothing' but whose mother's education was grade eleven or more. In addition, 43 per cent of all those pupils who indicated they knew 'a lot' had mothers whose educational level was grade eleven or more as compared with 15 per cent of all those pupils who indicated they knew 'a lot' but had mothers whose formal education was grade six or less. Clearly, mother's education is related to how much pupils perceive they know about the costs of attending Memorial University of Newfoundland.

Mother's education is not related to how much pupils perceive they know about the costs of attending nursing schools and College of Fisheries in Newfoundland.

Table XVIII shows that mother's education is related to students' perceived knowledge of entrance requirements to the College of Trades and Technology. The higher the educational level of the mother the more pupils perceive they know about the entrance requirements

TABLE XVII

MOTHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING MEMORIAL UNIVERSITY

Mothers' Education	Perceived knowledge of costs of attending Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per Cent)					
Grade Six or Less	40.1	22.5	16.9	10.4	10.1	21.1
Grade Seven to Grade Ten	36.3	19.0	17.2	14.8	12.7	46.9
Grade Eleven or More	26.4	17.9	19.5	17.1	19.2	32.0
Column Total	2140	1222	1126	919	897	6304
	33.9	19.4	17.9	14.6	14.2	100.0

Chi Square = 146.98 (8 d.f.) P < .0001 Contingency Coefficient = .15

TABLE XVIII

MOTHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT THE COLLEGE OF TRADES AND TECHNOLOGY

Mothers' Education	Perceived knowledge of entrance requirements at the College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	51.9	21.2	13.0	7.1	6.8	21.1
Grade Seven to Grade Ten	47.6	21.7	14.7	9.5	6.5	46.9
Grade Eleven or More	38.8	22.3	17.2	12.1	9.6	32.0
Column Total:	2881	1374	954	618	477	6304
	45.7	21.8	15.1	9.8	7.6	100.0

Chi Square = 82.73 (8 d.f.) P < .0001 Contingency Coefficient = .11

at this College. Fifty-two per cent of the respondents whose mother's formal schooling was grade six or less indicated they know 'nothing' about such requirements as compared with 39 per cent who indicated they know nothing when mother's education was grade eleven or more.

Table XIX shows that the higher the educational attainment of the mother the lower the amount of information pupils perceived they possessed about entrance requirements at Newfoundland's vocational schools. A higher percentage of pupils indicated they knew more about such entrance requirements when mother's education was grade six or less than did those pupils whose mother's education was grade eleven or more. Of all those students who indicated they knew 'nothing' 19 per cent had mothers whose educational level was grade six or less as compared with 37 per cent of the pupils who indicated they knew 'nothing' but had mothers whose educational level was grade eleven or more. It appears that students who have mothers with an educational level of grade ten or less know more about entrance requirements at vocational schools than pupils who have mothers with an educational level of grade eleven or more.

Table XX shows that the higher the educational level of the mother the greater the amount of knowledge pupils perceive they know about the entrance requirements

TABLE XIX

MOTHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS OF VOCATIONAL SCHOOLS

Mothers' Education	Perceived knowledge of entrance requirements at Vocational Schools in Newfoundland					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	34.3	22.8	18.5	12.3	12.1	21.1
Grade Seven to Grade Ten	35.3	18.5	18.5	14.4	13.3	46.9
Grade Eleven or More	44.2	17.5	16.4	12.0	9.9	32.0
Column Total:	2391	1204	1124	832	753	6304
	37.9	19.1	17.8	13.2	11.9	100.0

Chi Square = 65.42 (8 d.f.) P < .0001 Contingency Coefficient = .10

TABLE XX

MOTHERS' EDUCATION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT MEMORIAL UNIVERSITY

Mothers' Education	Perceived knowledge of entrance requirements at Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Grade Six or Less	37.2	23.9	17.5	11.3	10.1	21.1
Grade Seven to Grade Ten	31.5	21.1	19.5	13.6	14.3	46.9
Grade Eleven or More	20.0	17.7	20.9	19.3	22.1	32.0
Column Total:	1830	1300	1230	743	1001	6304
	29.0	20.6	19.5	15.0	15.9	100.0

Chi Square = 237.72 (8 d.f.) P < .0001 Contingency Coefficient = .19

at Memorial University of Newfoundland. When mothers' education was grade six or less 37 per cent indicated they knew 'nothing' about such requirements for entrance as compared with 20 per cent for those students who indicated they knew 'nothing' but whose mothers' education was grade eleven or more.

Mothers' education was not related to how much pupils perceived they possessed about entrance requirements to the College of Fisheries and nursing schools in Newfoundland.

Summary

The relationship between mothers' education and pupils' perceived knowledge of courses of study, costs of attending, and entrance requirements for College of Trades and Technology, vocational schools, and Memorial University was found to be statistically significant.

C. FATHERS' OCCUPATION AND PERCEIVED KNOWLEDGE OF POST-SECONDARY INSTITUTIONS

It was hypothesized that students' perceived knowledge of post-secondary institutions in the province of Newfoundland would be related to the occupational level of the father.

Table XXI suggests, to some degree at least, that students whose fathers were from the upper middle-class

TABLE XXI

FATHERS' OCCUPATION BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT COLLEGE OF TRADES AND TECHNOLOGY

Fathers' Occupation	Perceived knowledge of courses of study at College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Upper MC	33.0	32.1	23.5	8.0	3.3	20.3
Lower MC	35.0	29.3	23.1	8.2	4.3	21.2
Upper WC	37.1	30.6	20.7	7.2	4.4	24.1
Lower WC	44.6	28.9	18.0	4.9	3.6	33.8
Others	33.3	36.4	24.2	0.0	6.1	0.7
Column Total:	1930	1516	1052	341	196	5035
	38.3	30.1	20.9	6.8	3.9	100.0

Chi Square = 64.23 (16 d.f.) P <.0001 Contingency Coefficient = 0.11

perceived that they knew more about the courses of study at College of Trades and Technology than did pupils whose fathers were from the lower middle-class. However, this relationship is noted only on the first four categories. Students who had fathers from the upper middle-class and upper working class differed only slightly in their perceived knowledge of the courses of study at College of Trades and Technology.

Table XXII shows that students who had fathers from the upper working-class and lower working-class less frequently responded they knew 'nothing' and more frequently responded they knew 'a lot' than did pupils whose fathers were from the upper middle-class and lower middle-class.

Table XXIII shows clearly that fathers' occupation is related to how much knowledge students perceive they know about the courses of study at Memorial University. Students who had upper middle-class and lower middle-class fathers perceived they knew more about the courses of study at Memorial University than did students who had fathers from the upper working and lower working-class. Of all those students who indicated they knew 'nothing', 14 per cent had upper middle-class fathers as compared with 41 per cent of the pupils who indicated they knew 'nothing' but had lower working-class fathers.

TABLE XXII

FATHERS' OCCUPATION BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT VOCATIONAL SCHOOLS

Fathers' Occupation	Perceived knowledge of courses of study at Newfoundland Vocational Schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Upper MC	38.2	23.4	19.2	11.3	7.9	20.3
Lower MC	38.6	20.1	22.4	11.6	7.3	21.2
Upper WC	30.2	21.6	23.2	13.9	11.0	24.1
Lower WC	28.6	23.8	25.4	12.8	9.5	33.8
Others	24.2	30.3	24.2	15.2	6.1	.7
Column Total:	1663	1129	1157	630	456	5035
	33.0	22.4	23.0	12.5	9.1	100.0

Chi Square = 63.91 (16 d.f.) P < .0001 Contingency Coefficient = .11

TABLE XXIII

FATHERS' OCCUPATION BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT MEMORIAL UNIVERSITY

Fathers' Occupation	Perceived knowledge of courses of study at Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(per cent)					
Upper MC	20.8	23.6	27.6	17.1	10.9	20.3
Lower MC	26.1	27.7	24.6	15.3	6.2	21.2
Upper WC	32.7	26.3	21.3	12.9	6.8	24.1
Lower WC	36.4	30.6	19.9	8.5	4.6	33.8
Others	42.4	15.2	18.2	18.2	6.1	.7
Column Total:	1521	1381	1148	645	340	5035
	30.2	27.4	22.8	12.8	6.8	100.0

Chi Square = 178.73 (16 d.f.) P <.0001 Contingency Coefficient = .18

Table XXIV shows that regardless of social class the majority of students perceive that they know 'nothing' or very 'little' about the costs of attending vocational schools. Of all the students who answered the questionnaire, 65 per cent indicated they knew 'nothing' or a 'little' about such costs. However, pupils who had upper working-class and lower working-class fathers perceived that they knew more about the costs of attending vocational schools than did those pupils who had parents from the upper and lower middle-class. As well, of all those students who perceived they knew 'a lot' 36 per cent had lower working-class parents as compared with 13 per cent who indicated they knew 'a lot' but had fathers from the upper middle-class.

Table XXV shows that students whose fathers are from the higher social classes indicate that they know more about the costs of attending Memorial University than pupils whose fathers held working-class occupations. A higher percentage of pupils (40.6%) who had fathers from the lower working-class perceived they knew 'nothing' about the costs of attending Memorial University as compared with 25.1 per cent of those students who had upper middle-class fathers and indicated they knew 'nothing'. Although the degree of spread between percentage points was not as great on the other values, nevertheless, the

TABLE XXIV

FATHERS' OCCUPATION BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING VOCATIONAL SCHOOLS

Fathers' Occupation	Perceived knowledge of costs of attending Vocational Schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Upper MC	55.0	17.2	12.7	8.7	6.3	20.3
Lower MC	51.1	18.0	13.6	8.5	8.8	21.2
Upper WC	43.5	17.9	15.6	10.4	12.7	24.1
Lower WC	40.6	21.0	16.3	11.6	10.5	33.8
Others	39.4	21.2	18.2	12.1	9.1	.7
Column Total:	2339	949	747	507	493	5035
	46.5	18.8	14.8	10.1	9.8	100.0

Chi Square = 83.81 (16 d.f.) P < .0001 Contingency Coefficient = .12

TABLE XXV

FATHERS' OCCUPATION BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING MEMORIAL UNIVERSITY

Fathers' Occupation	Perceived knowledge of costs of attending Memorial University					
	Nothing I	Little II	Fair Amoung III	Much IV	A Lot V	Total
	(Per cent)					
Upper MC	25.1	18.8	19.2	18.4	18.5	20.3
Lower MC	30.0	19.5	18.4	16.8	15.4	21.2
Upper WC	36.1	18.5	18.1	13.6	13.8	24.1
Lower WC	40.6	21.4	15.4	12.1	10.6	33.8
Others	33.3	9.1	30.3	12.1	15.2	.7
Column Total:	1715	990	883	741	706	5035
	34.1	19.7	17.5	14.7	14.0	100.0

Chi Square = 119.59 (16 d.f.) P < .0001 Contingency Coefficient = .15

pattern of students of upper working-class and lower working-class fathers knowing less than pupils from upper-class fathers persisted.

Fathers' occupation was not related to students' perceived knowledge about costs of attending the College of Trades and Technology, costs of attending the College of Fisheries and costs of attending nursing school.

Table XXVI shows that a higher percentage of pupils perceived that they knew 'nothing' or a 'little' about the entrance requirements at the College of Trades and Technology than those that perceived they knew 'much' or 'a lot' about such entrance requirements regardless of fathers' occupational status. However, with few exceptions, a higher percentage of pupils from upper and lower middle-class fathers perceived that they knew more about such entrance requirements than did pupils who had upper and lower working-class fathers. As well, of all those pupils who indicated they knew 'nothing' about the entrance requirements, over half or 52 per cent had lower working-class fathers.

Table XXVII shows that pupils who have fathers of low occupational status perceive that they know more about entrance requirements at Newfoundland vocational schools than do pupils who have fathers from higher occupational backgrounds. Of all those pupils who

TABLE XXVI

FATHERS' OCCUPATION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT COLLEGE OF TRADES AND TECHNOLOGY

Fathers' Occupation	Perceived knowledge of entrance requirements at College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Upper MC	40.6	21.7	16.6	11.2	9.9	20.3
Lower MC	42.4	21.3	17.4	11.5	7.4	21.2
Upper WC	44.5	22.4	15.2	10.0	7.9	24.1
Lower WC	52.1	19.9	13.4	8.6	5.9	33.8
Others	45.5	18.2	18.2	12.1	6.1	0.7
Column Total:	2307	1066	774	509	379	5035
	45.8	21.2	15.4	10.1	7.5	100.0

Chi Square = 54.98 (16 d.f.) P < .0001 Contingency Coefficient = .10

TABLE XXVII

FATHERS' OCCUPATION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT VOCATIONAL SCHOOLS

Fathers' Occupation	Perceived knowledge of entrance requirements at Vocational Schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Upper MC	45.6	17.1	16.0	12.6	8.6	20.3
Lower MC	43.3	17.1	16.5	12.2	11.0	21.2
Upper WC	33.6	18.1	18.5	15.7	14.0	24.1
Lower WC	34.1	21.7	18.2	13.7	12.3	33.8
Others	24.2	12.1	33.3	12.1	18.2	.7
Column Total	1923	950	885	687	590	5035
	38.2	18.9	17.6	13.6	11.7	100.0

Chi Square = 80.226 (16 d.f.) P < .0001 Contingency Coefficient = 0.12

indicated they knew 'a lot', 35 per cent had lower working-class fathers, 29 per cent had upper working-class fathers as compared with 20 per cent who had lower middle-class fathers, and 15 per cent who had upper middle-class fathers.

Table XXVIII indicates that the occupational status of the father is related to how pupils formulate opinions about entrance requirements at Memorial University. Pupils whose fathers were upper middle-class or lower middle-class perceived that they knew more about the entrance requirements at Memorial University than did pupils who had upper or lower working-class fathers. Of all those students who indicated they knew 'nothing', 41.3 per cent of the pupils had lower working-class parents as compared with 20.1 per cent and 13.7 per cent of the pupils who indicated they knew 'nothing' but had lower working-class and upper working-class fathers respectively.

Summary

The relationship between the occupational level of the father and students' perceived knowledge of the courses of study at the College of Trades and Technology, vocational schools and Memorial University was found to be statistically significant.

Fathers' occupation as it relates to students' perceived knowledge of costs of attending vocational

TABLE XXVIII

FATHERS' OCCUPATION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT MEMORIAL UNIVERSITY

Fathers' Occupation	Perceived knowledge of entrance requirements at Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Upper MC	19.4	17.4	20.7	17.5	25.0	20.3
Lower MC	27.3	19.9	17.7	18.0	17.2	21.2
Upper WC	28.8	22.0	20.1	14.2	14.9	24.1
Lower WC	35.1	22.9	19.1	12.2	10.6	33.8
Others	30.3	18.2	15.2	9.1	27.3	.7
Column Total:	1446	1052	974	754	809	5035
	28.7	20.9	19.3	15.0	16.1	100.0

Chi Square = 176.12 (16 d.f.) P <.0001 Contingency Coefficient = 0.18

schools and Memorial University was found to be statistically significant.

The relationship bètween fathers' occupation and students' perceived knowledge of the entrance requirements at the College of Trades and Technology, Newfoundland vocational schools and Memorial University was also found to be statistically significant.

D. MOTHERS' OCCUPATION AND PERCEIVED KNOWLEDGE OF POST-SECONDARY INSTITUTIONS

The relationship between mothers' occupation and students' perceived knowledge of entrance requirements, costs of attending and courses of study at the various post-secondary schools was not statistically significant under the method of analyses employed throughout the study.

E. SEX AND PERCEIVED KNOWLEDGE OF POST-SECONDARY INSTITUTIONS

It was hypothesized in the opening chapter of this study that sex of the pupil would be related to students' perceived knowledge of the various post-secondary schools in Newfoundland.

Table XXIX shows that regardless of sex of the student the majority of respondents indicated that they

TABLE XXIX

SEX BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT COLLEGE OF TRADES AND TECHNOLOGY

Sex	Perceived knowledge of courses of study at College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Male	35.3	31.8	22.1	7.1	3.7	48.6
Female	42.2	27.6	20.2	6.0	4.0	51.4
Column Total:	2680	2048	1455	453	266	6902
	38.8	29.7	21.1	6.6	3.9	100.0

Chi Square = 37.53 (4 d.f.) P <.0001 Contingency Coefficient = 0.073

knew 'nothing' or a 'little' about the courses of study at the College of Trades and Technology. However, of the total students who indicated they knew 'nothing', 56 per cent were females as compared with 44 per cent for males. For the other values sex does not appear to make a difference as to how much pupils know about the courses of study at the College of Trades and Technology.

Table XXX shows that the majority of respondents indicated they knew 'nothing' or a 'little' about the courses of study at the College of Fisheries. However, a higher percentage of males than females perceived that they knew more about the courses of study at this College. Of all the students who indicated they knew 'a lot', 62 per cent were males as compared with 38 per cent for females.

Table XXXI suggests that a higher percentage of females perceived they knew more about the courses of study at Newfoundland vocational schools than did males although the differences in percentage points were not great. However, of all the students who perceived they knew 'a lot' 60 per cent were females as compared with 40 per cent for males who perceived they knew 'a lot'. As well, more males perceived they knew 'nothing' about such courses.

TABLE XXX

SEX BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT COLLEGE OF FISHERIES

Sex	Perceived knowledge of courses of study at College of Fisheries					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Male	47.1	30.0	16.4	4.3	2.3	48.6
Female	67.4	21.8	8.1	1.4	1.3	51.4
Column Total:	3971	1778	837	193	123	6902
	57.5	25.8	12.1	2.8	1.8	100.0

Chi Square = 324.99 (4 d.f.) P < .0001 Contingency Coefficient - 0.21

TABLE XXXI

SEX BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT VOCATIONAL SCHOOLS

Sex	Perceived knowledge of courses of study at Newfoundland vocational schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Male	36.4	22.8	21.9	11.3	7.6	48.6
Female	30.5	22.2	23.4	13.1	10.8	51.4
Column Total:	2302	1552	1566	843	638	6902
	33.4	22.5	22.7	12.1	9.2	100.0

Chi Square = 43.37 (4 d.f.) P < .0001 Contingency Coefficient = 0.0790

Table XXXII points out that sex is related to how much knowledge pupils perceive they know about the courses of study at nursing schools. As was expected, a greater percentage of females than males perceived that they knew more about such course offerings at the nursing schools. Over twice as many males as females indicated they knew 'nothing' about such courses.

Sex was not related to students' perceived knowledge about courses of study at Memorial University.

As can be seen from Table XXXIII, a greater percentage of males than females indicated that they knew more about the costs of attending the College of Fisheries. Of all those students who indicated they knew 'a lot', 75 per cent were males. As well, more females indicated they knew 'nothing' than males who indicated they knew 'nothing' about such costs.

Table XXXIV suggests that a higher percentage of females than males perceived that they knew more about the costs involved in attending vocational schools. However, the differences in percentage points were not great. In addition, of all the students who indicated they knew 'a lot' about such costs, 56.3 per cent were females as compared with 43.7 for males. As well, more males perceived they knew 'nothing' than females who perceived they knew 'nothing' about such costs.

TABLE XXXII

SEX BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT NURSING SCHOOLS

Sex	Perceived knowledge of courses of study at Newfoundland nursing schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Male	88.3	8.0	2.1	1.0	0.6	48.6
Female	40.0	25.8	16.0	9.8	8.4	51.4
Column Total:	4381	1185	639	380	317	6902
	63.5	17.2	9.3	5.5	4.6	100.0

Chi Square = 1784.04 (4 d.f.) P <.0001 Contingency Coefficient = 0.45

TABLE XXXIII

SEX BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING COLLEGE OF FISHERIES

Sex	Perceived knowledge of costs of attending College of Fisheries					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Male	66.5	15.6	9.9	4.3	3.8	48.6
Female	78.7	13.2	4.9	1.9	1.2	51.4
Column Total:	5023	990	506	212	171	6902
	72.8	14.3	7.3	3.1	2.5	100.0

Chi Square = 178.60 (4 d.f.) P < .0001 Contingency Coefficient = 0.15

TABLE XXXIV

SEX BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING VOCATIONAL SCHOOLS

Sex	Perceived knowledge of costs of attending vocational schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Male	50.6	17.9	13.7	9.3	8.5	48.6
Female	42.8	20.0	16.8	10.1	10.4	51.4
Column Total:	3216	1308	1054	670	654	6902
	46.6	19.0	15.3	9.7	9.5	100.0

Chi Square = 44.84 (4 d.f.) P < .0001 Contingency Coefficient = .080

Table XXXV shows that females tended to know more about the costs of attending Memorial University than males although the differences between percentage points on all values are small. As well, more males perceived they knew 'nothing' (1,231) than females who perceived they knew 'nothing' (1,132), although the difference again is not great.

Table XXXVI demonstrates that sex of the pupil is related to how much pupils perceive they know about the costs of attending nursing schools. A greater percentage of female pupils perceived that they knew more about the costs of attending nursing schools than male pupils. Of all the students who indicated they knew 'a lot' about costs of attending nursing schools 88 per cent were females as compared with 12 per cent males.

Sex was not related to students' perceived knowledge of the costs of attending the College of Trades and Technology.

Table XXXVII shows that regardless of sex of the pupil the majority of respondents indicated that they knew 'nothing' or a 'little' about the entrance requirements at the College of Trades and Technology. However, a higher proportion of males than females perceived that they knew more about the entrance requirements at this College.

TABLE XXXV

SEX BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING MEMORIAL UNIVERSITY

Sex	Perceived knowledge of costs of attending Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Male	36.7	17.1	17.0	15.3	13.9	48.6
Female	31.9	21.8	18.1	13.7	14.5	51.4
Column Total:	2363	1348	1212	1000	979	6902
	34.2	19.5	17.6	14.5	14.2	100.0

Chi Square = 35.96 (4 d.f.) P <.0001 Contingency Coefficient = 0.072

TABLE XXXVI

SEX BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING NURSING SCHOOLS

Sex	Perceived knowledge of costs of attending nursing schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Male	89.4	5.3	2.7	1.3	1.3	48.6
Female	51.4	18.8	12.0	8.9	8.9	51.4
Column Total:	4821	846	516	360	359	6902
	69.8	12.3	7.5	5.2	5.2	100.0

Chi Square = 1195.27 (4 d.f.) P < .0001 Contingency Coefficient = 0.38

TABLE XXXVII

SEX BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT COLLEGE OF TRADES AND TECHNOLOGY

Sex	Perceived knowledge of entrance requirements at College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Male	42.1	21.7	17.1	10.8	8.3	48.6
Female	49.7	21.5	12.9	9.1	6.8	51.4
Column Total:	3174	1491	1029	686	522	6902
	46.0	21.6	14.9	9.9	7.6	100.0

Chi Square = 52.25 (4 d.f.) $P < .0001$ Contingency Coefficient = 0.86

Table XXXVIII shows that sex of the pupil is related to how much pupils perceive they know about the entrance requirements at the College of Fisheries. Boys indicated that they knew more about such requirements than girls. Of all those pupils who indicated they knew 'a lot' 71 per cent were males as compared with 29 per cent for females.

Table XXXIX shows that female students perceived that they knew more about the entrance requirements at nursing schools than male students. However, a significant proportion or 41 per cent of the females indicated that they knew 'nothing' about the entrance requirements at the nursing schools.

Summary

Sex of the pupil as it relates to students' perceived knowledge of the courses of study at the College of Trades and Technology, College of Fisheries, vocational schools and nursing schools, was found to be statistically significant. As well, sex of the student was found to be statistically significant as it relates to students' perceived knowledge of the costs involved in attending the College of Fisheries, Memorial University and nursing schools in the province. And, sex of the pupil was found to be statistically significant as it relates to pupil perceptions of the entrance requirements at the College of

TABLE XXXVIII

SEX BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT COLLEGE OF FISHERIES

Sex	Perceived knowledge of entrance requirements at College of Fisheries					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Male	51.9	21.9	13.6	7.4	5.2	48.6
Female	70.8	16.1	7.5	3.6	2.0	51.4
Column Total:	4255	1306	721	375	245	6902
	61.6	18.9	10.4	5.4	3.5	100.0

Chi Square = 288.32 (4 d.f.) P < .0001 Contingency Coefficient = .20

TABLE XXXIX

SEX BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT NURSING SCHOOLS

Sex	Perceived knowledge of entrance requirements at nursing schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Male	83.6	8.1	4.4	2.5	1.5	48.6
Female	40.5	19.4	14.9	12.4	12.8	51.4
Column Total:	4241	958	674	523	506	6902
	61.4	13.9	9.8	7.6	7.3	100.0

Chi Square = 1398.38 (4 d.f.) P < .0001 Contingency Coefficient = .41

Trades and Technology, nursing schools and the College of Fisheries.

F. FAMILY SIZE AND PERCEIVED KNOWLEDGE OF POST-SECONDARY INSTITUTIONS

The relationship between family size and how much information pupils perceived they knew about the various post-secondary schools in Newfoundland was hypothesized to be statistically significant.

Table XL indicates that size of the family is related to students' perceived knowledge about courses of study at the College of Trades and Technology. A lower percentage of pupils from smaller families perceived they knew 'nothing' as compared with pupils from larger families who perceived they knew 'nothing'. However, this difference is not noted for pupils who perceived they knew 'a lot'.

Table XLI shows that family size is related to how much knowledge pupils perceive they know about the course of study at Memorial University. Pupils from smaller families perceived that they knew more about the courses of study at Memorial University than pupils from larger families. Of all those students who indicated they knew 'nothing', 27 per cent had families with nine or more siblings as compared with 18 per cent for pupils who had

TABLE XL

FAMILY SIZE BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT COLLEGE OF TRADES AND TECHNOLOGY

Family Size	Perceived knowledge of courses of study at College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
3 or less	33.0	31.0	24.4	7.2	4.4	22.1
4 or 5	36.3	31.1	21.9	7.3	3.4	27.9
6 or 8	41.0	29.2	19.4	6.4	4.0	28.5
9 or more	43.8	27.6	19.2	5.3	4.1	21.6
Column Total:	2662	2059	1462	454	272	6909
	38.5	29.8	21.2	6.6	3.9	100.0

Chi Square = 54.61 (12 d.f.) P < .0001 Contingency Coefficient = .08

TABLE XLI

FAMILY SIZE BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT MEMORIAL UNIVERSITY

Family Size	Perceived knowledge of courses of study at Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
3 or less	25.0	24.5	24.7	16.9	8.9	22.1
4 or 5	27.1	28.5	24.2	13.3	7.0	27.9
6 to 8	32.6	28.4	22.0	10.9	6.1	28.5
9 or more	38.4	25.5	20.6	9.4	6.0	21.6
Column Total:	2115	1861	1582	870	481	6909
	30.6	26.9	22.9	12.6	7.0	100.0

Chi Square - 123.37 (12 d.f.) P < .0001 Contingency Coefficient = 0.13

three or more siblings. Family size is not related to students' perceived knowledge about courses of study at the College of Fisheries, vocational schools and nursing schools in Newfoundland.

Table XLII shows clearly that pupils from large families perceive that they know less about the costs of attending Memorial University than pupils from small families. Twenty-nine per cent of the pupils who perceived they knew 'nothing' had three or less siblings in the family; 39 per cent of the pupils who perceived they knew 'nothing' had nine or more siblings in the family. The larger the family, the greater the percentage of pupils who perceived they knew 'nothing'.

In addition, of all those who had three or less in the family, 17.5 per cent indicated they knew 'a lot' as compared with lessening percentages who indicated they knew 'a lot' as the family became larger.

Family size was not related to students' perceived knowledge of the costs of attending College of Trades and Technology, College of Fisheries, vocational schools and nursing schools in Newfoundland.

Table XLIII indicates that regardless of family size the majority of pupils (67.2%) perceived that they knew 'nothing' or a 'little' about the entrance requirements at the College of Trades and Technology. However,

TABLE XLII

FAMILY SIZE BY PERCEIVED KNOWLEDGE OF COSTS AT MEMORIAL UNIVERSITY

Family Size	Perceived knowledge of costs at Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
3 or less	28.5	18.8	17.6	17.6	17.5	22.1
4 or 5	32.3	19.1	18.7	15.5	14.4	27.9
6 to 8	36.8	19.9	17.7	12.4	13.3	28.5
9 or more	38.6	20.1	16.1	13.1	12.2	21.6
Column Total:	2355	1345	1216	1006	987	6909
	34.1	19.5	17.6	14.6	14.3	100.0

Chi Square = 70.64 (12 d.f.) P < .0001 Contingency Coefficient = 0.10

TABLE XLIII

FAMILY SIZE BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT COLLEGE OF TRADES AND TECHNOLOGY

Family Size	Perceived knowledge of entrance requirements at College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
3 or less	40.3	22.2	17.1	11.5	8.9	22.1
4 or 5	43.2	22.6	16.0	10.6	7.6	27.9
6 to 8	49.4	19.9	14.5	9.1	7.1	28.5
9 or more	49.7	21.5	12.6	8.9	7.3	21.6
Column Total:	3159	1485	1043	692	530	6909
	45.7	21.5	15.1	10.0	7.7	100.0

Chi Square = 50.72 (12 d.f.) P < .0001 Contingency Coefficient = .11

pupils from large families tended to know less about the entrance requirements at the College of Trades and Technology than pupils from small families although the differences in percentage points is not great. Of all those who indicated they knew 'a lot', 26 per cent came from families with three or less siblings as compared with 21 per cent for families with nine or more siblings.

Table XLIV shows that family size is related to how much pupils perceive they know about the entrance requirements at Memorial University. Pupils from smaller families perceived that they knew more about the entrance requirements at Memorial University than pupils from larger families.

However, size of family was not related to students' perceived knowledge of entrance requirements at the College of Fisheries, vocational schools, and nursing schools in Newfoundland.

Summary

The relationship between family size and students' perceived knowledge of courses of study and students' perceived knowledge of entrance requirements at College of Trades and Technology and Memorial University was statistically significant.

The relationship between size of family and pupils' perceived knowledge of costs of attending Memorial

TABLE XLIV

FAMILY SIZE BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS FOR MEMORIAL UNIVERSITY

Family Size	Perceived knowledge of entrance requirements for Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
3 or less	22.5	19.5	19.9	18.8	19.3	22.1
4 or 5	26.3	20.6	20.0	15.9	17.3	27.9
6 to 8	31.9	21.1	19.5	13.0	14.4	28.5
9 or more	35.3	20.3	18.9	12.6	12.9	21.6
Column Total:	2004	1413	1354	1035	1103	6909
	29.0	20.5	19.6	15.0	16.0	100.0

Chi Square = 105.84 (12 d.f.) P < .0001 Contingency Coefficient = 0.12

University was also statistically significant.

G. PERCEIVED KNOWLEDGE OF POST-SECONDARY INSTITUTIONS BY REGION

It was hypothesized that students' perceived knowledge of post-secondary schools in the province of Newfoundland would be related to region of Newfoundland in which the pupil lives. As the map indicates on page 43, there are nine regions for the purposes of this study. An unclassified region listed in the contingency tables was made necessary when certain schools reporting did not adequately fit into a specific region. Since the unclassified region accounted for only 1.1 per cent of the total pupil population, it was felt that this was not a significant weakness to the analyses given.

Table XLV illustrates that the majority of students perceived that they knew 'nothing' or a 'little' about the courses of study at Memorial University. Pupils, however, from the Avalon and Central Newfoundland perceived that they knew more about the courses of study at Memorial than did students from other regions.

Table XLVI shows that except for the Avalon the majority of students perceived that they knew a 'little' or a 'fair amount' about the courses of study at vocational schools. Of the total respondents only 9.2 per

TABLE XLV

REGION BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT MEMORIAL UNIVERSITY

Region	Perceived knowledge of courses of study at Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Avalon	29.9	26.0	23.1	13.3	7.8	45.1
East Coast	30.8	29.1	21.6	12.8	5.8	10.2
North East Coast	29.0	32.2	24.6	8.4	5.9	7.5
Great Northern Peninsula	33.8	28.3	21.0	13.2	3.7	3.1
Labrador	32.2	26.6	21.7	15.4	4.2	2.0
Central Newfoundland	29.2	22.8	21.5	16.9	9.6	7.4
West Coast	33.5	25.2	23.2	11.7	6.3	15.3
Burin Pen. Fortune Bay	34.3	32.0	23.6	7.0	3.1	5.1
South Coast	30.4	31.7	20.3	11.5	6.2	3.2
Unclassified	30.7	16.0	28.0	13.3	12.0	1.1
Column Total:	2160	1885	1601	879	483	7008
	30.8	26.9	22.8	12.5	6.9	100.0

Chi Square = 84.98 (36 d.f.) P < .0001 Contingency Coefficient = .10

TABLE XLVI

REGION BY PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT VOCATIONAL SCHOOLS

Region	Perceived knowledge of courses of study at vocational schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Avalon	52.6	21.6	15.3	6.5	4.1	45.1
East Coast	21.6	24.6	24.4	16.4	12.9	10.2
North East Coast	16.6	27.0	29.5	17.5	9.3	7.5
Great Northern Peninsula	31.5	22.4	23.7	12.8	9.6	3.1
Labrador	30.1	23.8	29.4	10.5	6.3	2.0
Central Newfoundland	15.5	24.4	31.1	16.9	12.1	7.4
West Coast	14.8	20.8	29.4	18.0	17.0	15.3
Burin Pen. Fortune Bay	9.6	18.8	32.3	20.2	19.1	5.1
South Coast	25.1	24.7	29.1	11.9	9.3	3.2
Unclassified	20.0	18.7	28.0	20.0	13.3	1.1
Column Total:	2359	1568	1584	851	646	7008
	33.7	22.4	22.6	12.1	9.2	100.0

Chi Square = 1195.03 (36 d.f.) P <.0001 Contingency Coefficient = .38

cent perceived that they knew 'a lot' about such courses as compared with 34 per cent who perceived that they knew 'nothing'. Pupils from the West Coast, Burin Peninsula and Fortune Bay perceived that they knew more about the courses of study at vocational schools than did pupils from the other regions.

Table XLVII indicates that the majority of pupils perceived that they knew very little about the costs of attending the College of Trades and Technology. Seventy-seven per cent of the pupils indicated that they knew 'nothing' or a 'little' about such attendance costs. However, it appears that pupils from the Avalon and West Coast region were likely to know more about the costs of attending this college than students from other regions. Again the differences in percentage points among the different regions for different values were not great.

Table XLVIII shows that although the majority of pupils perceived that they knew 'nothing' or 'little' about the costs involved in attending vocational schools, a greater percentage of students perceived they knew more about the costs of attending vocational schools than they did about the College of Trades and Technology. Pupils from the Avalon Peninsula were less likely to know very much about the costs of attending vocational schools while pupils from Burin Peninsula/Fortune Bay, Central

TABLE XLVII

REGION BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING COLLEGE OF TRADES AND TECHNOLOGY

Region	Perceived knowledge of costs of attending College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Avalon	50.6	20.3	14.2	7.4	7.6	45.1
East Coast	62.6	18.7	9.8	5.5	3.4	10.2
North East Coast	66.9	18.7	7.0	4.2	3.2	7.5
Great Northern Peninsula	65.8	18.3	7.8	1.8	6.4	3.1
Labrador	68.5	11.2	9.1	9.1	2.1	2.0
Central Newfoundland	68.1	16.9	6.7	4.2	4.0	7.4
West Coast	66.6	14.7	8.4	5.4	4.9	15.3
Burin Pen. Fortune Bay	58.1	21.9	12.6	5.1	2.2	5.1
South Coast	60.4	20.7	11.0	5.7	2.2	3.2
Unclassified	64.0	8.0	14.7	9.3	4.0	1.1
Column Total:	4096	1304	790	431	387	7008
	58.4	18.6	11.3	6.2	5.5	100.0

Chi Square = 228.02 (36 d.f.) P < .0001 Contingency Coefficient = 0.17

TABLE XLVIII

REGION BY PERCEIVED KNOWLEDGE OF COSTS OF ATTENDING VOCATIONAL SCHOOLS

Region	Perceived knowledge of costs of attending Vocational Schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Avalon	65.6	15.1	10.1	5.0	4.3	45.1
East Coast	33.4	23.3	18.1	12.9	13.2	10.2
North East Coast	27.0	24.4	19.0	19.8	9.7	7.5
Great Northern Peninsula	41.6	26.0	15.5	8.7	8.2	3.1
Labrador	49.0	14.7	13.3	16.1	7.0	2.0
Central Newfoundland	32.6	21.3	18.0	13.4	14.6	7.4
West Coast	30.2	20.4	21.0	12.0	16.3	15.3
Burin Pen. Fortune Bay	22.5	21.6	25.6	13.2	17.1	5.1
South Coast	37.0	25.1	17.6	9.7	10.6	3.2
Unclassified	34.7	13.3	14.7	16.0	21.3	1.1
Column Total:	3295	1316	1060	675	662	7008
	47.0	18.8	15.1	9.6	9.4	100.0

Chi Square = 984.04 (36 d.f.) P < .0001 Contingency Coefficient = 0.35

Newfoundland and West Coast perceived that they knew more about such costs than did students from any other region.

Table XLIX shows that pupils from the Avalon and Burin Peninsula/Fortune Bay perceived that they knew more about the entrance requirements at the College of Trades and Technology than did pupils from other regions. Pupils from South Coast, East Coast, Labrador and Central Newfoundland were less likely to know very much about the entrance requirements at this College.

Table L suggests that region in which pupils live is related to students' perceived knowledge of the entrance requirements at Newfoundland vocational schools. Pupils from the Avalon perceived that they knew less about the entrance requirements at Newfoundland vocational schools than did pupils from other regions. Pupils from Burin Peninsula/Fortune Bay perceived that they knew more about the entrance requirements at vocational schools than did pupils from other regions. All other regions showed similar percentage relationships on all values.

Table LI shows that the variation between percentage points on all values from all regions does not differ significantly. Pupils from the Avalon and Burin Peninsula/Fortune Bay perceive that they know more about the entrance requirements at Memorial University but the difference is not great.

TABLE XLIX

REGION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT COLLEGE OF TRADES AND TECHNOLOGY

Region	Perceived knowledge of entrance requirements at College of Trades and Technology					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Avalon	35.3	22.0	19.1	12.9	10.5	45.1
East Coast	54.1	19.9	12.6	9.3	4.1	10.2
North East Coast	54.9	23.2	11.2	5.7	5.0	7.5
Great Northern Peninsula	54.8	20.1	13.2	6.8	5.0	3.1
Labrador	63.6	16.8	7.7	7.7	4.2	2.0
Central Newfoundland	61.2	18.6	9.2	6.5	4.4	7.4
West Coast	57.1	18.4	11.3	6.9	6.3	15.3
Burin Pen. Fortune Bay	32.5	32.0	16.9	12.4	7.3	5.1
South Coast	52.4	24.2	12.3	5.3	5.7	3.2
Unclassified	50.7	22.7	13.3	6.7	6.7	1.1
Column Total:	3206	1506	1060	699	537	7008
	45.7	21.5	15.1	10.0	7.7	100.0

Chi Square = 413.35 (36 d.f.) P < .0001 Contingency Coefficient = .24

TABLE L

REGION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT VOCATIONAL SCHOOLS

Region	Perceived knowledge of entrance requirements at Newfoundland Vocational Schools					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Avalon	57.3	16.4	12.9	7.9	5.6	45.1
East Coast	29.8	22.2	17.7	16.3	14.0	10.2
North East Coast	18.7	23.4	24.2	21.5	12.2	7.5
Great Northern Peninsula	32.4	26.0	18.3	13.7	9.6	3.1
Labrador	38.5	21.7	17.5	12.6	9.8	2.0
Central Newfoundland	19.8	23.2	23.6	17.7	15.7	7.4
West Coast	22.7	16.9	23.2	16.2	21.0	15.3
Burin Pen. Fortune Bay	11.8	17.7	24.2	21.6	24.7	5.1
South Coast	33.0	24.2	18.5	13.2	11.0	3.2
Unclassified	25.3	18.7	18.7	13.3	24.0	1.1
Column Total:	2728	1321	1237	909	813	7008
	38.9	18.8	17.7	13.0	11.6	100.0

Chi Square = 1064.20 (36 d.f.) P < .0001 Contingency Coefficient = .36

TABLE LI

REGION BY PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT MEMORIAL UNIVERSITY

Region	Perceived knowledge of entrance requirements at Memorial University					
	Nothing I	Little II	Fair Amount III	Much IV	A Lot V	Total
	(Per cent)					
Avalon	28.4	20.3	19.8	14.6	16.9	45.1
East Coast	34.3	19.0	18.8	15.0	12.9	10.2
North East Coast	25.3	25.3	22.3	14.7	12.4	7.5
Great Northern Peninsula	29.7	20.1	19.2	18.7	12.3	3.1
Labrador	36.4	18.9	19.6	16.8	8.4	2.0
Central Newfoundland	25.0	18.0	19.6	16.7	20.7	7.4
West Coast	32.4	18.8	18.2	14.8	15.9	15.3
Burin Pen. Fortune Bay	20.2	27.5	18.8	16.6	16.9	5.1
South Coast	33.0	21.6	21.1	10.6	13.7	3.2
Unclassified	32.0	18.7	21.3	12.0	16.0	1.1
Column Total:	2039	1437	1374	1048	1110	7008
	29.1	20.5	19.6	15.0	15.8	100.0

Chi Square = 86.32 (36 d.f.) P < .0001 Contingency Coefficient = .11

Summary

The relationship between region of Newfoundland in which pupils live and pupils' perceived knowledge of costs of attending, entrance requirements and courses of study for the various post-secondary institutions in Newfoundland was found to be statistically significant.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study: the problem investigated, the methodology employed and the significant results obtained. As well, recommendations and implications are listed.

THE PROBLEM

The purpose of this study was to find out how much information students perceived they possessed about the courses of study at, costs of attending and entrance requirements to the various post-secondary institutions in the province of Newfoundland. In addition, several selected variables, namely, socio-economic status of the parents, sex of the student, size of the family, and region of Newfoundland in which students live were examined to see their relative effect on the amount of knowledge students perceived they possessed about the various post-secondary institutions in Newfoundland.

Instrumentation and Methodology

The instrument used in this study was a questionnaire entitled "Career Decision of Newfoundland Youth"

which was devised by the Committee on Enrollment 1973 under the chairmanship of Dr. L. Parsons, (Appendix A). Questions 10, 11 and 12 of that questionnaire were analyzed in this study as well as selected socio-economic variables that were thought to have an effect upon students' perceived knowledge of the various post-secondary schools in the province. Contingency tables were prepared and row percentages and Chi-square tests of significance were the statistics employed to test the hypotheses of the study. Contingency tables found to be statistically signficant are included and analyzed in Chapter IV of this study.

Conclusions

Examination of the data led to the following conclusions:

1. Analysis of the data pertaining to Section I of the study suggests that a significant number of pupils perceived that they were not well informed on knowledge of courses of study, entrance requirements and costs of attending the many post-secondary institutions in Newfoundland. Pupils perceived that they knew more about Memorial University and vocational schools than other post-secondary institutions in Newfoundland.

2. Fathers' education was found to be statistically significant at the .0001 level as it relates to students' perceived knowledge of courses of study at the College of Trades and Technology, vocational schools and Memorial University, but was not found to be statistically significant ($P>.0001$) as it relates to perceived knowledge of courses of study at the College of Fisheries and nursing schools in the province. The higher the educational level of the father, the more pupils perceived they knew about the courses of study at the College of Trades and Technology and Memorial University. However, for pupils who perceived they knew most about vocational schools, fathers' education appeared to have a reverse effect; the higher the educational level of the father, the less pupils perceived they knew about the course of study at the vocational schools.

3. Fathers' education was found to be statistically significant ($P<.0001$) as it relates to students' perceived knowledge of the costs of attending vocational schools and Memorial University, but not statistically significant ($P>.0001$) as it relates to pupils' perceived knowledge of the costs of attending the College of Trades and Technology, the College of Fisheries and nursing schools.

Again, the higher the educational level of the father the less pupils perceived they knew about the costs of attending vocational schools. One plausible explanation for this reverse effect is that fathers who have grade eleven education or higher are employed in the skilled and professional occupations so that fathers do not provide a vocational school role model for their sons to emulate, but rather sons of highly trained fathers aspire to technical schools and universities. It was found that the higher the educational level of the fathers, the more pupils perceived they knew about the costs of attending Memorial University.

4. Fathers' education was found to be statistically significant ($P<.0001$) as it relates to students' perceived knowledge of the entrance requirements to the College of Trades and Technology, vocational schools and Memorial University, but fathers' education was found not to be statistically significant ($P>.0001$) as it relates to perceived knowledge of the entrance requirements to the College of Fisheries and nursing schools. The higher the educational level of the father, the more pupils perceived they knew about the entrance requirements to the College of Trades and Technology and Memorial

University, but for vocational schools students perceived that they knew less about the entrance requirements when fathers' education was high school graduation or higher. It appears that students whose fathers have a 'low level of education' report more perceived knowledge about vocational schools than do students whose fathers are well educated.

5. Mothers' education was found to be statistically significant ($P<.0001$) as it relates to pupils' perceived knowledge of courses of study at the College of Trades and Technology, vocational schools and Memorial University, but mothers' education was not found to be statistically significant ($P>.0001$) as it relates to pupils' opinions of knowledge of courses of study at the College of Fisheries and nursing schools in the province. The higher the educational level of the mother, the more information pupils perceived they possessed about the courses of study at the College of Trades and Technology and Memorial University, but pupils perceived that they knew less about such courses at vocational schools when their mothers' education was grade eleven or more.

6. Mothers' education was found to be statistically significant ($P<.0001$) as it relates to pupils' perceived knowledge of costs of attending the College of Trades and Technology, vocational schools and Memorial University, but mothers' education was found not to be statistically related ($P>.0001$) to pupils' perceived knowledge of costs of attending the College of Fisheries and nursing schools in the province.

   The higher the educational level of the mother the more information pupils perceived they possessed about the costs of attending the College of Trades and Technology, vocational schools and Memorial University. However, this effect was not noted for vocational schools. Pupils perceived that they knew more about the costs involved in attending vocational schools when mothers' education was less than high school graduation.

7. Mothers' education was found to be statistically significant ($P<.0001$) as it relates to pupils' perceived knowledge of entrance requirements for the College of Trades and Technology, vocational schools and Memorial University, but mothers' education was not found to be statistically significant ($P>.0001$) as it relates to pupils' opinions of entrance

requirements demanded by the College of Fisheries and nursing schools. The higher the educational level of the mother, the more pupils indicated they knew about the entrance requirements at the College of Trades and Technology and Memorial University. Again, a reverse effect was noted for vocational schools; the lower the educational level of the mother the more pupils perceived they knew about the entrance requirements to Newfoundland vocational schools.

8. Fathers' occupation as it relates to pupils' perceived knowledge of the courses of study at the College of Trades and Technology, vocational schools and Memorial University was found to be statistically significant ($P<.0001$). But fathers' occupation was found not to be statistically significant ($P>.0001$) as it relates to pupils' perceived knowledge of the courses of study at the College of Fisheries and nursing schools. Pupils who had fathers from the upper middle and lower middle-class perceived they knew more about the courses of study at the College of Trades and Technology and Memorial University than did pupils who had fathers from the upper working and lower working-class. However, pupils from the upper working and lower working-class perceived that they knew more about the courses of study at Newfoundland vocational schools

than did pupils from the upper working and lower working-class.

9. Fathers' occupation as it relates to pupils' perceived knowledge of the costs of attending vocational schools, and Memorial University was found to be statistically significant ($P<.0001$). However, fathers' occupation was not statistically significant ($P>.0001$) as it relates to pupils' perceived knowledge on the costs of attending College of Trades and Technology, College of Fisheries and nursing schools.
The higher the occupational level of the father, the less pupils perceived they knew about the costs of attending vocational schools. This reverse effect was not noted for Memorial University. Here, the higher the occupational level of the father the more students perceived they knew about the costs of attending this University.

10. Fathers' occupation as it relates to pupils' perceived knowledge of the entrance requirements at the College of Trades and Technology, Newfoundland vocational schools and Memorial University was found to be statistically significant ($P<.0001$). However, fathers' occupation as it relates to pupils' perceived knowledge of entrance requirements at the College of Fisheries

and nursing schools was not significant (P>.0001). Pupils who had fathers from the upper middle and lower middle-class perceived that they knew more about the entrance requirements at the College of Trades and Technology and Memorial University than did pupils who had fathers from the upper working and lower working-classes. But pupils who had fathers from the upper working and lower working-classes perceived that they knew more about the entrance requirements at Newfoundland vocational schools than did pupils who had fathers from the higher occupational classes.

11. Mothers' occupation as it relates to pupils' perceived knowledge of entrance requirements, costs of attending and courses of study at the various post-secondary schools was not statistically significant (P>.0001) under the method of analysis employed throughout the study.

12. Sex of the pupil as it relates to pupils' perceived knowledge of courses of study at the College of Trades and Technology, College of Fisheries, vocational schools and nursing schools was found to be statistically significant (P<.0001). Males perceived that they knew more about the courses of study at the College of

Trades and Technology and College of Fisheries than females, but females perceived that they knew more about the courses of study at vocational and nursing schools. Sex of the pupil as it relates to pupils' perceived knowledge of the course of study at Memorial University was not statistically significant ($P>.0001$).

13. Sex of the pupil as it relates to pupils' perceived knowledge of the costs involved in attending the College of Fisheries, vocational schools, Memorial University and nursing schools, was statistically significant ($P<.0001$). Sex of the pupil as it relates to pupils' perceived knowledge regarding costs of attending the College of Trades and Technology was not statistically significant ($P>.0001$). A greater percentage of males than females perceived that they knew more about the costs of attending Fisheries College but for the remaining post-secondary institutions females perceived that they knew more about the attendance cost than males.

14. Sex of the pupil as it relates to pupils' perceived knowledge about entrance requirements at the College of Trades and Technology, nursing schools and College of Fisheries was statistically significant ($P<.0001$).

Sex of the pupil was not statistically significant ($P>.0001$) as it relates to pupils' perceived knowledge about entrance requirements at vocational schools and Memorial University. Males perceived that they knew more about the entrance requirements at the College of Trades and Technology and the College of Fisheries than females, while females perceived that they knew more about the entrance requirements at nursing schools.

15. Size of family as it relates to pupils' perceived knowledge of courses of study at the College of Trades and Technology and Memorial University was found to be statistically significant ($P<.0001$). However, size of family as it relates to pupils' perceived knowledge of courses of study at the College of Fisheries, vocational schools and nursing schools was not statistically significant ($P>.0001$). Pupils from small families perceived that they knew more about the courses of study at the College of Trades and Technology and Memorial University than did pupils from larger families.

16. Size of family as it relates to pupils' perceived knowledge of attendance costs at Memorial University was statistically significant ($P<.0001$), but family

size was not found to be related significantly to pupils' perceived knowledge of the costs of attending the remaining post-secondary schools. Pupils from large families perceived that they knew less about the costs involved in attending Memorial University than did pupils from small families.

17. Family size as it relates to pupils' perceived knowledge of entrance requirements at the College of Trades and Technology and Memorial University was found to be statistically significant ($P<.0001$) but family size as it relates to pupils' perceived knowledge of entrance requirements at the College of Fisheries, vocational schools and nursing schools was not found to be statistically significant ($P>.0001$). Pupils from large familes perceived that they knew less about the entrance requirements at the College of Trades and Technology and Memorial University than did pupils from larger families.

18. Regions of Newfoundland (see map p. 43) in which pupils live as it relates to pupils' perceived knowledge of costs of attending post-secondary schools, pupils' perceived knowledge of courses of study offered at each school and as it relates to pupils' perceived knowledge of entrance requirements demanded

by each school was found to be statistically significant ($P<.0001$). Pupils from the Avalon region were likely to know more about the courses of study, costs of attending and entrance requirements for Memorial University and the College of Trades and Technology than were pupils from other regions. However, pupils residing off the Avalon Peninsula were likely to know more about the costs, entrance requirements and courses of study at vocational schools than were Avalon resident pupils.

RECOMMENDATIONS

1. In view of the fact that a significant proportion of the pupils perceived that they know very little about post-secondary schools in the Province of Newfoundland and therefore may be unable to make occupational and vocational choices wisely, the writer recommends that the Provincial Department of Education in conjunction with school systems throughout the province devise a course program centered around providing information on post-secondary institutions to be implemented at the upper elementary and junior high school levels and continued throughout the senior high school grades.

2. The writer further recommends that post-secondary institutions in the Province of Newfoundland become

actively involved in presenting to the youth of our province reliable information on all facets of their post-secondary institutions. The use of the media to convey messages concerning the costs involved, courses offered, etc., might be exploited on a continuous basis.

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APPENDIX

CAREER DECISIONS OF NEWFOUNDLAND YOUTH

Post-secondary schools, such as universities, institutes of technology, trade schools, and the like, need to plan ahead to be able to provide for the needs of the students who go there. What we are trying to do here is help them in their planning for the 1974-75 year. To do this we need to know what this year's grade eleven students intend to do in 1974-75. Please answer the questions set out below to the best of your knowledge. By so doing, you will help the post-secondary schools in Newfoundland plan for the best education of the students who arrive in 1974-75.

* * * * * * * * * * *

ALL THE INFORMATION YOU PROVIDE HERE WILL BE COMPLETELY CONFIDENTIAL. THE ANSWERS YOU GIVE WILL BE USED FOR RESEARCH PURPOSES ONLY. NO INDIVIDUAL WILL EVER BE IDENTIFIED BY NAME. YOUR NAME WILL NEVER BE REVEALED.

The value of this research could be increased ten-fold if the information you provide here could be added to some time in the future. For example, in addition to knowing what all grade eleven students in Newfoundland plan to do in 1974-75, it would be very valuable to know what they actually did when the time came. We could get this information a year from now, and even more information in subsequent years. Research of this sort provides a factual basis on which to formulate policy concerning the educational and occupational careers of this Province's youth.

You need not give your name and birthdate. But, to be able to add to the information you provide here we need to have your name and birthdate in order to match this information with subsequent data. Unless you have any strong objections would you please give us this information in the space provided below. Your name and birthdate would remain completely confidential information, and would be used only to add data to what you have already provided.

To keep this questionnaire confidential seal it in the envelope provided when it is completed. No one, other than the research personnel on this project, will ever see it.

NAME: _____ _____ _____
Surname First name Second name

DATE OF BIRTH: _____ _____ _____
Day Month Year

1. SEX

male	____ 1
female	____ 2

2. WHAT ARE YOUR PARENTS' OCCUPATIONS? (Please read all classifications before answering. Check the occupational group that best describes his/her job.)

	father	mother
Owner/manager of a large business (e.g. employs three or more people)	____ 1	____ 1
Owner/manager of a small business (e.g. employs less than three people)	____ 2	____ 2
Professional/technical (e.g. lawyer, doctor, teacher,etc.)	____ 3	____ 3
Clerical (e.g., clerk, bookkeeper, office worker, etc.)	____ 4	____ 4
Home duties (housewife)	____ 5	____ 5
Sales (e.g., insurance, real estate salesman, etc.)	____ 6	____ 6
Service and recreation (e.g., policeman, cook, barber, etc.)	____ 7	____ 7
Transport and communication (e.g., bus driver, radio announcer)	____ 8	____ 8
Fishing	____ 9	____ 9
Farmers and farm workers (e.g., farmer, farm laborer, etc.)	____10	____10
Logging and mining (e.g., lumberman, miner etc.)	____11	____11
Craftsman (e.g., carpenter, plumber, electrician, machinist, etc.)	____12	____12
Laborer (e.g., construction laborer, etc.)	____13	____13
Unemployed	____14	____14
Other (Please specify):		
father_____	____15	____15
mother_____	____16	____16
Deceased	____17	____17

3. HOW MUCH UNEMPLOYMENT, IF ANY, HAVE YOUR PARENTS EXPERIENCED OVER THE PAST TWO OR THREE YEARS?

	father	mother
None at all	____ 1	____ 1
Once or twice for short periods	____ 2	____ 2
Frequently for short periods	____ 3	____ 3
For long periods of time	____ 4	____ 4
Most of the time	____ 5	____ 5
Not applicable	____ 6	____ 6

4. HOW FAR DID YOUR PARENTS GO IN SCHOOL?

	father	mother
Grade five or less	____ 1	____ 1
Grade six	____ 2	____ 2
Grade seven	____ 3	____ 3
Grade eight	____ 4	____ 4
Grade nine.	____ 5	____ 5
Grade ten	____ 6	____ 6
Grade eleven	____ 7	____ 7
Some university	____ 8	____ 8
Graduated from university	____ 9	____ 9
Other post-secondary school (e.g.,college of fisheries, etc.)	____10	____10
Post-secondary technical training (e.g., armed forces training, apprenticeship training, etc.)	____11	____11
Nursing school	____12	____12
Other (please specify:)		
father_____	____13	____13
mother_____	____14	____14

5. WHICH OF THE FOLLOWING STATEMENTS DESCRIBES YOUR FAMILY SITUATION?

I live with both my parents	____ 1
I live with my mother only	____ 2
I live with my father only	____ 3
I live with foster parents	____ 4
Other	____ 5

6. HOW MANY BROTHERS AND SISTERS DO YOU HAVE?

None	____ 1
One	____ 2

Two	_____	3
Three	_____	4
Four	_____	5
Five	_____	6
Six	_____	7
Seven	_____	8
Eight or more	_____	9

7. HOW MANY OF YOUR BROTHERS AND SISTERS ARE OLDER THAN YOU?

None	_____	1
One	_____	2
Two	_____	3
Three	_____	4
Four	_____	5
Five	_____	6
Six	_____	7
Seven	_____	8
Eight or more	_____	9

8. HOW MANY OF YOUR BROTHERS AND SISTERS GO TO POST-SECONDARY SCHOOLS (E.G., UNIVERSITY, COLLEGE OF FISHERIES, VOCATIONAL SCHOOLS, ETC.), AND HOW MANY HAVE JOBS?

	University		Other post-secondary schools		Job	
None	_____	1	_____	1	_____	1
One	_____	2	_____	2	_____	2
Two	_____	3	_____	3	_____	3
Three	_____	4	_____	4	_____	4
Four	_____	5	_____	5	_____	5
Five	_____	6	_____	6	_____	6
Six	_____	7	_____	7	_____	7
Seven	_____	8	_____	8	_____	8
Eight or more	_____	9	_____	9	_____	9

9. WHICH PROGRAM OF STUDIES ARE YOU ENROLLED IN THIS YEAR?

Academic	_____	1
General	_____	2

10. HOW MUCH DO YOU KNOW ABOUT THE COURSES OF STUDY AVAILABLE AT EACH OF THE VARIOUS POST-SECONDARY SCHOOLS IN THE PROVINCE? (Circle the appropriate number to indicate your response in each case.)

	Nothing				A Lot
College of Trades and Technology	1	2	3	4	5
College of Fisheries	1	2	3	4	5
Vocational Schools	1	2	3	4	5
Memorial University	1	2	3	4	5
Other universities (outside the Province)	1	2	3	4	5
Nursing School	1	2	3	4	5
Other (Please specify)_____ . .	1	2	3	4	5

11. HOW MUCH DO YOU KNOW ABOUT THE COSTS INVOLVED IN ATTENDING EACH OF THE VARIOUS POST-SECONDARY SCHOOLS IN THE PROVINCE? (Circle the appropriate number to indicate your response in each case.)

	Nothing				A Lot
College of Trades and Technology	1	2	3	4	5
College of Fisheries	1	2	3	4	5
Vocational Schools	1	2	3	4	5
Memorial University	1	2	3	4	5
Other universities (outside the Province)	1	2	3	4	5
Nursing School	1	2	3	4	5
Other (Please specify)_____. . .	1	2	3	4	5

12. HOW MUCH DO YOU KNOW ABOUT THE ENTRANCE REQUIREMENTS OF EACH OF THE VARIOUS POST-SECONDARY SCHOOLS IN THE PROVINCE? (Circle the appropriate number to indicate your response in each case.)

	Nothing				A Lot
College of Trades and Technology	1	2	3	4	5
College of Fisheries	1	2	3	4	5
Vocational Schools	1	2	3	4	5
Memorial University	1	2	3	4	5
Other universities (outside the Province)	1	2	3	4	5
Nursing School	1	2	3	4	5
Other (Please specify)____ . . .	1	2	3	4	5

13. DURING THE NEXT FEW YEARS, HOW EASY DO YOU THINK IT WILL BE FOR GRADUATES OF EACH OF THE SCHOOLS LISTED BELOW TO GET JOBS? (Circle the appropriate number to indicate your response in each case.)

	Difficult				Easy
College of Trades and Technology . .	1	2	3	4	5
College of Fisheries	1	2	3	4	5
Vocational Schools	1	2	3	4	5
Memorial University	1	2	3	4	5
Other universities (outside the Province)	1	2	3	4	5
Nursing School	1	2	3	4	5
Other (please specify)_____	1	2	3	4	5

14. DURING THE NEXT FEW YEARS, HOW EASY DO YOU THINK IT WILL BE FOR GRADUATES OF EACH OF THE FOLLOWING UNIVERSITY DEGREE PROGRAMS TO GET JOBS? (Circle the appropriate number to indicate your response in each case.)

	Difficult				Easy
Bachelor of Arts	1	2	3	4	5
Bachelor of Science	1	2	3	4	5
Bachelor of Commerce	1	2	3	4	5
Bachelor of Nursing	1	2	3	4	5
Bachelor of Physical Education . . .	1	2	3	4	5
Bachelor of Arts (Education) - Primary	1	2	3	4	5
Bachelor of Arts (Education) - Elementary	1	2	3	4	5
Bachelor of Education/ Bachelor of Arts	1	2	3	4	5
Bachelor of Education/ Bachelor of Physical Education . .	1	2	3	4	5
Bachelor of Education/ Bachelor of Science	1	2	3	4	5
Bachelor of Engineering	1	2	3	4	5
Pre-Forestry	1	2	3	4	5
Bachelor of Medical Science	1	2	3	4	5

15. You have probably heard by now something about the type of environment that exists in the various post-secondary schools in this Province. Consider one aspect of this environment, the ACADEMIC ENVIRONMENT. By this we mean the set of experiences that one would get from participating in the school's educational program. PLEASE RATE THE QUALITY OF THE ACADEMIC ENVIRONMENT

OFFERED BY EACH OF THE POST-SECONDARY SCHOOLS LISTED BELOW. (Circle the appropriate number to indicate your response in each case.)

	Not so good				Very good
College of Trades and Technology . . .	1	2	3	4	5
College of Fisheries	1	2	3	4	5
Vocational Schools	1	2	3	4	5
Memorial University	1	2	3	4	5
Other Universities (outside the Province)	1	2	3	4	5
Nursing School	1	2	3	4	5
Other (please specify)_____	1	2	3	4	5

16. One other major aspect of the school environment is the SOCIAL ENVIRONMENT. By this we mean the set of experiences that one would get from participating in the social life that exists among students at the school. PLEASE RATE THE QUALITY OF THE SOCIAL ENVIRONMENT OFFERED BY EACH OF THE POST-SECONDARY SCHOOLS LISTED BELOW. (Circle the appropriate number to indicate your response in each case.)

	Not so good				Very good
College of Trades and Technology . . .	1	2	3	4	5
College of Fisheries	1	2	3	4	5
Vocational Schools	1	2	3	4	5
Memorial University	1	2	3	4	5
Other Universities (outside the Province)	1	2	3	4	5
Nursing School	1	2	3	4	5
Other (please specify)_____	1	2	3	4	5

17. Please think about your academic abilities and performances; for example, how well you did in school last year. Then, RATE YOURSELF ALONG EACH OF THE DIMENSIONS LISTED BELOW. (Circle the appropriate number to indicate your response in each case.)

	Low				High
Your ability compared with that of your close friends	1	2	3	4	5
Your ability compared with other members of your school class	1	2	3	4	5
Your ability to complete a university degree	1	2	3	4	5

Your ability to complete a post-graduate university degree like an M.A.	1	2	3	4	5
The quality of your own work at present	1	2	3	4	5
The kind of grades (marks) you are capable of getting	1	2	3	4	5

18. PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE WITH EACH OF THE FOLLOWING STATEMENTS. (Circle the appropriate number to indicate your response in each case.)

	Strongly agree				Strongly disagree
Knowing the right people is important in deciding whether a person will get ahead	1	2	3	4	5
When I make plans I am almost certain that I can make them work	1	2	3	4	5
Becoming a success is a matter of hard work, luck has little or nothing to do with it	1	2	3	4	5
As far as world affairs are concerned, most of us are victims of forces we can neither understand nor control	1	2	3	4	5
There will always be wars, no matter how hard people try to prevent them	1	2	3	4	5
This world is run by the few people in power and there is not much the little guy can do about it	1	2	3	4	5

19. The following question concerns the occupation you would LIKE to have when you complete your schooling and, considering the opportunities for jobs today, the occupation you EXPECT to have when you graduate.

PLEASE INDICATE THE CATEGORY OF OCCUPATIONS YOU WOULD LIKE TO HAVE - AND THE CATEGORY YOU EXPECT TO HAVE - WHEN YOU FINISH YOUR SCHOOLING. (Check the appropriate box to indicate your answer in each case.)

ALSO, IN THE SPACE PROVIDED BESIDE EACH OCCUPATIONAL CATEGORY, PLEASE WRITE IN THE SPECIFIC OCCUPATION YOU WOULD LIKE TO HAVE, AND THE ONE YOU EXPECT TO HAVE.

(e.g., teacher, plumber, fisherman, real estate salesman, etc.). If the occupation you would like to have and the one you expect to have are the same, write in only one name.

	Like	Expect
Owner/manager of a large business	____ 1	____ 1
Owner/manager of a small business	____ 2	____ 2
Professional/technical	____ 3	____ 3
Clerical	____ 4	____ 4
Sales	____ 5	____ 5
Service and recreation	____ 6	____ 6
Transport and communication	____ 7	____ 7
Fishing	____ 8	____ 8
Farmers and farm workers	____ 9	____ 9
Logging and mining	____10	____10
Craftsman	____11	____11
Laborer	____12	____12
Other	____13	____13
Home Duties	____14	____14

20. DO YOU PLAN TO ATTEND A POST-SECONDARY SCHOOL NEXT YEAR (1974-75)?

NO ____ PLEASE TURN TO PAGE AND CONTINUE ON 1
YES____ PLEASE CONTINUE ON AND ANSWER THE QUESTIONS IMMEDIATELY BELOW 2

****ANSWER QUESTIONS 21 to 25 ONLY IF YOU PLAN TO ATTEND**** A POST-SECONDARY SCHOOL IN 1974-75.

21. WHICH POST-SECONDARY SCHOOL DO YOU EXPECT TO ATTEND IN 1974-75? (Please indicate your first choice and your second choice of school.)

	First choice	Second choice
College of Trades and Technology	____ 1	____ 1
College of Fisheries	____ 2	____ 2
Vocational School (which one._____)	____ 3	____ 3
Memorial University.	____ 4	____ 4
Other university (which one?_____)	____ 5	____ 5
Nursing School	____ 6	____ 6
Other (please specify)_____	____ 7	____ 7

22. IF YOU PLAN TO ATTEND MEMORIAL UNIVERSITY, WHICH DEGREE PROGRAM WILL YOU ENROL IN?

Bachelor of Arts	____	1
Bachelor of Science	____	2
Bachelor of Commerce	____	3
Bachelor of Nursing	____	4
Bachelor of Physical Education	____	5
Bachelor of Arts (Education) -Primary	____	6
Bachelor of Arts (Education) -Elementary	____	7
Bachelor of Education/Bachelor of Arts	____	8
Bachelor of Education/Bachelor of Physical Education	____	9
Bachelor of Education/Bachelor of Science	____	10
Bachelor of Engineering	____	11
Pre-Forestry	____	12
Bachelor of Medical Science	____	13
I do not plan to attend Memorial University	____	14

23. HOW IMPORTANT WAS EACH OF THE FOLLOWING IN HELPING YOU TO DECIDE ON WHICH POST-SECONDARY SCHOOL YOU WILL ATTEND IN 1974-75? (Circle the appropriate number to show how important each influence was.)

	Not Important				Very Important
The school is close to my home	1	2	3	4	5
My parents advised me to go there	1	2	3	4	5
The school offers courses that interest me	1	2	3	4	5
Most of my friends will be going there	1	2	3	4	5
Financial considerations	1	2	3	4	5
The school will give me the job qualifications I need	1	2	3	4	5
I can get paid to attend that school	1	2	3	4	5
Teachers and/or guidance counsellors advised me to go there	1	2	3	4	5
Graduates from that school can get jobs easily	1	2	3	4	5
Advice from friends at university	1	2	3	4	5
Advice from friends at other post-secondary schools	1	2	3	4	5
The job market for university graduates	1	2	3	4	5

The shorter period of training	1	2	3	4	5
The money I will earn when I graduate	1	2	3	4	5
I can find accommodation with relatives or family friends	1	2	3	4	5
Other family members or relatives attended that school	1	2	3	4	5
Information provided by the mass media (e.g., T.V., radio, newspapers, etc.)	1	2	3	4	5
Information provided by personnel from post-secondary schools	1	2	3	4	5
Other (please specify)_____	1	2	3	4	5
Other (please specify)_____	1	2	3	4	5
Other (please specify)_____	1	2	3	4	5

24. PLEASE INDICATE APPROXIMATELY HOW MUCH OF YOUR TOTAL FINANCIAL SUPPORT FOR NEXT YEAR (1974-75) WILL COME FROM EACH OF THE SOURCES LISTED BELOW. (Circle the appropriate number to indicate your response in each case.)

	Nothing				All
Parents	1	2	3	4	5
Other family members or relatives . . .	1	2	3	4	5
Summer job or part-time job during year	1	2	3	4	5
Scholarship or bursary	1	2	3	4	5
Canada Student Loan	1	2	3	4	5
Other (please specify)_____	1	2	3	4	5

25. IF THERE ARE ANY REMARKS YOU WOULD CARE TO MAKE - REMARKS RELEVANT TO THE MATTER OF CAREER DECISIONS - PLEASE NOTE THESE DOWN IN THE SPACE BELOW.

THANK YOU. THAT'S ALL. PLEASE CHECK YOUR ANWERS, THEN SEAL THE QUESTIONNAIRE IN THE ENVELOPE PROVIDED.

**** ANSWER QUESTIONS 26 TO 29 ONLY IF YOU DO NOT **** PLAN TO ATTEND A POST-SECONDARY SCHOOL IN 1974-75.

26. DO YOU EXPECT TO ATTEND A POST-SECONDARY SCHOOL AT A LATER DATE?

Yes, after six months or so	1
Yes, after one year	2
Yes, after two years	3
Yes, after three years	4
Yes, after four years or so	5
No, I do not plan on attending a post-secondary school ever	6

27. WHAT DO YOU PLAN TO DO IN 1974-75?

Get a job (what type?_____)	1
Travel	2
Get married	3
Help out at home	4
Nothing	5
Other (please specify)_____	6
Complete grade eleven	7

28. IF YOU EXPECT TO CONTINUE YOUR EDUCATION, HOW IMPORTANT WAS EACH OF THE FOLLOWING IN YOUR DECISION TO DELAY THE BEGINNING OF YOUR POST-SECONDARY EDUCATION? (Circle the appropriate number to show how important each influence was.)

	Not Important				Very Important
Undecided about the type of occupation I want	1	2	3	4	5
Waiting to see what happens to the job market	1	2	3	4	5
Want to broaden my experiences through travel	1	2	3	4	5
Need to get a job to save money for more education.	1	2	3	4	5
Need to help out at home for a while	1	2	3	4	5
Disillusioned with school	1	2	3	4	5
Need to be independent for a while. .	1	2	3	4	5

Unwilling to borrow money
(e.g., Canada Student Loan) 1 2 3 4 5
Want to broaden my experiences by
working for a while 1 2 3 4 5
I do not plan on continuing my education. . . . . ____ 6
I have not yet completed grade eleven . . . . . ____ 7

29. IF THERE ARE ANY REMARKS YOU WOULD CARE TO MAKE - REMARKS RELEVANT TO THE MATTER OF CAREER DECISION - PLEASE NOTE THESE DOWN IN THE SPACE BELOW.

THANK YOU. THAT'S ALL. PLEASE CHECK YOUR ANSWERS, THEN SEAL THE QUESTIONNAIRE IN THE ENVELOPE PROVIDED.

Appendix B

The operational definitions used for the division of class structure throughout the thesis is the same division as that used by Dr. L. Parsons in his study on the"Career Decisions of Newfoundland Youth". This classification schema is presented below.

Upper Middle Class:
- Owner Large Business
- Owner Small Business
- Professional/Technical

Lower Middle Class:
- Clerical
- Sales
- Service and Recreation
- Transportation and Communication

Upper Working Class:
- Craftsmen

Lower Working Class:
- Fishing
- Farming
- Logging and Mining
- Labourer

Others:
- Others and Housewife