INITIAL TRANSITION FROM HIGH SCHOOL, DECISIONS AND ASPIRATIONS OF RURAL NEWFOUNDLAND AND LABRADOR YOUTH

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INITIAL TRANSITION FROM HIGH SCHOOL, DECISIONS AND ASPIRATIONS OF RURAL NEWFOUNDLAND AND LABRADOR YOUTH

by

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ABSTRACT

The purpose of this study was to provide a detailed description of the transition pathways and career aspirations of rural Newfoundland youth, the barriers they anticipated in their movement into the workplace, and, or post-secondary education, and the factors which influenced their immediate career plans. Also, to determine possible changes in the career aspirations of rural youth that may have taken place over the past six years, data obtained in 1989 from the Youth Transition Into the Labour Market Study (Sharpe & Spain, 1991) was extracted and compared to data obtained in this study.

Individual questionnaires were administered to 192 Level III and Level IV students residing in rural communities located on the northern tip of Newfoundland and southern shore of Labrador. The data analysis was completed using the SPSSPC data analysis package for Windows. Descriptive statistics, crosstabs, and chi-squared analysis were used to summarize findings and compare differences.

The anticipated transition patterns of these rural youth were similar to the patterns reported in other youth transition studies. Overall, the largest number planned to enrol in post-secondary education and, or planned to work. Their career choices were made based mainly on interest, although some had evidently taken future employment prospects into consideration. Many expected to work in the future, but a large number were uncertain whether or not future work and career plans would involve part-time employment coupled with collecting unemployment benefits.

Males and females made mostly gender stereotypical career choices. However, despite this tendency, some males and females were willing to move into non-stereotypical occupational areas which had promising future outlooks.

The most commonly perceived barrier to post-secondary education was lack of finances. Community attachment or rurality did not appear to be a barrier for most. While the closure of the cod fishery influenced the educational and employment plans of the youth, it also did not appear to be a barrier to their future aspirations. However, one-quarter of the students did indicated the closure had potentially made it financially difficult to continue their education.

The 1995 and 1989 respondents were more similar than different in their anticipated transition pathways. The most noteworthy difference between the two groups was the higher level of uncertainty present in the 1995 sample with regards to future employment expectations.

It is recommended that schools, post-secondary institutions and government work together to educate youth about labour market demands and future outlook of specific occupations. It is also recommended that government agencies make financial assistance more accessible to youth furthering their education.

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CHAPTER 1

INTRODUCTION

The economic context of Newfoundland, particularly rural Newfoundland, has undergone tremendous change over the past six years especially with respect to a major component, the fishery. Youth, as well as adults, have been adversely affected. Alternate employment opportunities for rural youth, particularly within their home communities, are scarce, and many have little choice but to leave their communities for both educational and employment opportunities.

On July 2, 1992, the Minister of Fisheries and Oceans announced a two-year moratorium on commercial cod fishing in Northwest Atlantic Fisheries Organization (NAFO) zones 2J and 3KL (Department of Fisheries and Oceans, 1993). Area 3KL is located on the east coast of Newfoundland, covering the area between Cape Bauld and Cape St. Mary, inclusively. Area 2J is located on the south east coast of Labrador between Cape Charles and Hopedale. The closure of the cod fishery in these areas resulted in a loss of upwards of 3,500 jobs in the Newfoundland fishery alone (New Democratic Party, 1993). In 1994, the moratorium was extended and the cod fishery in NAFO zones 4R and 3PN, located on the western coast and southern shore of Newfoundland respectively, was shut down. Areas 2J, 4R, and 3PN were the three main zones fished by the people of the northern tip of Newfoundland and southern coast of Labrador.

On July 17, 1992, the Department of Fisheries and Oceans began the implementation of the Northern Cod Adjustment and Recovery Program (NCARP) to

assist fisherpersons, plant workers, and trawelerman who were adversely affected by the moratorium (Department of Fisheries and Oceans, 1993). Approximately two years later, the Atlantic Groundfish Strategy (TAGS) replaced NCARP (Government of Canada, 1994).

All NCARP/TAGS recipients were encouraged to pursue further training to either work inside or outside the fishery. These recipients were provided with financial assistance to cover the cost of being retrained. Furthermore, to receive maximum benefits beyond one year, the recipients were required to enrol in some form of educational training by the end of the first year of receiving NCARP benefits (Department of Fisheries and Oceans, 1993). Adults who once were employed in the fishing industry began enroling in post-secondary programs. This reduced the number of places in these programs open for youth.

The Newfoundland and Labrador high school graduates of 1995 have several new obstacles to overcome in their pursuit of post-secondary education and, or employment compared to graduates of several years earlier. They must overcome recently introduced higher entrance requirements, restricted finances, fewer available post-secondary placements (in some college programs), and due to the cod moratorium, fewer employment opportunities in traditional fishery related occupations. This will likely have an affect on their career aspirations and the transition pathways they have traditionally tended to follow after high school.

Statement of Purpose

The movement from high school into the workforce or post-secondary education is, without doubt, one of, if not the most critical transition period in one's life. For most youth, it is a time of change and a time for decisions.

Despite the difficulties Canadian youth encounter in their transition from school to work, and the continued concern of society for unemployed youth, there is little evidence of research studying the transition patterns and problems of Canadian youth into the labour force prior to the 1980's (Anisef, Paasche, & Turrittin, 1980; Sharpe & Spain, 1991a). Most of the knowledge which does exist is based on studies conducted in urban areas or highly urbanized regions of the country (Krahn & Lowe, 1991). While there exist some information on how youth in suburbanized areas differ from those in larger urban centers, information on the transition patterns and career aspirations of rural youth in less advantaged areas of Canada is scarce (Looker, 1993). The one exception is the longitudinal *Youth Transition into the Labour Market* study of Sharpe and Spain (1991a, 1991b) which initially surveyed both rural and urban youth in Newfoundland and Labrador in 1989. However, since that study began, the economic context has shifted dramatically and impacted on the availability of jobs and lifestyle expectations.

According to the Government of Newfoundland and Labrador the economic status of Newfoundland, particularly rural Newfoundland, continues to worsen

(Economic Research and Analysis Division, 1994, 1993, 1992, 1991). The province's main resource, and many rural communities only resource, the cod fishery, has been closed. Newfoundlanders are being forced out of the fishery and encouraged to retrain for other careers. Youth no longer have the option of walking out of high school into jobs on fishing boats or in fish plants.

The problems faced by Newfoundlanders cannot be overcome by merely acquiring new skills. Jobs in rural Newfoundland are disappearing without new ones emerging. Newfoundlanders must either create new sources of employment within their communities, or else leave their communities for employment elsewhere. For these people, a successful transition means acquiring new skills, as well as changing their environment (Sharpe & Spain, 1991a). Youth in particular are affected by such circumstances, especially as they plan their careers and future beyond high school.

This study examines the career aspirations, the barriers which exist with respect to post-secondary education and employment, and the factors which influence the career aspirations of these youth. In addition, the results are compared with the results from the Sharpe and Spain (1991a; 1991b) original *Youth Transition into the Labour Market* study to help provide insight into how the rural youth of 1989 differed from the youth of 1995 with respect to such factors as career choices, immediate career plans, future lifestyle expectations and barriers to post-secondary education.

The present study has four major purposes:

1. To provide a current detailed description of the career aspirations of rural Newfoundland and Labrador youth;
2. To examine the barriers youth anticipate facing in their movement into the workforce, and more importantly, movement into post-secondary education;
3. To obtain the perspective of youth on how they anticipate family variables, community variables, economic-related variables, school-related variables, and barriers will influence their immediate career plans; and
4. To determine possible changes in the career aspirations of rural youth over the past six years.

Significance of Study

Rural youth differ from urban youth in their transition from school to work. The social context in which the transition takes place varies from rural to urban areas. Rural youth are unique with respect to the options they have to choose from and the barriers they have to overcome (Looker, 1993; Wilson, 1991). Despite these differences, researchers are still generalizing their findings from urban populations to rural youth. Apart from the studies of Sharpe and Spain (1991a; 1991b), few have provided detailed information on the transition process of rural youth (Looker, 1993).

Studies examining and updating the transition process of rural youth, particularly Newfoundland rural youth, are greatly needed. Interventions in the transition process cannot be made if the process is not first understood, nor can researchers continue to generalize findings from urban areas to rural areas and assume the generalization is accurate. This study furthers and updates our knowledge of the transition process of rural youth and has the potential to enable us to propose appropriate intervening strategies at the school and provincial levels.

In society, education typically plays a significant role in determining the type and amount of work an individual obtains. McGrath (1993) found a consistent and statistically significant relationship between barriers which exist for the individual and post-secondary participation. Other studies indicated that more and different barriers exist for rural youth than for urban youth (Looker, 1993; Sharpe & White, 1993; Wilson, 1991). Educational level also has a direct influence on the type and amount of employment obtained and on the quality of life experienced. Generally, the higher the level of education, the higher the level of employment, thus the level of education attainment is positively correlated with a person's employability (Boulet & Lavallee, 1984); chance of employment (Statistics Canada, 1991); and number of hours worked (Boulet & Lavallee, 1984). In addition, it influences the status of the job one is likely to attain and the income one receives from employment (Boulet & Lavallee, 1984; Boyd, 1982; Warner, 1985). Generally, the higher the level of education, the higher the job

status and the higher the income. From the opposite perspective, unemployment rates for youth dramatically increase as educational level decrease (Employment and Immigration Canada, 1989).

Given that education is important for individual employment growth and potential (Gilbert, Barr, Clark, Blue & Sunter, 1993), as well as for the future growth and renewal of the Newfoundland economy (Sharpe & White, 1993), it is important to understand the barriers which currently exist and how they affect the transition of youth from high school to post-secondary education. This present study examines some of the barriers and their influence on post-secondary participation, as well as the influence they have on entry into the workforce. It is anticipated that knowledge concerning these barriers will enable school guidance counsellors, other school personnel, and those working with youth to assist students in overcoming such barriers.

Several studies have researched the factors which influence the post-secondary educational plans of youth (Looker & McNutt, 1989; McGrath, 1993; Sharpe & White, 1993; Shave, 1985; Tilley, 1975). This study differs from the above studies in that it directly addresses the student's perspective on the degree to which they perceive these factors influencing their immediate career plans. It is also centred on rural youth in a disadvantaged geographic location.

Many studies acknowledge the important role the economic context has on the transition from school to work (Anisef et al., 1980; Krahn & Lowe, 1990; Sharpe &

Spain, 1991a; Sharpe & White, 1993). Over the past six years, the economic context of Newfoundland has undergone drastic changes. In 1992, the government began to rapidly downsize the cod fishery. By 1994, the cod fishery was completely shutdown. This, undoubtedly has had an impact on Newfoundlanders. Despite this, little research has been conducted to determine the extent and nature of the impact (Smith, 1994). The limited number of studies which do exist are from an adult perspective and concentrate chiefly on how the changes have affected them. While some research has studied the effects of the moratorium on women (Cahill & Martland, 1993; Neis, 1992; Provincial Advisory Council on the Status of Women, 1994) none have looked at the effect of the moratorium on youth as they plan their future. Yet it is only reasonable to assume that perceptions and understandings of these economic changes will influence the career choices, educational plans, occupational expectations and anticipated lifestyle of youth.

The high school graduates of the mid-1990s, unlike their former graduates, have to overcome higher post-secondary entrance requirements, restricted finances, and fewer available post-secondary placements. Government, the secondary educational system and the post-secondary educational institutions have, and continue to adopt, new policies which have direct bearing on the educational plans of the youth. The potential impact of these decisions on the career planing of youth in Newfoundland is unknown. This present study provides some insight on how the youth perceive the present economic context and how the new policies adopted by the various institutes have affected their career aspirations. The results of this study also provides policy makers with knowledge

which can enable them to make appropriate policy changes in terms of helping rural youth in that initial transition from high school.

Research Questions

The main purpose of this study was to examine the career aspirations of a sample of rural Newfoundland and Labrador youth in light of the present economic context. More specifically, the following research questions were addressed with respect to a sample of such youth who were about to complete high school.

1. What are the students' future career choices?
2. What are the students' immediate career plans?
3. What are the students' future lifestyle expectations?
4. What are the students' reasons for not continuing their education or training next year, after Level III?
5. What problems do those students furthering their education or training next year anticipate having?
6. Where would the students' prefer to further their education or training?
7. What types of jobs do the students' think they may have next year?
8. What problems do the students' anticipate having finding a job?
9. Where would the students' prefer to work?
10. What factors influenced the students' immediate career plans?
11. How do students plan to fund their post-secondary education?

12. What was the work status of students' parents and the effect of the closure of the cod fishery on family's financial situations?

13. How do the students' perceive the closure of the fishery or the Hibernia project have influenced their career plans?

14. Are there gender differences, with respect to: (a) future career choices; (b) immediate career plans; (c) reasons for not continuing their education or training; (d) perceived problems when furthering their education; (e) perceived problems when deciding to find a job; (f) preferred post-secondary location; (g) preferred work location; and (h) future lifestyle expectations?

15. Are the findings of the present study consistent with findings of similar rural youth respondents in Sharpe and Spains' (1991a) Youth Transition study with respect to: (a) future career choices; (b) immediate career plans; (c) future lifestyle expectations; and (d) reasons for not continuing their education or training.

16. Are there differences by gender between present study participants and the similar rural youth respondents in the Sharpe and Spain (1991a; 1991b) Youth Transition study with respect to: (a) future career choices; (b) immediate career plans; (c) future lifestyle expectations; and (d) reasons for not continuing their education or training.

Limitation of the Study

Generalizability of the findings from the proposed study are limited to youth from rural areas in Newfoundland made up of mostly fishing communities and located a substantial distance from larger centers.

The proposed study does not contain control groups for comparison purposes. Therefore, the findings will suggest, rather than confirm, ways in which rurality and the economic context has affected the decisions of youth with respect to post-secondary education and employment.

One of the main purposes of the proposed study was to obtain the students' perspective on how certain barriers and variables could influence their post-secondary educational and employment plans. It is possible that students may have a different perspective once they apply for programs and, or jobs. However, since no further follow-up survey of this cohort is being considered, no insight will be gained into how their perspectives may change in the short term.

Definitions of Key Terms

1. **Rural** - Communities with populations of 5,000 or fewer people.
2. **Subjects** - Respondents to the survey - the graduation class of 1995 located on the northern tip of Newfoundland and the southern shore of Labrador.
3. **Career Plans** - Educational and occupational plans.

4. **Value of Education** - The extent to which education is viewed as important.

5. **Barriers** - Perceived obstacles to participation in post-secondary educational programs.

6. **Transition Process** - The events, activities, decisions, and so forth, that lead to accommodation of the life functions of work, education, family, and social activities and leisure (Sharpe & Spain, 1991a).

7. **Attachment** - Degree to which respondents feel attached to family and their home community.

8. **Northern Cod Recovery Program (NCARP)** - an income support and vessel support program implemented by the federal government of Canada in 1992 to assist fisherpersons and fish plant workers adversely affected by the 1992 cod moratorium.

9. **The Atlantic Groundfish Strategy (TAGS)** - an income support and labour market adjustment program implemented by the federal government of Canada in 1994 to replaced NCARP.

10. **General Education Development (GED)** - embraces formal and informal aspects of education which contributes to a worker's reasoning development, ability to follow instructions, and acquisition of mathematical and language skills. The GED level required for an occupation is expressed on an ascending six digit scale (*Canadian Classification and Dictionary of Occupations*, 1990).

11. **Specific Vocational Preparation (SVP)** - is a nine-digit scale representing the time required to learn the techniques and skills needed for an occupation. The number corresponds to the number of years of training required (*Canadian Classification and Dictionary of Occupations*, 1990).

12. **Youth** - individual who is 16 to 24 years old (*Canada/Newfoundland Youth Employment Strategy*, 1989).

CHAPTER 2

LITERATURE REVIEW

The movement from secondary school into post-secondary education and, or into the workforce is a critical point in the transition process affected by a number of variables. This chapter outlines the transition process, the transition patterns and the variables which influence both.

The Transition Process

The transition from school to work has often been perceived as a specific event that occurs upon the completion of high school or post-secondary training. The transition, however, is not linear in nature. It is a much more complex process which varies from individual to individual and takes place over several years (Mason, 1985). Some youth leave school and enter directly into the workplace, while others enter into a post-secondary education program. A substantial number of these youth migrate to and from post-education to the workforce, and vice versa, before finding stable employment (Anisef et al., 1980; Krahn & Lowe, 1991). As workers, they continue to make transitions moving from one job to another. Thus, it is more appropriate to view transition as one component of a larger process, the career development process, rather than as a specific event (Rosenthal & Pilot, 1988).

The movement from high school into the workforce or into a post-secondary program is a critical point in the transition process. It is at this point that youth have to make career decisions which will have a large influence on the type of employment they

obtain and the life they experience in the future. These career decisions are not isolated decisions, but rather, decisions which must be made such that consideration is given to other aspirations of the individuals; aspirations with respect to family and social and leisure activities. Career decisions influence, and are influenced by these aspirations (Sharpe & Spain, 1991a).

The interaction between work, education, family and social life serves to complicate the transition process and must be understood to fully appreciate the complexity of the transition process itself.

> For a successful transition to occur the four must accommodate each other, resulting in a lifestyle for people which combines the life functions of work, education, family, and social activities, and leisure. Each of the four components must accommodate, and be accommodated by, each of the others. This is the process of transition: the events, activities, decisions, and so forth, that lead to this accommodation. In the broadest sense, the criterion of a successful transition is the degree in which each life function supports all the others. (Sharpe & Spain, 1991a, p. 5).

Mason (1985) in a review of the literature concerning the transition from school to work concluded that six variables are important in the transition process: family, primary and secondary school, the labour market structure, the labour market and employment, the labour system, and the social and economic context. These variables interact to influence the transition process and career plans of our youth.

Patterns of Transition

In the 1970's and 1980's, researchers began to conduct longitudinal studies regarding the transition patterns of Canadian youth into the workforce. In 1980, Anisef

et al., conducted a six-year follow-up study of Ontario youth and their movement into the workforce. Several years later the Ministry of Skills and Development (1989) surveyed 1400 Ontario Grade 12 students, ages 17 to 28, concerning their transition into the workforce. In 1989, Sharpe and Spain began a longitudinal study of 7390 Level III Newfoundland students and their transition from school to the workforce.

Anisef et al.'s (1980) study involved four phases: phase one, the initial survey was carried out in 1973 while the students were in Grade 12; phase two, the second survey, in the Spring of 1973; phase three, the third survey in October and November of 1974, 18 months after the initial survey; and phase four, the final survey, in 1979, six years after the initial survey. During the initial survey 2555 Grade 12 students were interviewed. In 1979, 1522 of the original 2555 students were interviewed. Of the 1522, a subgroup of 100 respondents, mainly from the metropolitan Toronto area, were focused on. This subgroup included 12 youth from small towns in eastern Ontario.

When the respondents were interviewed in 1979, 63.9% had reported some exposure to post-secondary education. Approximately 50% of these had experienced university, 35% had experienced College of Applied Arts and Technology (CAAT) program, and 13.4% had experienced both. Of all the respondents, 20.4% graduated from university, 16.5% graduated from a CAAT program, 6.4% remained in graduate or professional school, 6.0% attended but did not graduate from university, and an additional 6.0% attended but did not graduate from CAAT. A further 36.2% of the respondents had no post-secondary education. Some of the respondents attained

alternative forms of education, such as private vocational schools, adult learning programs, apprenticeship programs and other short programs.

Upon graduating from high school, 46.2% of all respondents enroled directly into some form of post-secondary education. A further 17.6% delayed enrolment for at least one year. The vast majority of students who had completed some form of post-secondary education had enroled directly after graduation.

For most Ontario youth, the transition pathway from high school into post-secondary training and, or into the workforce did not follow a smooth linear pattern. This was evident from Anisef et al.'s survey: 26.4% of the respondents who had entered post-secondary institutions had withdrawn at some stage; however, 55.8% of these later returned and completed their studies. According to Anisef et al.'s data, 8.3% of Ontario youth drop out of university of which 12.8% do not return. An additional 25.0% drop out and 8.4% do not return to CAATs.

By 1979, most (90%) of Anisef et al.'s respondents were in the labour force full-time. Only 20% of females, half of whom were housewives and half of whom were students, and 9.1% of the male respondents (most still in school) were not in the workforce. Only 3.7% of males and 6.5% of females were unemployed.

These results would suggest that Ontario youth do find some type of full-time employment shortly after graduating from Grade 12. However, this data was collected in 1979 when the economic status of Canada was far more favourable than it is today. One would expect that the youth unemployment rates would be higher in today's

economic market, especially in provinces such as Newfoundland, where the economic situation is fragile at best.

In 1989, the Ministry of Skills and Development, Ontario, carried out an additional study focusing on the transition of Ontario youth into the work place. This study, unlike Anisef et al.'s 1980 study, focused on a select sample of Ontario youth: those who did not enter post-secondary education immediately after leaving high school. They interviewed 1400 youth, aged 17-28 years, from various parts of Ontario. Almost all of the subjects had already left high school at the time of the interview (only 70 were still in high school).

The movement from school into the labour force was speedy for most respondents with 70% reporting that they had found their first job within one month of actively looking. Two-thirds of the respondents' first jobs were in the service, processing, or clerical industries. Females were more apt to find their first job in traditionally female areas, such as clerical, sales and service positions, while males were more apt to find their first job in either manufacturing or construction.

Since leaving high school most of the respondents were employed full-time with most reporting such employment at survey time. The occupational profile of the respondents jobs did not differ substantially overtime. Most were still employed in processing and fabricating jobs, or clerical and service jobs. Females continued to be concentrated in clerical and service occupations while males continued to be concentrated in manufacturing and construction occupations. The most noteworthy difference in their

job at survey time and their first job was a decline in the number of respondents employed in service occupations and a slight increase in the number employed in professional positions. Only a small number of respondents reported current jobs in managerial or professional positions.

Despite the relative ease with which the Ontario youth found their first job, for many youth the movement into a stable full-time job was difficult. As many as 40% of the respondents had some experience with unemployment. Two-thirds of these had one or two such experiences. A further one-third had three or more experiences, while one-fifth of the respondents had four or more unemployment experiences with a mean duration of eight months. For these youth, unemployment appeared to be a part of life. With the exception of 17 and 18 year olds, those under 23 years of age were less likely than those over 23 to have experienced periods of unemployment.

This was not surprising given the Lowe, Krahn and Turner (1987) report to Alberta Manpower. These researchers noted that the high unemployment, which has become a structured feature of our society, has posed acute problems for youth entering the workforce. Traditional entry levels jobs were disappearing forcing young people to become trapped in job ghettos where they are vulnerable to underemployment and unemployment (Mason, 1985).

While none of the 1989 Ministry of Skills and Development Ontario study respondents entered post-secondary education immediately after leaving high school, 53% of the sample had undertaken some form of further education or training at the time of

the study, the majority of which was job-related. By their mid-to-late twenties 30% of the 53% reported they had undertaken some further education for job-related reasons, 17% for interest reasons, and 6% for a combination of both. Most reported enroling in one program only; however, 19% enroled in two programs and a further 6% enroled in three or more programs. Many of the programs (approximately 50%) were short in duration (six months or less) and were certification type programs.

In 1989, Sharpe and Spain (1991a; 1991b) began a study to determine the transition pattern of Newfoundland and Labrador youth. They surveyed 7390 Level III students from across Newfoundland and Labrador. The initial survey took place in April, 1989, when the subjects were still in high school. A first follow-up was conducted in late October-November of the same year, a second follow-up survey in 1991, and a third in 1992.

In the initial survey students were asked to indicate their plans for the following year. Of the total sample, 55% (49% of males and 60.5% of the females) planned to continue their education or training and an additional 12.1% (12.2% of males and 11.1% of females) indicated that they would like to continue their education or training but would likely have to work. Only 8.3% (11.3% of males and 5.6% of females) planned to work and 7.6% (7.8% of males and 7.5% of females) planned to take the year off. A small number(2.7 %) did not have any plans. In the long-term 88.6% (85.8 % of males and 91.1% of females) planned to attend a post-secondary institute some time in the future (Sharpe & Spain, 1991a).

In the same initial survey students were asked to indicate which institutes they planned to attend and which jobs they thought they might be working in the following year. The majority of students (69.0%) gave only one, while a small percent (6.6%) listed two institutional choices. The largest portion of student (35.3%) gave a campus of Memorial University as the first or second choice, with the most popular campus being the main one in St. John's. Another 16.4% planned to attend institutes of technology such as Cabot (10.0%), Fisher (3.4%), and Marine (3.0%). A further 11.1% planned to attend one of the various community college located throughout the province. Less than 8% listed a private college, nursing school, Armed Forces or company school. A large percent (24.4%) either did not respond to the question or did not know which institute they would enter. The students listed a number of jobs, some more than one, falling under a variety of occupational groups. The majority were in sales (37.7%), service (31.6%), clerical (17.0%), manpower/make work (11.5%), and general labour (10.4%). A number (21.8%) indicated they did not know a job they may be working in next year.

In the first follow-up survey 81.2% of the respondents reported they had worked the preceding summer. An additional 13.2% sought employment but were unsuccessful. Most of the summer jobs obtained by these respondents fell under the same categories as the those obtained by Anisef et al.'s (1980) respondents. They were in either the service industry (22.0%), the sales industry (15.8%), clerical work (12.2%), the labour category (9.7%) or make-work summer employment programs (16.5%). Only 1.1% of

the respondents reported being involved in some kind of educational experience during the summer.

The transition pathway varied among the respondents in the Newfoundland study. In the Fall of 1989, 61.8% gave their status as a student, 34.5% as working, 5.0% as unemployed, 8.1% as unemployed but looking for work, 0.4% as homemaker, as 1.4% as other. Of the 61.8% who were students the majority enroled in Memorial University (47.5%), community colleges (12.4%), institutes of technology (8.2%) or in military universities (6.3%). Twenty-five percent of the respondents entered directly into the workforce. Two-thirds of these were employed full-time and 9% were also students. Overall, 13.1% of the respondents were unemployed. The types of jobs held by those entering directly into the workforce and those working and attending a post-secondary institute were essentially the same. These jobs were similar in type to the summer jobs and the jobs held by Anisef et al.'s (1980) respondents (i.e., 49.4% were in the area of sales or services and 17.3% were in the area of clerical occupations). Most of the jobs would be classified as being low or semi-skilled, requiring little training or preparation and 40% of the jobs were either temporary or seasonal in nature. A large number of respondents found jobs located in their home community (57.2%). Another 21.4% found jobs within the province but outside their home community and 18% found jobs outside the province. At the time of the first follow-up survey only 52.4% of the respondents indicated their school career paths were on track (Sharpe & Spain, 1991b).

There is evidence to suggest that the actual transition pattern taken by youth leaving high school differed somewhat from the pattern they expected to take. According to Walsh (1989), from his sample of Ontario youth, approximately 70% of all high school students expected to enter into some form of post-secondary education immediately upon leaving high school. Only a small percentage expected to enter the workforce (less than 10% of female and 17% of males). However, these expectations did not reflect the reality of the situation. The number of students expecting to enter into a form of post-secondary studies or training was two to three times greater than the rate of students who actually did enter. Likewise only half of all students who expected to enrol in university or college actually did so. Sharpe and Spain (1991a) found a similar difference. When the respondents were interviewed in Grade 12, 88.6% planned to enter post-secondary training or studies, yet only 51% of these students were enroled in post-secondary institutes the following Fall.

Anisef et al.'s (1980) findings differed from the findings of Walsh (1989) and Sharpe and Spain (1991a; 1991b). In Anisef et al.'s (1980) study, more respondents attended post-secondary institutions than expected to when they were interviewed in Grade 12. This was true for both universities and CAAT's (30.4% of the 41.4% of respondents who attended university expected to do so when they were in Grade 12; and 22.3% of the 31.1% who attended CAAT expected to do so). Some of the differences between the Anisef et al. (1980) and the Sharpe and Spain surveys may be accounted for by the timing of the data collections, year of study, as well as the different locations in

Canada of the respondents. Anisef et al.'s (1980) interviews were conducted six years after graduation, and thus included respondents who entered post-secondary after a delay of one year or more. The Sharpe and Spain study data were collected the fall following graduation and thus, did not include students who had delayed post-secondary enrolment. When the Sharpe and Spain's sample were later interviewed in the second follow-up survey, 62.8% indicated the had entered some form of post-secondary program.

Given the limited number of studied focusing on the transition patterns of Canadian youth into the workforce, and the complexity of the information found by those which have been carried out, it is difficult to precisely summarized the diversity of pathways taken. However, it was apparent that post-secondary aspirations were not always attained and that a wide variety of transition patterns emerged.

Career Aspirations

Career aspirations are the educational and occupational goals which an individual hopes to attain in the future. They are crucial to the transition process because they form the basis from which career decisions and plans develop (Shave, 1985) as well as provide direction for the individual in their transition from school into the workforce (Sharpe & Spain, 1991a; 1991b).

Sharpe and Spain (1991a) looked at the career aspirations of Level III students as expressed through vocational aspirations. They asked students which career they would like to enter in the future. The majority of students (82.3%) gave one career choice

while 11.4% gave two career choices and 1.2% gave three. Only 5.0% did not list any choice or answered "didn't know". When the responses were organized using Canadian Classifications and Dictionary of Occupations (Minister of Supply and Service Canada, 1989) 18.2% of the respondents indicated career choices in the medical and health occupational group, 13.3% in service, 13.4% in natural science, engineering, math, 10.3% in social services and related areas, 10.2% in teaching and related areas, 9.2% in managerial and administrative, and 6.8% in clerical and related areas. Less than 2.0% listed jobs in the natural resources area. A number of students (33.7%) indicated that they had thought of starting a business. The vast majority of these were males and the businesses were mainly (68.4%) in the service or related areas.

Most students had long term aspirations. When asked what they expected to be doing in five to ten years, 60.4% expected to be working in a job or career, 0.4% expected to be homemakers and 28.1% expected to be doing both. Only 10.6% did not have any long term aspirations and indicated that they did not know what they would be doing in the next ten years. It was also evident that a large proportion of students (63%) did not expect to do seasonal work and collect unemployment insurance (U.I). Only 7.5% considered this a possibility. However, 29.5% did not know whether or not they would work seasonally and collect U.I.

Influential Factors

Career aspirations are also expressed through education plans as well as occupational expectations. Studies conducted in Newfoundland and other parts of Canada

indicate that similar factors, which include a number of different background, school related, and economic factors, influence both. The most predominating factors that emerged in the literature were: (a) family socioeconomic status (Anisef et al., 1980; Parsons, 1974; Schoenfeldt, 1968; Sewell & Shah, 1967; Shave, 1985; Tilley, 1975), (b) educational level of parents (Anderson, 1980; Breton, 1972; Sandberg, Ehrhardt, Mellins, Ince, & Meyer-Bahlburg, 1987; Shave, 1985; Tilley, 1975), (c) family support and encouragement (Lewko, Hein, Rashmi, & Tesson, 1993; Sewell, 1971; Sewell & Shah, 1967; Shave, 1985), (d) value of education (McGrath, 1993), (e) area of residence (Anisef et al., 1980; Looker, 1993; Naire, 1971; Peach, 1970; Strohschein, 1971; Tilley, 1975), (f) perceptions of academic ability (Schonfeldt, 1968; Tilley, 1975; Wiseman, 1982), (g) academic achievement (Looker & McNutt, 1989; McGrath, 1993; Sharpe & White, 1993), (h) study program enroled in during high school (Anisef et al., 1980; McGrath, 1993; Tilley, 1975), (i) cost of education (Fuller, Manski & Wise, 1982) and (j) economic times (Gregory & Duncan, 1980; Gustman & Steinmeier, 1981). Barriers to post-secondary education (McGrath, 1993) and peers plans (Carpenter & Western, 1984) may also influence career aspirations.

Family variables are likely to affect educational plans and occupational expectations in a number of ways. Students from high socioeconomic status families are more likely to enroled into a post-secondary program (Anisef et al, 1980; Breton, 1972; Looker & Pineo, 1983; Parson, 1974; Schoenfeldt, 1968; Sewell & Shah, 1967; Sharpe & White, 1993; Shave, 1985; Tilley, 1975) and more likely to have higher occupational

expectations than students from lower socioeconomic backgrounds (Breton, 1970; Lewko, Hein, Garg, & Tesson, 1993; Tilley, 1975). Students with parents that have a high education level are more likely, than those who do not, to engage in post-secondary schooling (Anderson, 1980; Breton, 1972; Shave, 1985; Tilley, 1975). Also, the higher the parental level of education the higher the occupational expectations of the student (Sandberg, Ehrhardt, Mellins, Ince, Meuer-Bablourg, 1987; Tilley, 1975).

In the Sharpe and White (1993) youth transition study, parents of students who attended a post-secondary institute were more likely than the parents of those who did not attend to have stable employment: 70% of the "Attender's" fathers as compared to 50% of the "Non-attender's" fathers worked full-time; similarly, 39% of the "Attender's" mothers as compared to 26% of the "Non-attender's" mothers worked full-time. The "Attenders" were also more likely than the "Non-attenders" to expect financial support for their education from parents. The educational levels of the parents were also related to educational plans. The educational levels of parents of "Attenders" was higher than that of the parents of the "Non-attenders".

Likewise, in another study, students from higher socioeconomic status backgrounds had higher occupational expectations and were more likely to choose occupations of a "higher status" (Sewell & Straus, 1967). Breton (1970) reported similar findings: a larger percent of males whose fathers had white collar occupations than males whose fathers had lower status occupation, chose professional or managerial occupations. In addition, students who enroled in post-secondary schools were more likely than those

who don't to perceive a high level of family support and encouragement toward education (Shave, 1985). However, results from Tilley (1975) study suggested that while background variables were significant in influencing a person's decision to attain further education, it was not as significant as school related variables. In his sample of Newfoundland youth the highest predictor of educational plans was occupational expectation followed by study program and their self concept of ability.

In 1985, Shave examined a group of academically capable Newfoundland students who were eligible, but choose not to pursue post-secondary education or training following high school graduation. She found a number of commonalities among the group. For the most part, these students came from poorer backgrounds. Their fathers were characterized by seasonal employment and periods of unemployment; their mothers were unemployed and remained at home, the educational level of both parents was low; there was very little family support or encouragement in the direction of post-secondary education or training; and their siblings had not enroled in any form of post-secondary education. The students had little communication with parents, teachers, or peers concerning further education, and very little knowledge of student aid programs. Also, they had not initiated any career search or decided on a career area of interest. Both the student and their parents had value conflicts revolved around the value of education as opposed to the value of work and many of the students felt obligated to assist the family financially.

In a nationwide study of Canadian youth, Briton (1972) found several background factors to be important in the career decisions of Canadian youth. They included the father's occupational status, parents' educational level, family size, birth order of the child, and the overall pattern of authority which existed between the parent and the child.

Lewko, Hein, Garg and Tesson (1993) cited in Anisef and Axelrod (1993) conducted a study involving students from Northern Ontario who excelled in Science. The family backgrounds of these students were characterized by a high socioeconomic status, a high degree of martial stability, and a high level of support and encouragement from parents. Even within this privileged group, the father's level of education was related to occupational expectations: students whose father had attained higher levels of education were more likely to plan careers in science, particularly physical and quantitative science. While family influence was important for both males and females it was of particular importance for females.

Breton (1970) found parental encouragement to be positively associated with occupational expectations of both males as well as females. In addition, parental encouragement was more prevalent in the upper class, well educated families.

School related variables also influence educational plans. Students' who enrol in academic programs (Anisef et al., 1980; Barker, 1972; Tilley, 1975) and students who perceive their ability level to be high (Schonfeldt, 1968; Tilley, 1975) are more likely to have post-secondary school plans and are more likely to be associated with nontraditional choices (Wiseman, 1982) than those who perceive their ability level to be

low. A student's perceived level of ability also affects their occupational expectation. Students who believe they have more ability are more likely than those who believe they have less ability to have higher occupational expectations (Tilley, 1975; Wiseman, 1982).

Sharpe and White (1993) compared a group of students who enroled in a post-secondary program to a group who did not. Their findings indicated that the "Attenders" had a higher self-concept of ability than the "Non-attenders". Many (31.8%) of the "Attenders" considered their marks to be among the best when compared to those of their peers. This was substantially higher than the perception of "Non-attenders" of whom 9.2% considered their marks to be among the best.

The cost of post-secondary education also affects educational plans. Fuller, Manski and Wise (1982) indicated that the cost of school was important in a student's decision concerning post-secondary education. They found a negative relationship between the cost of schooling and Canadian students' desire to enrol in post-secondary training or education. As the cost of post-secondary school increased, the desire to enrol decreased. Other institutional factors such as the entrance requirements and the demand for the specific programs also affect post-secondary school plans (Sharpe & Spain, 1991b).

Variables outside the family and school, such as the economic context influence the decision to enrol in post-secondary education. During poor economic times more students tend to enrol in post-secondary schooling than in times of economic prosperity. The opposite is true during prospect economic times (Gregory & Duncan, 1980; Gustman

& Steinmeier, 1981).

Pavarko and Bishop (1966) in a study involving Ontario grade 12 students found, with the exception of girls from lower socioeconomic backgrounds, that the educational plans of students were greatly influenced by the plans of their peers. However, Williams (1971) found that as males moved beyond grade 10 parents began to have a larger influence on their education aspirations than did teachers or peers.

Gender Differences

Almost without exception, the research on the transition from school to work indicate men and women experience the transition process differently (Anisef et al., 1980; Clark & Willis, 1988; Looker, 1993; Looker & McNutt, 1989; Sharpe & Spain, 1991a, 1991b; Sharpe & White, 1993; Tilley, 1975). The literature up to 1981 indicated that fewer females than males aspired to post-secondary schools, particularly university. However, this long-lasting pattern has altered since 1981. Many of the gender differences which existed have been downgraded. More females are now aspiring to higher levels of education and more are moving into non-traditional programs, especially in the higher status programs (Looker & McNutt, 1989). Recent studies have found females equally as likely as males to have post-secondary plans (Looker, 1993). Some have even found more females than males in university (Sharpe & White, 1993).

Males and females experience the transition into the workforce differently. Males are more likely than females to find full-time and summer-time employment. In Anisef

et al.'s (1980) study 20% of females compared to 9.1% of males were not in the workforce. In Sharpe and Spain (1991b) study 36.6% of male respondents compared to 32.5% of females reported a working status. Likewise males are more apt than females to obtain full-time employment, while females are more likely than males to obtain part-time employment (Minister of Skills and Development, Ontario, 1989). It appears, however, that males are continuing to make the same traditional choices, with respect to education and occupation, as they did years ago (Looker, 1993).

Despite theses changes in transition patterns, both females and males are still enroling in traditional gender stereotypical educational programs and aspiring to traditional gender stereotypical occupations (Anisef et al., 1980; Looker, 1993; Sharpe & Spain, 1991a). Females are more likely than males to enter university, nursing schools, out-of-province universities and private colleges. Males are more likely than females to enter the Marine Institute (Sharpe & Spain, 1991a). Likewise, a disportionate number of females occupied traditionally female jobs (Anisef et al., 1980, Minister of Skills and Development, 1988; Sharpe & Spain, 1991b). Females are still less likely than their male counterparts to obtain graduate degrees.

In 1989 Looker and McNutt studied 400 youth in Hamilton, Ontario to determine the effect of occupational expectations on the educational attainment of males and females. In their studies, father's education, grades in high school, father's educational expectations for the youth, and both the status and gender composition of one's expected job affected educational attainment. Occupational expectation affected the educational

attainment of both males and females, and accounted for much of the gender difference in educational attainment. Sandberg et al. (1987) found family variables to be a bigger determinant of female career aspirations than males. Females who aspired to non-traditional science occupations were more likely than females who aspired to traditional occupations to have father's with significantly more education. Other studies have found that females who aspired to nontraditional careers were more likely to perceive a higher degree of family support with respect to their educational and occupational choices (Fitzpatrick & Silverman, 1989; House & Garvey, 1985).

Area of Residence

The social context in which the transition from school to work takes place varies with area of residences. Youth from rural areas have a much more limited number of educational and employment opportunities available to them than youth from urban areas and are thus somewhat disadvantaged (Looker, 1993).

The majority of the research studying the relationship between area of residence and educational plans indicate that rural youth are less likely than their urban counterparts to aspire to post-secondary education (Anisef et al., 1980; Looker, 1993; Narine, 1971; Peach, 1970; Strohschein, 1971; Tilley, 1975) and less likely to attend a post-secondary institution (Anisef et al., 1980; Looker, 1993; Narine, 1971; Peach, 1970; Strohschein, 1971; Tilley, 1975).

In the Anisef et al. (1980) sample of Ontario youth, area of residence was shown to be an influencing factor on their educational plans. Rural areas had a higher concentration of lower socioeconomic status families, and as a result, more students in general programs, hence decreasing the likelihood that they would attend post-secondary schooling. Furthermore, students from rural areas with families of high social economic status were still less likely than their urban counterparts to attend university when they did complete academic programs. More went on to College of Applied arts and Technology (CAAT) or directly into the workforce.

Looker (1993) cited in Anisef and Axelrod (1993) conducted a study in 1989 which examined the transition to work in three localities: Hamilton; Ontario; Halifax, Nova Scotia and rural Nova Scotia. She concluded that the transition process for rural youth was complicated by the lack of educational and occupational opportunities in their area of residence. These youth were faced with the dilemma of choosing between their career aspirations and their desire to remain at home. Rural youth had closer community ties than urban youth, and at the same time were much more likely than urban youth to have anticipating having to leave home for educational and occupational opportunities. This she speculated, may cause many rural youth to opt out of post-secondary education or training and accept any type of job. This is supported by both Day (1990) and further youth transition study by Looker (1993). In Looker's group, rural youth were much more likely than urban youth to see seasonal work supplemented with unemployment insurance as a viable option. Day's (1990) study suggested that many rural youth would

accept almost any work provided it enabled them to remain home

Two studies, both using a Newfoundland sample, did not find any association between area of residence and post-secondary education (McGrath, 1993; Parson, 1974). However, in McGrath's (1993) study, which used partial data collected from the *Youth Transition into the Labour Market* (Sharpe & Spain, 1991a) survey, rurality did have an influence on advanced mathematics achievement and on increased barriers to further education. Both of these had a consistent and large effect on post-secondary education enrolment. Sharpe and White (1993), using the their youth transition data, found that rural youth were more highly concentrated in non-university type post-secondary institutes. This suggests that rurality, at the least, has an indirect affect on post-secondary education choices and thus occupational expectations. In fact, Tilley (1975) had found that students from rural areas also tended to have lower occupational expectations; and Looker (1993) and Wiseman (1982) found that they have more traditional occupational expectations.

Looker (1993) also found more gender role and gender stereotyping of occupations in rural areas than in the more urban areas. While Looker did not make any speculation on the effect of rural residence on occupational expectation, the fact that students from rural areas were aware of fewer types of occupations, and more likely to see seasonal work supplement with unemployment insurance as a viable option seems to suggest that they may have lower occupational expectations.

Wiseman (1982) in a sample of Newfoundland high school students found students from urban Newfoundland were less likely than their rural counterparts to make traditional career choices. Breton (1970) however, did not find area of residence to have an effect on students' occupational aspirations.

Barrier to Post-Secondary Education

A number of high school students aspire, yet do not enrol, in post-secondary education. The barriers which interfere with youth post-secondary educational plans may vary from individual to individual, but some common themes emerge from a review of the literature.

Sharpe and Spain (1991b) in their 1989 survey of Newfoundland and Labrador youth asked the respondents to indicate possible reasons for not continuing with their education or training. The most frequently cited reason was "I would like to start supporting myself" (49%), followed by "I may not have enough money for school" (44.7%). The former reason was cited most frequently by males and the latter by females. Some students (31.4%) indicated that they did not plan to continue their education because they had not decided on a program. Others, (28.3%) were concerned about their ability to succeed in a post-secondary program. Only 8% said they would not continue their education because they had to go far from home, and only 4.1% because their academic qualification were inadequate. When asked the most important reason for not continuing their education or training, 30.8% cited lack of money, 22.9% wanted to

support themselves, 14% could not decide on a program, 12.9% were uncertain as to whether they had the academic ability required, 5.3% academic qualifications were inadequate, 3.6% wanted a break, and 2.8% did not want to move far from home. In a second follow-up survey, conducted by Sharpe and White (1993), respondents were asked about potential problems associated with obtaining further education. Their results revealed that significantly more of those not attending compared to those attending post-secondary education to perceive finding time to go to school, finding available courses near where they lived, meeting entrance requirements, having to work to support themselves/family, getting information, getting money to pay for their education, and finding the right course/program near home as problematic. The problem of least concern for both groups was getting information about courses: however about 30% of "Non-attenders" as compared to 19.8% of "Attenders" indicated this to be a problem. Further analysis indicated that significantly more rural youth cited finding courses close to home or close to where they lived to be a problem as they pursued further education. The "Non-attenders", as a group, were likely to consider time to attend, availability of courses, entrance requirements and funding as barriers to further education.

Policies made directly by the educational institutions themselves may serve as barriers for students wishing to enrol in post-secondary educational programs. The demand of a program, limited enrolment in a program and the entrance requirements of a program may prohibit some youth from qualifying for post-secondary programs (Sharpe & Spain, 1991a).

The cost of post-secondary education is important in an individual's decision to enter, or not to enter, into a post-secondary educational program. As the cost of post-secondary schooling increases, the desire to enrol decreases (Fuller, Manski & Wise, 1982). Given that many students list their parents as a main source of financial assistance while in post-secondary school (Sharpe & White, 1993), the financial situation of the family may be a barrier to students furthering their education. McGrath (1993) reported lack of finances and program access to be the most significant barriers to post-secondary education.

School-related variables, courses offered, academic achievement, and type of program enroled may serve as a further barrier to post-secondary education. McGrath (1993) reported academic achievement and success in advanced mathematics to be consistently related to participation in post-secondary education. Wilson (1991) concluded that many rural Newfoundland students have reduced access to courses such as advanced mathematics, chemistry, and physics. This lessens the likelihood of them attending university. Studies have also found that students who enrol in an academic program are more likely than students who enrol in a general program to have post-secondary plans (Anisef et al., 1980; Looker & McNutt, 1989; Tilley, 1975). Many post-secondary institutes, particularly universities, require an academic program for enrolment. Hence, lack of an academic program may be a barrier for many students.

Further barriers include community attachment and a desire to remain home (Looker, 1993; O'Neil, 1981). These barriers, as well as academic program, courses

offered at school, distance from post-secondary facilities, finding a place to live and cost of furthering one's education, are believed to be more pronounced for rural youth than urban youth (Looker, 1993; Sharpe & White, 1993; Wilson, 1991).

The demand for many programs has increased due to the large number of Northern Cod Adjustment Recovery Program (NCARP) recipients, retraining fishery workers, enroled in post-secondary education in Newfoundland (Sharpe & White, 1993). Many institutions have adopted policies which guarantees a minimal number of "seats" to NCARP recipients, yet they have not increased their maximum enrolments. Also, within the province, the entrance requirements for many programs have been raised in the past years. All technology programs offered at Westviking College in western Newfoundland now require academic math plus two third level sciences. Memorial University of Newfoundland has also raised first year entrance requirements to an average to 70% (Memorial University of Newfoundland, 1995).

The Context of Transition

The transition for school to work does not occur in a vacuum, but in an environmental context that affects an individual's opportunities and their perception of these opportunities. The context is the world in which one lives and the place where one makes the work transition (Spain & Sharpe, 1991a).

Young (1983) hypothesized that four environments exist in which youth operate to make career choices; the microsystems, the mesosystem, the ecosystem, and the

macrosystem. The microsystems, which are the immediate surroundings of the person consisting of family, peers, school and workplace influences the youth's expectations and behaviour. The mesosystems occur at the interface of two or more microsystems. Young believed the most important mesosystem to be the transition to work. The ecosystem, which consists of social class, media, family social network, sex roles of parents, and public policy affect but are not affected by the individual. The macrosystem, basic possesses and evolutionary forces, alter possible career selection over a long period of time. These include technical changes, work ethics, perceived purpose of education and the role of women.

Spain and Sharpe (1991a) divided the context into two separate components depending on how they influence an individual, the macro context and institutional factors. The macro context is comprised of the major, widespread influences that are distanced from individuals. These are the economic trends, major policy changes of government, and the introduction of radical innovation (such as new technology). Institutional factors are somewhat closer to the person in the streets. Examples are the minimum wages, entrance requirements for educational programs, educational programs that are available, and the demands for programs. Yet others are collective agreements, limits of enrolment, and unemployment insurance.

Economic Context

Economic factors are known to affect the transition into the workforce. Various studies acknowledge the important role the economy plays in the transition of youth from

school to work (Anisef et al., 1980; Krahn & Lowe, 1990; Sharpe & Spain, 1991a; Sharpe & White, 1993).

The economic context of Newfoundland has undergone drastic changes over the past six years. Newfoundland has witnessed a closure of its main resource, the cod fishery. In addition, unemployment rates continue to increase (Economic Research and Analysis Division, 1993; 1994). Sharpe and White (1993) summarized this and stated that:

> 1990 marked the beginning of a recession both in Canada and particularly in Newfoundland. The fishery was suffering through the cutbacks which preceded the major closure two years later, and other primary industries were experiencing declines. Seasonal work in rural Newfoundland was especially affected by the fishery. (p.7).
>
> As Canada and Newfoundland move away from resource-based industries and economics, opportunities for the poorly educated and trained are reduced, in many cases, to the point of exclusion from the workforce. Rural Newfoundlanders in particular are affected by such trends, a fact that has been exacerbated by the recent closure of the fishery. (p.9).

In 1992 the federal government placed a two year moratorium on the commercial cod fishery in NAFO zones 2J3KL. In July of the same year NCARP was implemented to provide financial assistance to fisherpersons and fish plant workers adversely affected by the moratorium (Department of Fisheries and Oceans, 1993).

Although the 1992 moratorium did not include the fishing grounds off the northern tip of Newfoundland and southern shore of Labrador, many fish plant workers residing in these area were affected by it. Up until 1992 a substantial number of community fish plants in the area would transport cod from northern Labrador (NAFO

zone 3J) to local plants for processing. As a result of the moratorium, the operating time of these plants was either cut or terminated. As a result, many fish plant workers employed by these plants became NCARP recipients eligible for re-training, academic upgrading, and other options.

In 1992 other areas of the province, including the south coast and Gulf of St. Lawrence experienced reduced landings for cod (Government of Newfoundland and Labrador, 1993), and in 1993 the area was closed (Department of Fisheries and Oceans,1993). Prior to the 1993 announcement, the vast majority of otter trawl vessels from the northern tip of Newfoundland and southern shore of Labrador would migrate to the southwest coast for the winter fishery and return home for the summer fishery. The 1993 announcement decreased the length of their fishing season by half.

In 1994, the government announced a extension to the areas covered under the 1992 moratorium. This extension included the Strait of Belle Isle fishing grounds (NAFO zone 4R) and southern coast of Newfoundland (NAFO zone 3PN). The fishing season which was cut in half one years prior was terminated in 1994. While the 1992 moratorium did not directly affect the majority of inshore fisherpersons of the northern tip of Newfoundland and southern shore of Labrador, the 1994 moratorium did. The extension seriously affected the economic context of the Northern Peninsula of Newfoundland.

On April 19, 1994, the Atlantic Groundfish Strategy (TAGS) was introduced (Human Resource Development Canada, 1994) and on May 16, 1994, NCARP was

replaced by TAGS (Government of Canada, 1994). Many of the fisherpersons from the northern tip of Newfoundland and southern shore were eligible for, and qualified for, compensation under TAGS.

The Income Supplement Programs

Since the cod moratorium was announced in 1992, two income supplement programs have been implemented to assist the fisherpersons and fish plant workers employed in the Newfoundland fishery, NCARP and TAGS.

The first priority of NCARP was to provide income and vessel support for fisherpersons and fish plant workers affected by the closure of fishery. Recipients of NCARP received from a minimum monthly wage of $225 to a maximum monthly wage of $406. Training programs with financial support were also available to all recipients (Department of Fisheries and Oceans, 1993).

NCARP recipients had six options from which to choose. The options were training for work outside the fishery, training for work inside the fishery, work/ unemployment insurance; early retirement, income replacement rate of $225 per week, or licence retirement program (Department of Fisheries and Oceans, 1993).

Both the training for work inside and outside the fishery options provided extensive financial assistance to fisherpersons and fish plant workers who choose to participate in further educational training. The former was to encourage those wishing to remain in the industry to pursue professionalization. The latter was to encourage

fisherperson to pursue educational training which would qualify them for employment outside the industry or to start their own business. The work/U.I. option was available exclusively to fisherpersons, trawlerpersons, or plant workers who qualified for U.I. while still eligible for NCARP assistance. These recipients were exempt from training. The Northern Cod Early Retirement Program was available to recipients between 55 and 64 years of age who wished to retire from the fishing industry. They received from a minimum monthly payment of $587 up to a maximum monthly payment of $1232. The licence retirement option was available only to recipients who were head of a fishing enterprise and hold a active full-time inshore 2J3KL groundfish licence and wished to retire from the industry. The maximum compensation under this option was $30,000 for those eligible for early retirement and 50,000 for those who were not eligible for early retirement. All recipients who did not qualify for, or choose one of the other five options, received a set income replacement weekly benefit rate of $225 for the duration of the moratorium. The only exceptions were fisherpersons who were registered fisherpersons from 1986 to 1992 inclusively, and were registered full-time fisherpersons from 1988 to 1992 inclusively (Department of Fisheries And Oceans, 1993).

While all six options were open to all recipients, depending on their individual circumstances, their options under NCARP may have been restricted to as little as two. A large number of fisherpersons and plant workers did not qualify for either of the six options, thus did not received any income supplements (Provincial Advisory Council, 1994).

TAGS is a five year $1.9 billion program introduced to provide income support and labour market adjustment to fisherpersons and plant workers affected by the groundfish crisis. The labour market adjustment component includes career planning and counselling, mobility assistance and support for employment, literacy and basic skills training, and measures to enhance employment opportunities. Under TAGS income support is provided to all eligible persons who actively participate in the labour market adjustment program. The weekly benefits range from a minimum rate of $211 to a maximum rate of $382 (Human resource Development, 1994).

TAGS recipients have nine options to choose from: (a) training, a component which provides financial compensation for literacy programs, community-based adult basic education, university study programs, leadership training, orientation/career guidance training and entrepreneurial training; (b) green project, a 52 week work cycle focusing on the preservation and enhancement of the environment; (c) employment bonus, available to TAGS recipients who accept work outside the fishery for less than their weekly income support; (d) wage subsidy, available to employers who hire TAGS recipients for permanent full-time employment; (e) self employment assistance, to provide financial assistance to recipients establishing a new business; (f) community opportunities pool, under which individuals participate in a four- to six-month project or assortment of activities geared at helping the community; (g) mobility assistance, under which financial assistance is provided to partially or fully offset the cost of relocating to a new area which promises employment; (h) youth option offering assistance to those

under 25 for training and mobility; and (i) fishery retirement for those over 55 years of age (Human Resource Development Canada, 1994).

In 1994 the Canadian Mental Health Association conducted a study to look at the effects of the moratorium. They concluded that while a small minority of NCARP recipients were slightly better off with the regular source of income provided by the income replacement payments, the majority were experiencing financial hardship. Many reported a depletion of their resources, including their savings. They suggested that the families most effected by the moratorium may not be those receiving NCARP and, or TAGS income replacement payments, but those in the fishery who failed to meet the criteria needed to qualify for the programs. According to Cahill and Matland's (1993) findings, this could be a large number of families. In their study they reported that 1745 of the people who applied for NCARP were rejected. Of those who appealed only 28% of females and 39% of males were successful. Failure to qualify for NCARP support forced some families to go on social assistance because they were unable to find alternative incomes (Canadian Mental Health, 1994).

Given the unique nature of the current Newfoundland and Labrador economic context, and the limited number of studies on the effects of the Cod moratorium, it is difficult to predict the overall effect on the career plans of Newfoundland youth. It is possible that they may opt for post-secondary training due to the lack of traditionally available jobs. It is also possible that they may not be able to afford post-secondary training if reliant on family support whose income had been traditionally derived from the fishery.

Summary

The transition from school to work is a life-long process for which the pathways are unpredictable and outcomes uncertain. These pathways are becoming more diverse and complex with time. The patterns of work transition vary among individuals and are established through individual choices and decisions made at critical points in the transition process. These choices and decisions are made on the basis of interests, aspirations and goals.

Most youth develop initial career aspirations during or shortly after high school. These aspirations are an essential component of the transition process. Different factors interact to have long-term and, or short-term effects on career aspiration. They include different background, school related, and economic factors. Background factors include the socioeconomic status of the family, educational level of parents, family support and encouragement, value of education, area of residence and peers; while school-related factors include study program, program availability, academic achievement, and perception of academic ability.

Once they have completed high school, some youth will choose to enter directly into the workforce and others will choose to enrol into post-secondary programs. Research has shown that a number of barriers exist for those students who plan to continue their post-secondary education. Some of these barriers, such as academic achievement, type of program, and courses completed emerge as a direct result of choices made in high school. Others are a direct result of policies adopted by the

institutes regarding entrance requirements, enrolment numbers, and tuition. Some barriers are believed to be more relevant to rural youth, particularly those concerned with relocating.

Transitional decisions are made in an environmental context that controls both the opportunities available to youth and the perception youth have of these opportunities. Over the past decade, the economic context of Newfoundland has become fragile and bleak. Newfoundland's main resource, the cod fishery, has fallen and left many Newfoundlanders, particularly rural Newfoundlanders, in a state of turmoil and uncertainty. This present fishery crisis has potentially affected the career plans and decisions of Newfoundland youth. However, the extent and nature of its affect are largely unknown.

CHAPTER 3

METHODOLOGY

Sample

The overall procedure involved the administration of a questionnaire to a sample of rural youth who were in their graduating year of senior high school in the Province of Newfoundland and Labrador. More specifically, data for the study were collected from Level III and Level IV students who resided in rural communities located on the northern tip of Newfoundland or the southern shore of Labrador. These places are "former" fishing communities located approximately 450 kilometres from the city of Corner Brook and approximately 1000 kilometres from the city of St. John's. Over two-thirds of the communities have populations of 500 or less. The nearest post-secondary institution, other than one small community college campus, is located in Corner Brook. While students may complete their first two years of university of Corner Brook, to obtain a university degree in an area other than arts, students from this area must move 1000 kilometres to St. John's or move out of the Province. Because this area is composed of fishing communities and is located a substantial distance from virtually all provincial post-secondary institutions, the combined effect of rurality and the closure of the cod fishery made it an ideal location from which to draw the study sample.

All of the students who participated in the study were enroled in either a high school or all-grade school operating under the administration of the Vinland/Strait of Belle Isle School Board for the 1994-95 school year. Ten of the twelve schools which offered a Level III program participated in the study. The two schools which did not

participate in the study has a combined Level III population of only 13 students. Because of the small number, lack of participation by these schools is not believed to have effected the validity of the study. The sample, therefore, consisted of 240 Level III and Level IV students.

The total Level III population in all schools in the Vinland/Strait of Belle Isle School board identified by the Department of Education data differed from the number identified by the school principal (283 versus 253). This discrepancy was most likely due to differences in the time of year when students were accounted for. The Department of Education data was collected in the Fall of 1994, whereas the school's count was collected in May 1995. Also, because of the recent fishery crisis, a large number of families continue to migrate out of the area, thus the number of Level III and Level IV students is continuously decreasing. Due to these factors, the count by the schools is believed to have been the more accurate of the two.

Instrument

Individual questionnaires was chosen as the method of effectively collecting the data. For the proposed study a large amount of data must be collected from a large sample in a limited amount of time. A questionnaire, by it's very nature, lends itself to collecting data of the type described above. As Kerlinger (1973) puts it: Survey research has the advantage of wide scope; a great deal of information can be obtained from a large population. "A large population or a large school system can be studied with less

expense than that incurred by a census ... for the amount of information they yield they are economical" (p. 243).

The questionnaire was composed of 25 items broken down into four sections: Section A, background information; Section B, career plans; Section C, future plans; and Section D, the economy. See Appendix A for a complete questionnaire.

With the exception of three items related to the effects of the fishery crisis, the content was either directly extracted or slightly modified from the items contained in the *Youth Transition into the Labour Market Survey* (Sharpe & Spain, 1991a). The format of the questionnaire followed the format of the *Youth Transition into the Labour Market* original questionnaire used in 1989. All *Youth Transition into the Labour Market* questionnaires had been pilot-tested and refined prior for use in that study. For this reason, it was considered unnecessary to pilot the version used for this research. Original validity and reliability were also assume to apply.

Procedure

In November, 1994, a sample questionnaire and a letter requesting permission to administer the questionnaire to Level III and IV students was sent to Dr. Anthony Genge, Superintendent of the Vinland/Strait of Belle Isle Integrated School Board (see Appendix B for letter). Following approval from Dr. Genge, a list of all the schools within the board that offered Level III programs was obtained. Initial contact was then made by telephone with the principal or vice-principal of each school to inform them of the study,

it's purpose and procedure, and to prepare them for a letter to follow by mail. During the telephone conversation, permission to administer the questionnaire and the number of Level III and IV students in the school was sought. This information was used to determine the number of questionnaires needed to be delivered to each school.

Instructions for the administration of the questionnaires along with the actual instrument was delivered or mailed to each principal (see Appendix C for instructions) in April for administration by school personnel in May of 1995. A follow-up letter to remind schools of the study and a form, to be completed by the teacher responsible for administering the questionnaires were sent to all participating schools (see Appendices E and F, respectively). A class setting was chosen to reduce the time and cost involved in collecting information. The latter part of the school year was chosen because it was assumed that most students would have made plans for the upcoming year by then and it paralleled the time of year in which the original youth transition survey was administered by Sharpe and Spain. Also, many post-secondary institutes contact applicants to inform them of their status in April or May.

The returned questionnaires were later coded and entered into a database file for analysis using appropriate SPSS PC procedures.

Returns

The overall return rate based on the participating schools was 80% (192 of potentially 240 students completed the questionnaire). Approximately an equal number

of males (51.1%) and females (48.6%) responded. Note, one student did not indicate their gender.

Almost all (96.9%) of the students expected to graduate from high school in June of 1995. The majority expected to graduate with an average of at least 65%.

Use of Youth Transition Data

For the purpose of answering research questions 15 and 16, data obtained in 1989 from the *Youth Transition into the Labour Market* study (Sharpe & Spain,1991a) were extracted and compared to data obtained in this study. A sample of students from the same school board, Vinland/Strait of Belle Isle Integrated, were identified and used as the comparative sample. The sample consisted of 228 students, 96 males and 132 females.

Using the comparative sample, responses to items common to both surveys with respect to: (a) future career choices; (b) immediate career plans; (c) future lifestyle expectations; (d) reasons for not continuing their education or training; and (e) genders were compared using descriptive statistics (crosstabs) and chi-square statistics (see appendix D).

Data Analysis

The data analysis was completed using the SPSS data analysis package for windows (Norusis, 1993). Descriptive statistics (ie: frequency counts and percentages) were used to summarized the findings and answer research questions one, two, three,

four, six, seven, nine, eleven, and twelve. Crosstabs and chi-square statistics were also employed to answer the other questions. More specifically, crosstabs were used to compared relations between two or more variables and chi-squares were used to determined where differences observed were significant. No responses and cell rows with less than a frequency of five were excluded from the chi-square analysis to strengthen the test of association between the variables. A 95% confidence interval was used. According to Norusis 1994 these methods can be effectively used to analysis ordinal data of the type collected in this study.

CHAPTER 4

ANALYSIS OF THE DATA

This chapter contains the findings of the statistical analysis performed on the data collected to investigate the 16 research questions outlined in Chapter 1. These research questions were initially analyzed using descriptive statistics. Additional chi-square analyses were performed to ascertain significance differences related to gender and the contrasts between the two samples used in the study. Significance levels of .05 were considered appropriate.

Research Question 1

What are the students' future career choices?

Responses from two questions were used to address this question. One related to actual career choices and the other to future career choices. A summary of the number of career choices students listed when asked which career they would like to enter in the future is shown in Table 4.1. The maximum number of choices listed were two. Most students (78.1%) gave one career choice, while 6.8% gave two choices and 15.1% did not list any choices.

When the students' career choices were organized according to Classification and Dictionary of Occupations (CCDO) "major groups" codes 15 different occupational categories emerged. Approximately 55% of the students' choices were distributed among the categories of natural science, engineering, and math (17.2%), social services (14.1%), medicine and health (13.5%), and service (9.9%). There was a wide variation in the numbers in other occupational categories (see Table 4.2) ranging from 6.3% in

product fabricating, assembly and repairing to 0.5% in mining and quarrying, including oil and gas fields. No one indicated they would like to enter in a career in the fishing, hunting, trapping, and related occupations group.

A summary of the response to the question "have you thought of starting a business of your own in the future is shown in Table 4.3. Less than half of the students (40.1%) said yes. The majority (58.9%) said no.

Table 4.1
Summary of Career Choice Response
(N = 192)

Type of Response	Freq.	%
One career choice	150	78.1
Two career choices	13	6.8
Didn't respond	29	15.1

Table 4.2
Future Career Choices
(N = 192)

Occupational Group	Freq.	%
Occupations in natural science, engineering, and mathematics	33	17.2
Occupations in social sciences and related fields	27	14.1
Occupations in medicine and health	26	13.5
Service occupations	19	9.9
Product fabricating, assembly and repairing occupations	12	6.3
Clerical and related occupations	11	5.7

(continued)

Table 4.2 continued

Construction trades occupations	10	5.2
Managerial, administrative, and related occupations	9	4.7
Forestry and logging occupations	7	3.6
Transport, equipment, and operating occupations	5	2.6
Artistic, literary, performing arts, and related occupations	4	2.1
Government programs	4	2.1
Teaching and related occupations	4	2.1
Machining and related occupations	2	1.0
Occupations in sport and recreation	2	1.0
Mining and quarrying, including oil and gas field occupations	1	0.5
No response	29	15.1

Note: Students could list more than one career choice. The totals for each occupational group are displayed in the table.

Table 4.3
Students who Thought of Starting own Business
(N = 192)

Response	Freq.	%
No	113	58.9
Yes	77	40.1
Didn't Respond	2	1.0

Research Question 2

What are the students' immediate career plans?

Students were asked specifically about their plans for the year following Level III. They were given a list of statements, as shown in Table 4.4 and instructed to pick the one that best described their plans. The majority of students (54.2%) indicated that they definitely planned to continue their education or training. An additional 8.9% indicated they would like to continue their education or training but would probably have to work, while 10.9% indicated that they would probably continue their education or training but would rather work. Only 4.2% planned to return to high school. A small number of students (5.2%) definitely planned to go to work. Another 12% planned to take the year off, and 3.6% had no plans.

Table 4.4
Plans for Next Year (After Level III)
(N = 192)

Plans	Freq.	%
Definitely plan to continue education or training	104	54.2
Plan to take year off	23	12.0
Continue education or training but rather work	21	10.9
Like to continue education or training but have to work	17	8.9
Definitely plan to go to work	10	5.2
Plan to return to high school in September	8	4.2
Don't have a plan	7	3.6
No response	2	1.0

Students who indicated they planned to further their education or training immediately after high school graduation were asked which institutions they had applied to or planned to apply to, and which was their first choice (see Tables 4.5 and 4.6, respectively). Approximately, 74% of the students' had applied were to universities, and 83% to non-university institutions. About 19% had chosen institutions outside Newfoundland, which may or may not have been a university. Memorial University was the single most popular choice with 39.2% indicating that they had applied or were considering applying to the St. John's campus (21.6% indicating it was their first choice); and 34.4% indicating that they had chosen the Corner Brook campus (17.6% indicated it was their first choice). The most popular non-university institution was Westviking College, a choice of 37.6% respondents. Twenty percent of these also indicated it was their first choice. With the exception of Cabot College, to which 14.4% of students had applied (with 4.8% indicating it was their first choice), few students showed interest in other non-university institutions within Newfoundland.

Table 4.5
Institution and Training Place Students Planned to Attend
(N = 125)

Institution and Training Place	Freq.	%
Memorial University, St. John's	49	39.2
Westviking College	47	37.6
Sir Wilfred Grenfell College, Corner Brook	43	34.4
Institutes outside Newfoundland	24	19.2
Cabot College	18	14.4
Private career college	10	8.0
Other institutes in Newfoundland	8	6.4
Armed Forces	6	4.8
Hospital nursing schools	5	4.0
Marine Institute	5	4.0
Community college	3	2.4
Police academy	1	0.8

Note: Students could list more than one institution or training place. The total choices for each place are displayed in the table.

Table 4.6
Students First Choice of Institute or Training Place
(N = 125)

Institute or Training Place	Freq.	%
Memorial University, St. John's	27	21.6
Westviking College	25	20.0
Sir Wilfred Grenfell College, Corner Brook	22	17.6
Institutes outside Newfoundland	17	13.6
Cabot College	6	4.8
Private career college	6	4.8
Hospital nursing schools	3	2.4
Armed Forces	1	0.8
Marine Institute	1	0.8
Community college	0	0
Police academy	0	0
Other institutes in Newfoundland	0	0
Didn't respond	17	13.6

Research Question 3

What are the students' future lifestyle expectations?

Responses from four questions were used to answer this question. The questions related to future work and employment expectations, future residences expectations and future post-secondary expectations.

Students were asked what they expected to be doing in five or ten years. Looking ahead in the future, 68.2% expected to be working in a job or career. This included 15.6% who also expected to be homemakers. A larger number (29.2%) of students were

unsure of what they would be doing in the future. Only 1% of the 192 students expected to be a homemaker that did not include another job of career (see Table 4.7).

Table 4.7
What Students Expect to be Doing in Five to Ten Years
(N = 192)

Plans	Freq.	%
Working in job/career	101	52.6
Working in job/career and homemaker	30	15.6
Homemaker	2	1.0
Don't know	56	29.2
No response	3	1.6

With regards to seasonal work and collecting unemployment insurance, only 8.3% expected to be doing this in the future, while 38.5% did not. Again, a large number (50.5%) of students were unsure about their future in terms of work durations coupled with government support.

Table 4.8
Students Expecting to do Seasonal Work and Collect Unemployment Insurance
(N = 192)

Response	Freq.	%
No	74	38.5
Yes	16	8.3
Don't know	97	50.5
No response	5	2.6

Table 4.9 shows where the students expected to be living to pursue their career plans. Almost half (47.9%) said they expected to be living outside the Province, and an additional 33.9% expected to be living in the Province but away from home. Only 13.5% expected to be living at or near home.

Table 4.9
Where Students Expected to be Living in Five Years
(N = 192)

Response	Freq.	%
Outside province	92	47.9
Away from home in province	65	33.9
Home or near home in province	26	13.5
No response	9	4.7

Virtually all (91.1%) of the students expected to have acquired further education beyond high school at the end of five or ten years. The largest portion (38.0%) expected to have five-plus years. Only 3.1% expected to have none. As shown in Table 4.10, approximately 43.2% expected to have two to four years of additional education. Based on this, it is reasonable to conclude that over half of the respondents (those anticipating four or more years of further education) were planning to complete a degree program sometime in the future, or some combination of formalized post-secondary educational programs.

Table 4.10
Number of Years of Education Beyond High School
(N = 192)

Amount of Education	Freq.	%
5 years or more	73	38.0
4 years	29	15.1
3 years	29	15.1
2 years	25	13.0
1 year	15	7.8
6 months	4	2.1
None	6	3.1
Didn't respond	11	5.7

Research Question 4

What are the students' reasons for not continuing their education or training next year, after Level III?

A number of students do not enrol in post-secondary education following high school. Some delayed enrolment, others never enrolled. Some possible reasons for this were listed, and students not planning to further their education or training the next year were asked to indicate which of the reasons applied to them. The responses are shown in Table 4.11. The most frequently cited reasons were lack of money for school (48.4%), followed by haven't been able to decide on a program (39.1%), and wanting to start supporting themselves (35.9%). A number of students were concerned about their ability (28.1%), and meeting entrance requirements (17.2%). The number of students indicating

the other reasons applied to them were fairly consistent, ranging from 7.8% to 12.5%. The two exceptions were no desire to further education (4.7%) and "other" (17.2%). The responses compiled in the latter category varied widely and included wanting a year off, needing more time to decide, long waiting list at post-secondary institutions, being pregnant or becoming a parent, and inability to qualify for a student loan.

Table 4.11
Reason for not Continuing Education or Training Next Year (After Level III)
(N = 67)

Reasons	Freq.	%
I may not have enough money for school	31	48.4
Haven't been able to decide on a program	25	39.1
I would like to start supporting myself	23	35.9
I don't know if I have the ability	18	28.1
Do not have the entrance requirements	11	17.2
I have to go far from home	8	12.5
Like to have children in near future	7	10.9
Like to get married in near future	6	9.4
Can't find a place to live	5	7.8
Stay home and keep house	5	7.8
No desire to further education	3	4.7
Other	11	17.2

Note: Students could choose all twelve items. The totals for each reason are displayed in the table.

An examination of the most important reasons why students said they would not be continuing their education or training in 1996 indicated that the largest number of them (29.7%) thought that they might not have enough money for such goals. The second largest group (18.8%) of students were apparently unable to decide on a program; and the third largest (9.4%) wanted to start supporting themselves. These and others reasons are shown in Table 4.12.

Table 4.12
Most Important Reason for not Continuing Education or Training Next Year (After Level III)
(N = 67)

Reasons	Freq.	%
I may not have enough money for school	19	29.7
Haven't been able to decide on a program	12	18.8
I would like to start supporting myself	6	9.4
I don't know if I have the ability	4	6.3
Do not have the entrance requirements	3	4.7
No desire to further education	1	1.6
I have to go far from home	0	0
Stay home and keep house	0	0
Like to have children in near future	0	0
Like to get married in near future	0	0
Can't find a place to live	0	0
Other	10	15.6
No response	9	14.1

Research Question 5

What problems do students furthering their education or training next year anticipate having?

Respondents continuing their education or training next year were asked about several potential problem areas associated with obtaining further education. As can be seen in Table 4.13, problematic areas were finding available courses near home (17.6% indicated it was a serious problem) and finding the right course/program near home (17.6% also indicated it was a serious problem) followed by missing home, math ability, and long waiting list at the post-secondary institution of choice. While only 4.0% of the respondents indicated that they perceived that the difficulty of the course or courses they planned to take would be a serious problem, over 70% thought it would be somewhat of a problem. Only small numbers of students perceived each of the other areas as problematic. The problems of least concern for the students were finding time to go to school, reading ability, having to work to support themselves or family, getting information about courses, and high school preparation. With the exception of reading ability and finding time to attend school, approximately 36%-74% indicated they believed all of the other categories listed would be at least somewhat of a problem to them when furthering their education after high school.

Table 4.13
Perceived Problems When Deciding to get Further Education
(N = 125)

Problem	Seriousness of Problem							
	Not a Problem		Somewhat of a Problem		A Serious Problem		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Finding the right course/program that is given close to home	39	31.2	57	45.0	22	17.6	7	5.6
Finding available courses near home	37	29.6	58	46.4	22	17.6	8	6.4
Missing home	57	45.6	45	36.0	18	14.4	5	4.0
Mathematics	55	44.0	47	37.6	16	12.8	7	5.6
Long waiting list at the post-secondary institute	57	45.6	49	39.2	15	12.0	4	3.2
Having to work to support themselves/family	74	59.2	35	28.0	13	10.4	3	2.4
Finding a place to live	59	47.2	53	42.4	10	8.0	3	2.4
Meeting entrance requirements	63	50.4	50	40.0	8	6.4	4	3.2
Science	57	45.6	55	44.0	8	6.4	5	4.0
Adjusting to the instructor	63	50.4	52	41.6	7	5.6	3	2.4
High school preparation	72	57.6	41	32.8	5	4.0	7	5.6

(continued)

Table 4.13 continued

Getting information about courses	74	59.2	41	32.8	5	4.0	5	4.0
The difficulty of the course	27	21.6	88	70.4	5	4.0	5	4.0
Reading	101	80.8	16	12.8	3	2.4	5	4.0
Finding time to go to school	109	87.2	13	10.4	0	0.0	3	2.4

Research Question 6

Where would the students' prefer to further their education or training?

A large proportion (94.3%) of students indicated they would relocate to further their education or training. Only 0.5% indicated they would not. As can be seen in Table 4.14, the largest proportion (41.7%) said they preferred to live away from home but within the Province; and another 12% said they preferred to go to school somewhere outside the Province.

Table 4.14
Preferred Post-Secondary Location of Students
(N = 192)

Preference	Freq.	%
Away from home within the province	80	41.7
Wherever I am accepted	47	24.5
Home, but would go elsewhere if absolutely necessary	31	16.1
Outside the province	23	12.0
Home, won't go if I can't live at home	1	0.5
No response	10	5.2

Research Question 7

What type of job do the students' think they may have next year?

To address this question, students were asked to list, up to a maximum of three, types of jobs they thought they may have the year following high school. There were summarized using the Canadian Classification and Dictionary of Occupations groupings

shown in Table 4.15. Of the 192 students, 56.2% listed at least one job, while 36.4% listed at least two, and 24.0% listed three.

As can be seen in Table 4.15, the largest group of students (21.4%) listed service occupations, followed by construction trades occupations (19.8%), clerical occupations (14.9%), occupations not elsewhere classified (14.1%), fishing, hunting, trapping, and related occupations (12.5%), and sales occupations (10.4%). The remaining choices represented a range of occupational groups and were each cited by less than 5% of the students. A further examination of the related jobs revealed that they were typically low or semi-skilled in nature and represented those requiring little training. They were jobs often held by students who worked while engaged in post-secondary education or those jobs available to students right out of high school.

Table 4.15
Jobs that Students Think They may be Working at Next Year
(N = 192)

Occupational Groups	Freq.	%
Service Occupations	41	21.4
Construction trade occupations	38	19.8
Clerical and related occupations	28	14.9
Occupations not elsewhere classified	27	14.1
Fishing, hunting, trapping, and related occupations	24	12.5
Sales occupations	20	10.4
Processing occupations	8	4.2
Material handling and related occupations	4	2.1
Forestry and logging occupations	4	2.1
Transport equipment operating occupations	3	1.6
Product fabricating, assembling, and repairing occupations	3	1.6
Machining and related occupations	2	1.0
Occupations in medicine and health	2	1.0
Program	1	0.5
Mining and quarrying including oil and gas field occupations	1	0.5
Occupations in sports and recreation	1	0.5
Farming, horticultural, and animal-husbandry occupations	1	0.5
Occupations in social science and related fields	1	0.5
Anything	8	4.2
Don't know	5	2.6
No response	84	43.8

Note: Students could indicate as many as three jobs. The totals for each occupational group are displayed in the table.

Research Question 8

What problems do the students' anticipate having when finding a job?

Several of the potential problems or concerns related to finding a job were listed and respondents were asked how much of a problem they believe each would be for them. The most common problem anticipated was the scarcity of jobs with 60.4% of the respondents indicating it would likely be a serious problem, and 32.3% indicating it would likely be somewhat of a problem. Over half of the respondents also indicated other areas that may be somewhat problematic to them that included not having enough work experience, finding a job they liked, knowing how to look for a job, and having money to look for work. Few students (7.3%) felt that leaving home for a job would be a serious problem for them (see Table 4.16).

When asked to indicate the biggest problem, rather than multiple problems, the largest portion of students (59.9%) cited the scarcity of jobs. Not having enough work experience was the second highest problem cited by 14.1% of respondents. As indicated in Table 4.17, all other problems were each cited by less than 6.0% of the respondents.

Table 4.16
Perceived Problems When Deciding to Find a Job
(N = 192)

Problem	Seriousness of Problem							
	Not a Problem		Somewhat of a Problem		A Serious Problem		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
The scarcity of jobs	3	1.6	62	32.3	116	60.4	11	5.7
Not having enough work experience	14	7.3	112	58.3	57	29.7	9	4.7
Finding a job you like	39	20.3	112	58.3	34	17.7	7	3.6
Having money to look for work	46	24.0	102	53.1	34	17.7	10	5.2
Being too young to get a good job	47	24.5	115	59.9	20	10.4	10	5.2
Knowing how to look for a job	60	31.3	107	55.7	17	8.9	8	4.2
Not wanting to leave home for a job	120	62.5	49	25.5	14	7.3	9	4.7

Table 4.17
Perceived Biggest Problem When Deciding to Find a Job
(N = 192)

Problem	Freq.	%
The scarcity of jobs	115	59.9
Not having enough work experience	27	14.1
Having money to look for work	10	5.2
Finding a job you like	9	4.7
Not wanting to leave home for a job	7	3.6
Being too young to get good jobs	5	2.6
Knowing how to look for a job	4	2.1
No response	15	7.8

Research Question 9

Where would the students' prefer to work?

Students were asked where they would prefer to work in terms of location relative to their home and Newfoundland. As indicated in Table 4.18, most students (73%) preferred to work home but would go anywhere, including other provinces, to get a job. Only 7.3% of the students said they would not leave home to find work. Some students (21.8%) even preferred to work away from home; however, 8.3% still wished to remain within the Province.

Table 4.18
Preferred Work Location of Students
(N = 192)

Preference	Freq.	%
Home but would go anywhere	89	46.4
Home but would go elsewhere in province for work	37	19.3
Outside the province	26	13.5
Within the province but away from home	16	8.3
Home and would not leave to find work	14	7.3
Didn't respond	10	5.2

Research Question 10

What factors influenced the students' immediate career plans?

Students were presented with a list of factors commonly known to affect career plans and asked to indicate how much each influenced their own plans. The two factors which influenced most students were personal desire and academic ability: 47.9% said because it was what they really wanted to do that affected their plans a lot, and 40.1% said academic ability affected their plans a lot. Other school-related variables, such as high school preparation, entrance requirements, the present economic situation in Canada and waiting lists for programs they were interested in were also an influence on plans, to some extent, of two-thirds of the respondents (see Table 4.19). All factors, other than peer plans, desire to remain home, and closure of the cod fishery, were influential factors for a fair number (20% or more) of students.

Students were also asked to indicate which of the factors influenced their plans the most, the second most, and the third most. As seen in Table 4.20, personal desire (because it was what they really wanted to do), academic ability, and financial situations of family were the most influential factors with 32.3%, 31.3%, and 30.8%, respectively, indicating it was either the most, second most, or third most influential. Other influential factors included family encouragement, economic situations in Newfoundland, entrance requirements to post-secondary, and waiting list for programs.

Table 4.19
Factors Influencing Immediate Career Plans
(N = 192)

Factor	Amount							
	A Lot		A Little		Not at All		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Because it was what they really wanted to do	92	47.9	83	43.2	7	3.6	10	5.2
Academic ability	77	40.1	82	42.7	27	14.1	6	3.7
Value of educations within their home	64	33.3	89	46.4	31	16.1	8	4.2
Present economic situation in Newfoundland	63	32.8	94	49.0	26	13.5	9	4.7
High school preparation	62	32.3	93	48.4	30	15.6	7	3.6
Entrance requirements to post-secondary	56	29.2	92	47.9	37	19.3	7	3.6
Family encouragement (pressure)	56	29.2	82	42.7	45	23.4	9	4.7
Value of work within the home	47	24.5	98	51.0	38	19.8	9	4.7
Waiting list for the program interested in	44	22.9	80	41.7	61	31.8	7	3.6
Financial situation of family	41	21.4	98	51.0	41	21.4	12	6.3
Personal financial situation	41	21.4	95	49.5	45	23.4	11	5.7

(continued)

Table 4.19 continued

Present economic situation in Canada	40	20.8	118	61.5	24	12.5	10	5.2
Closure of Cod Fishery	25	13.0	77	40.1	83	43.2	7	3.6
Desire to remain home or near home	21	10.9	76	39.6	85	44.3	10	5.2
Peers plans for upcoming year	19	9.9	84	43.8	78	40.6	11	5.7

Table 4.20
Factors Influencing Career Plans Most
(N = 192)

Factor	Most Influenced		Second Most Influenced		Third Most Influenced	
	Freq.	%	Freq.	%	Freq.	%
Because it was what they wanted to do	39	20.3	11	5.7	12	6.3
Academic ability	24	12.5	24	12.5	12	6.3
Financial situation of family	22	11.5	24	12.5	13	6.8
Family encouragement (pressure)	15	7.8	19	9.9	10	5.2
Present economic situation in Newfoundland	12	6.3	10	5.2	17	8.9
Entrance requirements to post-secondary	12	6.3	13	6.8	12	6.3
Personal financial situation	12	6.3	2	1.0	8	4.2
Waiting list for program interested in	7	3.6	12	6.3	12	6.3

(continued)

Table 4.20 continued

High school preparation	6	3.1	6	3.1	8	4.2
Closure of cod fishery	6	3.1	7	3.6	7	3.6
Peers' plans for upcoming year	6	3.1	5	2.6	4	2.1
Desire to remain home or near home	5	2.6	7	3.6	4	2.1
Value of education within home	4	2.1	10	5.2	12	6.3
Personal economic situation in Canada	1	0.5	5	2.6	9	4.7
Value of work within home	0	0.0	1	0.5	3	1.6
No response	21	10.9	36	18.8	49	25.5

Research Question 11

How do students plan to fund their post-secondary education?

Students who planned to continue their education were asked to indicate on a five point scale the degree of financial support they expected to receive for their education from nine different sources. As indicated in Table 4.21, the main source of financial support was parents, followed by Canada Student Loans and summer jobs.

In total, 87.2% of the 125 students expected their parents to provide at least some financial support for their education. Furthermore, 40.8% expected their parents to provide most or all of the money needed.

A large number (77.6%) expected to use earnings from their summer jobs, and a slightly smaller number (66.4%) expected to use money from Canada Student Loans to offset at least some of the cost of financing their education for the 1995-1996 school year. However, 39.2% of respondents expected Canada Student Loans to provide half, most, or all of the money required; whereas, only 12.0% expected summer jobs to be a main source of funding for education (see Table 4.21).

Table 4.21
Sources of Funding for Post-Secondary Education.
(N = 125)

Sources	None	Some	Half	Most	All	No Response
	%	%	%	%	%	%
Parents	3.2	41.6	4.8	28.8	12.0	9.6
Canada Student Loan	21.6	23.2	4.0	29.6	9.6	12.0
Summer job	7.2	65.6	7.2	4.0	0.8	15.2
Part-time work	39.2	36.8	1.6	0.8	0.0	21.6
Spouse/other relatives	52.8	21.6	0.8	0.0	0.0	24.8
Scholarship/ bursary	57.6	14.4	1.6	0.8	0.0	25.6
CEIC	61.6	8.8	0.8	0.0	0.0	28.8
Unemployment insurance	71.2	3.2	0.0	0.0	0.0	25.6
Other	54.4	5.6	0.0	0.8	3.2	36.0

Research Question 12

What was the work status of students' parents and the effect of the closure of the fishery on family's financial situation?

To determine the work status of the students' parents, students were asked two questions, one related to the type of employment, the other, to the parents' specific occupation. The responses were analyzed using descriptive statistics.

As indicated in Table 4.22, over half of the students' fathers and mothers were employed either full-time or part-time (62.6% and 58.8%, respectively). A further

22.4% of students' fathers and 25.5% of students' mothers were unemployed but received NCARP or TAGS supplements. Overall, 88.0% of fathers and 84.3% of mothers received some form of income, either through employment or NCARP or TAGS benefits. Only 1.0% of the fathers and 0.5% of the mothers were unemployed and receiving no NCARP or TAGS benefits.

Despite the large number of parents who received some form of income, less than half were employed full-time. Only 37.5% of the students' fathers and 28.1% of the mothers had full-time employment (see Table 4.22).

Table 4.22
Type of Employment
(N = 192)

Type of Employment	Father		Mother	
	Freq.	%	Freq.	%
Full-time	72	37.5	54	28.1
Part-time/unemployed part-time	48	25.0	54	28.1
Unemployed (received NCARP or TAGS)	43	22.4	49	25.5
Unemployed (did not receive NCARP or TAGS)	2	1.0	1	0.5
Homemaker	0	0.0	16	8.3
Part-time (received NCARP or TAGS)	6	3.1	5	2.6
Decreased	7	3.6	2	1.0
No response	14	7.6	11	5.7

The parents' occupations were organized according to the Classification and Dictionary of Occupations (CCDO) "major groups" codes. As indicated in Table 4.23, 18 different occupational categories emerged, 16 for the fathers and 13 for the mothers. The most frequently cited occupation for fathers (31.3%) was in the category of the fishery, trapping, and related occupations, while the most frequently cited occupation group for the mothers (21.4%) was in the processing occupations group, which is also linked directly to the cod fishing industry in rural Newfoundland. A number of mothers (13.0) also had jobs in the fishing, trapping, and related occupational group, bringing the total employed in the fishery to over one-third.

The General Education and Development (GED) level of both parents' occupations were generally low. As seen in Table 4.24, over three-quarters of both the fathers' and mothers' occupations had GED levels of four or less. The Specific Vocation Preparation Time of the parents' occupations were also low. Over two-thirds of the fathers' and mothers' occupation had SVP levels of four or less (see Table 4.25). This mirrors the fishery related occupations of most.

Table 4.23
Occupation Group of Parents
(N = 192)

Occupational Group	Father		Mother	
	Freq.	%	Freq.	%
Fishing, trapping, and related occupations	60	31.3	25	13.0
Construction trades occupations	16	8.3	0	0.0
Teaching and related occupations	13	6.8	5	2.6
Managerial, administrative, and related occupations	12	6.3	3	1.6
Processing occupations	10	5.2	41	21.4
Transport equipment operating occupations	7	3.6	1	0.5
Product fabricating, assembling, and repairing occupations	5	2.6	0	0.0
Forestry and logging occupations	5	2.6	0	0.0
Service occupations	5	2.6	13	6.8
Occupations in medicine and health	5	2.6	23	12.0
Sales occupations	4	2.1	7	3.6
Government Programs	4	2.1	3	1.6
Occupations in natural sciences, engineering, and mathematics	2	1.0	1	0.5
Occupations in religion	2	1.0	0	0.0
Clerical and related occupations	2	1.0	26	13.5
Material handling and related occupations, N.E.C.	1	0.5	0	0.0
Occupations in social science and related fields	0	0.0	1	0.5
Occupations not elsewhere classified	0	0.0	2	1.0
No response	39	20.3	41	21.4

Table 4.24
General Education and Development of Parents' Occupations

General Education and Development	Father (n = 153)		Mother (n = 151)	
	Freq.	%	Freq.	%
1	7	4.6	2	1.3
2	82	53.6	73	48.3
3	13	8.5	33	21.9
4	15	9.8	24	15.9
5	23	15.0	15	9.9
6	9	5.9	1	0.7
8	4	2.6	3	2.0

Note: Chi-square = 2.62, p = .62
GED level is based on both formal and informal aspects of education which contributes to a worker's reasoning development, ability to follow instructions, and acquisition of mathematical and language skills.

Table 4.25
Specific Vocational Preparation Time of Parents' Occupations

Specific Vocational Preparation Level	Father (n = 153)		Mother (n = 151)	
	Freq.	%	Freq.	%
1	4	2.6	3	2.0
2	18	11.8	48	31.8
3	11	7.2	16	10.6
4	66	43.1	38	25.2
5	6	3.9	5	3.3
6	7	4.6	14	9.3
7	22	14.4	25	16.6
8	18	11.8	1	0.7
9	1	0.7	1	0.7

Note: Chi-square = 14.53, p = .03
SVP level is based on the time required to learn the techniques and skills needed for an occupation.

To determine whether the closure of the cod fishery had affected the financial situation of the students' family, respondents were asked directly whether they perceived the closure had affected their family's financial situation, and if so, how.

As indicated in Table 4.26, over half (54.1%) of the students felt their family's financial situation had been affected by the closure of the cod fishery. Of these, most 86.7% said it had worsened (20.0% said a lot and 66.7% said somewhat). Only 9.5% said their family's financial situation had improved, and no one felt it had improved a lot (see Table 4.27).

Table 4.26
Family's Financial Situation Affected by the Closure of the Cod Fishery (N = 192)

Response	Freq.	%
Yes	105	54.7
No	81	42.2
No Response	6	3.1

Table 4.27
Effect of the Closure of the Cod Fishery on Family's Financial Situation (N = 105)

Effect	Freq.	%
A lot worse	21	20.0
Somewhat worse	70	66.7
Somewhat better	10	9.5
A lot better	0	0.0
No response	4	3.8

Research Question 13

How do the students' perceive the closure of the fishery and Hibernia have affected their career plans?

The present economic situation in Newfoundland has changed drastically over the past five years with the development of Hibernia and the closure of the cod fishery. Despite this, very few (24.5%) of students felt that the closure of the cod fishery has affected their plans for after high school (see Table 4.28). Even less (19.2%) felt Hibernia will be helpful in advancing their work or career (see Table 4.29).

The 47 students who indicated that the closure of the cod fishery had affected their career plans were also asked to indicate the nature of its effect. The majority felt the closure has made it either financial impossible (31.9%), or financially difficult (21.3%) for them to meet the costs required to further their education. A large number (42.5%) also indicated that they may have to alter their employment plans because of the difficulty of finding employment in the fishery (see Table 4.30).

Table 4.28
Students who Perceived that the Closure of the Fishery has Affected Them (N = 192)

Response	Freq.	%
No	133	69.3
Yes	47	24.5
No Response	12	6.3

While less than 25% of the students indicated the closure of the cod fishery had influenced their career plans, many felt it had influenced their career paths. A substantial number of students (46.9% and 38.5%, respectively) believed they would have to move outside the Province or elsewhere in the Province to find work. Furthermore, 20.8% believed they were more likely to be unemployed as a result of the closure of the cod fishery. However, surprisingly, a number of students (22.4%) felt they were less likely to be unemployed (see Table 4.31).

It is also evident from Table 4.31 that a large number of students did not perceive the closure of the cod fishery to have had any affect on their career paths. This was

particularly true for their post-secondary plans. Over 50% said they were no more or no less likely to attend a post-secondary institution. A large number (40.8%) also indicated they believed their employment prospects were not affected by the closure of the cod fishery.

Table 4.29
Perceived Effect of Hibernia on Advancing Work or Career
(N = 192)

Effect	Freq.	%
No help	106	55.2
A little helpful	34	17.7
Somewhat helpful	30	15.6
Very helpful	7	3.6
No response	15	7.8

Table 4.30
Effect of Closure of Cod Fishery on Students' Plans After High School
(N = 47)

Effect	Freq.	%
Closure of fishery has made it impossible for me to financially afford to go on to further my education	15	31.9
Would have gone to work in the fishery but now have to leave home to find employment	9	19.1
Would have gone to work in the fishery but now going to enrol in a post-secondary school	7	14.9
Remain home, but more difficult finding employment that would have when the fishery was open	4	8.5
Effect other than above	11	23.4
Didn't respond	1	2.1

Note: 10 of the 11 in the "other" category indicated the closure has made it much more difficult, but not necessarily impossible to afford further education.

Table 4.31
Perceived Effect of the Closure of the Cod Fishery on Students' Career Plans
(N = 192)

Effect	Nature of Effect							
	More Likely		About the Same		Less Likely		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
To move outside the province to find work	90	46.9	65	33.9	10	5.2	27	4.1
To move elsewhere in the province to find work	74	38.5	74	38.5	17	8.9	27	14.1
To attend a post-secondary institution	52	27.1	100	52.1	20	10.4	20	10.4
To be unemployed	40	20.8	77	40.8	43	22.4	32	16.7

Research Question 14

Are there gender differences, with respect to:

(a) Future career choices

Most respondents (92% of those who responded) gave one career choice only, thus it was considered appropriate to run a chi-square analysis using their first choice. Differences were significant at the $p < .01$ level. Note that "no responses" were excluded from the analyses along with occupational choices made by the total of fewer than five respondents. This helped to strengthen the analysis.

When their future career choices were examined by gender, there were differences evident in several career categories. As can be seen in Table 4.32, larger proportions of females compared to males listed social science, medicine and health, and clerical careers. These occupational areas contain various traditional female occupations such as nursing, secretarial, and social work jobs. The occupational categories listed by a much higher numbers of males were natural sciences, engineering, and mathematics; product fabricating, assembly and repair, construction, service occupations, transport equipment, and forestry and logging occupations. All of these occupational areas have typically been male dominant. Interestingly, a number of females (11.8%) did aspire to jobs in natural science, engineering, and mathematics, an area which has been almost exclusively male in the past.

(b) Immediate career plans

With respect to gender differences and plans for the following year, a larger portion (68.5%) of females than males (40.8%) definitely planned to continue their education or training. By contrast, more males (7.1%) than females (3.2%) definitely planned to work. In addition, more males than females (15.3% compared to 6.8%) who planned to continuing their education or training indicated they would prefer to work. Likewise, more males than females (11.2% compared to 6.5%) would like to continue their education or training but may have to work (see Table 4.33). Overall gender differences were significant at the .05 level. Again, the "no response" category was excluded to strengthen this analysis.

Table 4.32
Future Career Choices by Gender
(N = 192)

Occupational Choice	Males (N = 98)		Females (N = 93)	
	Freq.	%	Freq.	%
Occupations in natural science, engineering, and mathematics	21	21.4	11	11.8
Service occupations	12	12.2	6	6.5
Product fabricating, assembly, and repairing occupations	11	11.2	0	0
Construction trades occupations	10	10.2	0	0
Forestry and logging occupations	6	6.1	0	0
Occupations in social science and related fields	6	6.1	19	20.4
Transport equipment and operating occupations	5	5.1	0	0
Managerial, administrative and related occupations	3	3.1	4	4.3
Occupations in medicine and health	3	3.1	20	21.5
Occupations in sports and recreation	2	2.0	0	0
Clerical and related occupations	1	1.0	9	9.7
Machining and related occupations	1	1.0	0	0
Government programs	2	2.0	2	2.2
Artistic, literary, performing arts, and related occupations	1	1.0	2	2.2
Mining and quarrying including oil and gas field occupations	1	1.0	0	0
Teaching and related occupations	1	1.0	3	3.2
No response	12	12.2	17	18.2

Note: Chi-square = 63.81, p = .00

Table 4.33
Plans for Next Year (After Level III) by Gender
(N = 192)

Plans	Males (N = 98)		Females (N = 93)	
	Freq.	%	Freq.	%
Definitely plan to continue education or training	40	40.8	64	68.8
Continue education or training but rather work	15	15.3	6	6.8
Plan to take year off	12	12.2	11	11.8
Like to continue education or training but have to work	11	11.2	6	6.5
Definitely plan to go to work	7	7.1	3	3.2
Plan to return to high school in September	6	6.1	1	1.1
Don't have a plan	5	5.1	2	2.2
No response	2	2.0	0	0.0

Note: Chi-square = 17.32, p = .00

A comparison by gender of institutions and training places applied to shows some differences (see Table 4.34). Particularly, there was a significantly higher proportion of males than females planning to attend the Marine Institute ($x^2 = 6.60$; $p < .01$) and other institutes in Newfoundland ($x^2 = 6.56$, $p < .01\%$): 9.1% of males compared to no females planned to attend the Marine Institute, and 12.7% of males and 1.4% of females planned to attend other institutions in Newfoundland.

While the difference was not statistically significant, a larger proportion of females planned to attend the St. John's campus of Memorial University (44.3% compared to 32.7% males) and the Corner Brook campus (40.0% compared to 27.3%).

Table 4.34
Institute and Training Place Students Planned to Apply to by Gender (N = 125)

Institute and Training Place	Males (N = 55)		Females (N = 70)		Chi-square	
	Freq.	%	Freq.	%	X^2	P
Westviking College	25	45.4	22	31.4	2.58	0.11
Memorial University, St. John's	18	32.7	31	44.3	1.73	0.19
Sir Wilfred Grenfell, Corner Brook	15	27.3	28	40.0	2.21	0.14
Institute outside Newfoundland	11	20.0	13	18.5	0.04	0.84
Cabot College	9	16.4	9	12.9	0.31	0.58
Other institute in Newfoundland	7	12.7	1	1.4	6.56	0.01*
Marine Institute	5	9.1	0	0	6.60	0.01*
Private career college	5	9.1	5	7.1	0.16	0.69
Armed Forces	3	5.5	3	4.3	0.09	0.76
Community college	1	1.8	2	2.9	0.14	0.71
Hospital nursing school	1	1.8	4	5.7	1.22	0.27
Police academy	1	1.8	0	0	1.28	0.26

Note: *Statistically significant (p = .05)

There were no significant difference in their fist choice of institute and training places using a chi-square analysis; however, as expected, their first choices were consistent with the institutes and training places they indicated they planned to attend with the most popular choice of males being Westviking College and that of females Memorial University (see Table 4.35).

Table 4.35
Students First Choice of Institute or Training Place by Gender
(N = 125)

Institute and Training Place	Males (N = 55)		Females (N = 70)	
	Freq.	%	Freq.	%
Westviking College	15	27.3	10	14.3
Memorial University, St. John's	9	16.4	18	25.7
Sir Wilfred Grenfell, Corner Brook	7	12.7	15	21.4
Institute outside Newfoundland	6	10.9	11	15.7
Private career college	3	5.5	3	4.3
Cabot College	2	3.6	4	5.7
Marine Institute	1	1.8	0	0
Armed Forces	1	1.8	0	0
Community college	0	0	0	0
Hospital nursing school	0	0	3	4.3
Police academy	0	0	0	0
Other institute in Newfoundland	0	0	0	0
No response	11	20.0	6	8.6

Note: Chi-square = 5.52, p = .35

(c) Reasons for not continuing their education or training

There was little variation in the responses by gender with respect to students' reasons for not continuing their education or training next year (see Table 4.36), or with respect to their most important reason for not continuing their education or training (see Table 4.37). For both groups, the most frequently cited reasons were lack of money, not being able to decide on a program, wanting to start supporting themselves, and not

knowing if they had the ability to succeed in post-secondary education.

A chi-square analysis revealed no significant gender differences in reasons at the 0.05 level. Note that the "no response" category and reasons cited by a total of less than five respondents were excluded to strengthen this measure of association.

Table 4.36
Reason for not Continuing Education or Training Next Year (After Level III) by Gender
(N = 64)

Reasons	Males (N = 41)		Females (N = 23)		Chi-Square	
	Freq.	%	Freq.	%	X^2	P
I may not have enough money for school	19	46.3	12	52.2	0.20	0.65
Haven't been able to decide on a program	17	41.5	8	34.8	0.28	0.60
I would like to start supporting myself	16	39.0	7	30.4	0.47	0.49
I don't know if I have the ability	10	24.3	8	34.8	0.79	0.37
Do not have the entrance requirements	6	14.6	5	21.7	0.52	0.49
I have to go far from home	3	7.3	5	21.7	2.80	0.09
Like to get married in near future	3	7.3	3	13.9	0.57	0.45
Like to have children in near future	3	7.3	4	17.4	1.54	0.22

(continued)

Table 4.36 continued

Stay home and keep house	2	4.9	3	13.0	1.36	0.24
Can't find a place to live	2	4.9	3	13.0	1.36	0.24
No desire to further education	2	4.9	1	4.3	0.01	0.92
Other	6	14.6	5	21.7	0.52	0.47

Note: Students could give more than one reason. The totals for each reason are displayed in the table.

Table 4.37
Most Important Reason for not Continuing Education or Training Next Year (After Level III) by Gender
(N = 642)

Reasons	Males (N = 41)		Females (N = 23)	
	Freq.	%	Freq.	%
I may not have enough money for school	12	29.3	7	30.4
Haven't been able to decide on a program	8	19.5	4	17.4
I would like to start supporting myself	4	9.8	2	8.7
I don't know if I have the ability	2	4.2	2	8.7
No desire to further education	1	2.4	0	0
Do not have the entrance requirements	1	2.4	2	8.7
I have to go too far from home	0	0	0	0
Stay home and keep house	0	0	0	0
Can't find a place to live	0	0	0	0
Like to get married in near future	0	0	0	0
Like to have children in near future	0	0	0	0
Other	6	14.6	4	17.4
No response	7	17.1	2	8.7

Note: Chi-square = 0.13, p = .99

(d) Perceived problems when furthering their education

The pattern of responses by gender in terms of perceived problems when deciding to get further education did not vary much (see Table 4.38), except that significantly more females than males considered science ($x^2 = 6.90$, $p < .05$), and missing living at home ($x^2 = 17.62$, $p < .01$) as potential problems. However, significantly more males ($x^2 = 5.96$, $p < .05$) than females considered meeting entrance requirements as a problem. While the differences were not statistically significant, more females perceived finding a place to live and mathematics as potential problems as well. By contrast, slightly more males perceived finding available courses near home, having to work to support themselves/family, and adjusting to instructors as potential problems.

(e) Perceived problems when deciding to find a job

An examination of the gender differences with respect to perceived problems when deciding to find a job revealed some similarities and some differences between the two genders. For both genders, the two most frequently cited concerns were the scarcity of jobs and lack of experience. However, there was a significant difference in their responses to having money to look for work ($x^2 = 6.62$, $p < .05$). Females perceived it to be more problematic than did males (see Table 4.39).

(f) Preferred post-secondary location

There was no significant difference in the genders' responses with respect to preference for post-secondary location. All of the females and all of the males who responded to the question, except one male, were willing to relocate for education, and most preferred to relocate (see Table 4.40).

(g) Preferred work location

There was also no significant difference in the males and females responses with respect to preference for work location. The majority of both males and females preferred to work home but were willing to relocate for employment (see Table 4.41).

(h) Future lifestyle expectations

To address this issue, future occupational choice, seasonable work and collection unemployment insurance, future living locations and years of post-secondary education were examined. There was a significant difference between males and females in terms of what they expected to be doing in the future ($x^2 = 6.75$, $p < .05$). Approximately 68% of both groups expected to be working in a job or career in five to ten years; however, more females (22.6% compared to 9.2% males) also expected to be homemakers. Only two students expected to be homemakers (and not working in a job or career). Surprisingly, both were males (see Table 4.42). It was also evident that about 30% of each group were undecided about this.

Table 4.38
Perceived Problems When Deciding to Get Further Education by Gender
(N = 124)

Problem		Seriousness of Problem (Percent							
		Males (N = 54)			Females (N = 68)				
		Not a Problem	Somewh at of a Problem	A Serious Problem	Not a Problem	Somewhat of a Problem	A Serious Problem	Chi-square Test X^2	P
Finding available courses near home	Freq.	12	27	12	25	31	10	3.15	.21
	%	23.5	57.9	23.5	37.9	47.0	15.2		
Finding the right course or program that is given close to home	Freq.	14	28	10	25	29	12	1.66	.44
	%	26.9	53.8	19.2	37.9	43.9	18.2		
Long waiting list at the post-secondary institute	Freq.	20	26	8	37	23	7	3.97	.14
	%	37.0	48.1	14.8	55.2	34.3	10.4		
Having to work to support themselves/family	Freq.	34	13	7	40	22	6	1.29	.53
	%	63.0	24.1	13.0	58.8	32.4	8.8		

(continued)

Table 4.38 continued

Meeting entrance requirements	Freq.	22	25	6	41	25	2	5.96	.05*
	%	41.5	47.2	11.3	60.3	36.8	2.9		
Adjusting to instructors	Freq.	26	23	5	37	29	2	2.32	.31
	%	48.1	42.6	19.3	54.4	42.6	2.9		
Missing home	Freq.	37	13	4	20	32	14	17.6	.00**
	%	68.5	24.1	37.4	30.3	48.5	21.2	2	
The difficulty of the course	Freq.	14	36	3	13	52	2	1.53	.46
	%	26.4	67.9	5.7	19.4	77.6	3.0		
Mathematics	Freq.	25	24	3	30	23	13	5.14	.08
	%	48.1	46.2	5.8	45.5	34.8	19.7		
Getting information about courses	Freq.	31	21	2	43	20	3	.98	.61
	%	57.4	38.9	3.7	64.2	30.3	4.5		
High school preparation	Freq.	29	20	2	43	21	3	.79	.67
	%	56.9	39.2	3.9	64.2	31.3	4.5		
Finding a place to live	Freq.	26	26	2	33	27	8	2.88	.24
	%	48.1	48.1	3.7	48.5	39.7	11.8		
Reading	Freq.	43	8	1	58	8	2	.44	.80
	%	82.7	15.4	1.9	85.3	11.8	2.9		
Science	Freq.	28	24	0	29	31	8	6.90	.03*
	%	53.8	46.2	0.0	42.6	45.6	11.8		
Finding time to go to school	Freq.	46	8	0	63	5	0	1.76	.18
	%	85.2	14.8	0.0	92.6	7.4	0.0		

Note: *Statistically significant ($p < .05$)
**Statistically significant ($p < .01$)

Table 4.39
Perceived Problems When Deciding to Find a Job
(N = 182)

Problem		Amount							
		Males (N = 96)			Females (N = 86)				
		Not a Problem	Somewhat of a Problem	A Serious Problem	Not a Problem	Somewhat of a Problem	A Serious Problem	Chi-square Test X^2	P
The scarcity of jobs	Freq.	3	37	54	0	25	61	5.40	0.07
	%	3.2	39.4	57.4	0.0	29.1	70.9		
Not having enough experience	Freq.	8	58	29	6	53	28	0.18	0.92
	%	8.4	61.1	30.5	6.9	60.9	32.2		
Finding a job you like	Freq.	20	53	23	19	58	11	4.15	0.13
	%	20.8	55.2	24.0	21.6	65.9	12.5		
Having money to look for work	Freq.	29	54	12	16	48		6.62	0.04*
	%	30.5	56.8	12.6	18.6	55.8	22 25.6		
Being too young to get a good job	Freq.	31	54	11	16	60	9	4.65	0.10
	%	32.3	56.3	11.5	18.6	70.6	10.5		
Knowing how to look for a job	Freq.	35	54	8	24	53	9	1.46	0.48
	%	36.1	55.7	8.2	27.9	61.6	10.5		
Not wanting to leave home for a job	Freq.	66	23	7	53	26	7	1.06	0.59
	%	68.8	24.0	7.3	61.6	30.2	8.1		

Note: *Statistically significant ($p < .05$)

Table 4.40
Preferred Post-Secondary Location of Students by Gender
(N = 192)

Preference	Males (N = 98)		Females (N = 93)	
	Freq.	%	Freq.	%
Away from home within the province	36	36.7	44	47.3
Wherever I am accepted	28	28.6	19	20.4
Home, but would go elsewhere if absolutely necessary	16	16.3	14	15.1
Outside the province	14	14.3	9	9.7
Home, won't go if I can't live at home	1	1.0	0	0.0
Didn't respond	3	3.1	7	7.5

Note: Chi-square = 3.39, p = .33

Table 4.41
Preferred Work Location by Gender
(N = 192)

Preference	Males (N = 98)		Females (N = 93)	
	Freq.	%	Freq.	%
Home, but would go anywhere	44	44.9	45	48.4
Home, but would not mind elsewhere in the province	22	22.4	14	15.1
Outside the province	15	15.3	11	11.8
Within the province, but away from home	7	7.1	9	9.7
Home, won't leave to find work	7	7.1	7	7.5
Didn't respond	3	3.1	7	7.5

Note: Chi-square = 2.21, p = .70

Table 4.42
What Students Expect to be Doing in Five to Ten Years by Gender
(N = 192)

Occupational Choice	Males (N = 98)		Females (N = 93)	
	Freq.	%	Freq.	%
Working in job/career	57	58.2	43	46.2
Working in job/career and homemaker	9	9.2	21	22.6
Homemaker	2	2.0	0	0.0
Don't know	29	29.6	27	29.0
No response	1	1.0	2	2.2

Note: Chi-square = 6.75, p = .03

There was no significant difference between male and females with respect to their future work status. A large number of both males and females (54.1% and 47.3%, respectively) were uncertain as to whether they would be working seasonally and collecting unemployment insurance (see Table 4.36). Slightly more, but not significantly more, females than males said they would not be doing this (45.2% and 31.6%, respectively), while slightly more males (11.2% compared to 5.4% females) said they expected to be doing this in five to ten years (see Table 4.43).

Table 4.43
Students Expected to do Seasonal Work and Collect Unemployment Insurance by Gender
(N = 192)

Response	Males (N = 98)		Females (N = 93)	
	Freq.	%	Freq.	%
No	31	31.6	42	45.2
Yes	11	11.2	5	5.4
Don't know	53	54.1	44	47.3
No response	3	3.1	2	2.2

Note: Chi-square = 4.66, p = .10

There was no significant difference between males and females with regard to where they expected to be living in five to ten years time. As can be seen in Table 4.44, the majority of both expected to be living away from home; however, more males than females anticipated living outside of Newfoundland and Labrador.

Table 4.44
Where Students Expect to be Living in Five to Ten Years by Gender
(N = 192)

Location	Males (N = 98)		Females (N = 93)	
	Freq.	%	Freq.	%
Outside province	50	51.0	41	44.1
Away from home, in province	30	30.6	35	37.6
Home or near home	15	15.3	11	11.8
No response	3	3.1	6	6.5

Note: Chi-square = 1.54, p = .46

There was a significant difference ($x^2 = 20.95$, $p < 0.01$) between males and females in the number of years of post-secondary education they expected to have in five or ten years time. More females expected to achieve higher levels of education. As seen in Table 4.45, this was particularly true for the category "5 years of more" in which 50.5% of females, compared to 26.5% of males, expected to have five or more years of education.

Table 4.45
Number of Years of Post-Secondary Education by Gender
(N = 192)

Amount	Males (N = 98)		Females (N = 93)	
	Freq.	%	Freq.	%
None	4	4.1	2	2.2
6 months	4	4.1	0	0.0
1 year	13	13.3	2	2.0
2 years	10	10.2	15	16.2
3 years	20	20.4	8	8.6
4 years	15	15.3	14	15.1
5 years or more	26	26.5	47	50.5
No response	6	6.1	5	5.4

Note: Chi-square = 24.87, p = .00

Research Question 15

Are the findings of the present study consistent with findings of similar rural youth respondents in Sharpe and Spain's (1991) youth transition study with respect to: (a) future career choices; (b) immediate career plans; (c) future lifestyle expectations and (d) reasons for not continuing their education or training?

(a) Future Career Choices

To determine whether the future career choices of this 1995 cohort differed from the choices of the 1989 cohort, the career choices of both groups were classified using the CCDO. Since less than 7% of the 1995 respondents listed two or more choices, the first career choices of the 1995 respondents were compared to the first career choices of the 1989 respondents. Such comparisons were made using the CCDO major groups and the General Education and Development (GED) levels and the Specific Vocational Preparation (SVP) levels.

When the choices were compared according to occupational groups, they were significantly different ($x^2 = 26.58$, $p < .01$). This analysis was strengthened by excluding the "no response" category as well as occupational categories selected by fewer than five respondents. As can be seen in Table 4.46, the five most frequently cited occupational groups in the 1989 sample were medicine and health (19.7%), service (14.0%), natural science, engineering, mathematics (10.1%), teaching and related (7.9%), and managerial and administrative (7.0%); whereas the five most frequently cited groups in the 1995 study were natural science, engineering, mathematics (16.7%),

social service and related (13.0%), medicine and health (12.0%), service (9.4%), and product fabricating, assembly, repair (5.7%). Some occupational groups were cited by more 1989 students than 1995 students. These included medicine and health (19.7% as compared to 12.0%), service (14.0% as compared to 9.4%), teaching and related (7.9% as compared to 2.1%), and managerial and administrative (7.0% as compared to 3.6%). Other occupational areas were more frequently cited by the 1995 sample. These included natural science, engineering, mathematics (16.7% as compared to 10.1%) and social service and related (13.0% as compared to 5.3%).

In terms of the GED of the career choices, there was no statistically significant difference between the 1989 sample and the 1995 sample. For both groups, the majority (approximately 65%) of students cited occupations falling in the four or five GED levels (see Table 4.47).

There was a statistically significant difference with respect to the SVP time of the career choices between the 1989 sample and the 1995 sample ($x^2 = 14.53$, $p < .05$). As seen in Table 4.48, the 1995 students cited more occupations in the highest SVP level (eight).

Table 4.46
Future Career Choices of 1989 and 1995 Level III Students

Occupational Group	1989 Students n = 228		1995 Students n = 192	
	Freq.	%	Freq	%
Medicine and health	45	19.7	23	12.0
Service	32	14.0	18	9.4
Natural science, engineering, mathematics	23	10.1	32	16.7
Teaching and related	18	7.9	4	2.1
Managerial and administrative	16	7.0	7	3.6
Clerical and related	14	6.1	10	5.2
Product fabricating, assembly, repair	13	5.7	11	5.7
Social service and related	12	5.3	25	13.0
Transportation, equipment, and operating	11	4.8	5	2.6
Artistic, literacy, performing arts	9	3.9	3	1.6
Construction, trades	9	3.9	10	5.2
Forestry and logging	7	3.1	7	3.6
Sales	3	1.3	0	0.0
Machining and related	2	0.9	1	0.5
Fishing and trapping	2	0.9	0	0.0
Sports and recreation	1	0.4	2	1.0
Farming, horticulture, and animal husbandry	1	0.4	0	0.0
Government programs	1	0.4	4	2.1
Religion	0	0.0	0	0.0
Mining and quarrying including oil and gas field	0	0.0	1	0.5
Occupations not elsewhere classified	0	0.0	0	0.0
Don't know	4	1.8	0	0.0
No response	5	2.2	29	15.1

Note: Chi-square = 26.58, p = .00

Table 4.47
General Education and Development of the Future Career Choices of the 1989 and 1995 Level III Students

General Education and Development	1989 Students		1995 Students	
	n = 222		n = 163	
	Freq.	%	Freq.	%
2	0	0.0	2	1.2
3	44	19.8	30	18.4
4	81	36.5	48	29.4
5	66	29.7	55	33.7
6	27	12.2	24	14.7
8	4	1.8	4	2.5

Note: Chi-square = 2.62, p = .62
GED level is based on both formal and informal aspects of education which contributes to a worker's reasoning development, ability to follow instructions, and acquisition of mathematical and language skills.

Table 4.48
Specific Vocational Preparation Time of the Career Choice of the 1989 and 1995 Level II Students

Specific Vocational Preparation Level	1989 Students n = 216		1995 Students n = 159	
	Freq.	%	Freq.	%
3	3	1.4	6	3.8
4	14	6.5	5	3.1
5	22	10.2	10	6.3
6	44	20.4	35	22.0
7	93	43.1	53	33.3
8	40	18.5	50	31.4

Note: Chi-square = 14.53, p = .03
SVP level is based on the time required to learn the techniques and skills needed for an occupation.

(b) Immediate Career Plans

The immediate career plans of the 1995 students did not significantly differ from those of the 1989 students. However, more students in the 1989 group said they would like to continue their education or training but have to work (14.9% compared to 8.9% in the 1995 group). By contrast, more students in the 1995 group indicated plans to continuing their education or training but said they would rather work (11.1% compared to 4.1% in the 1989 group). As seen in Table 4.49, the responses given by the 1989 and 1995 students in the other categories were similar, with the majority of each group definitely planning to continue with their education or training.

Table 4.49
Next Year's Plans of 1989 and 1995 Level III Students

Plans	1989 Students n = 222		1995 Students n = 190	
	Freq.	%	Freq.	%
Definitely plan to continue education or training	120	54.1	104	54.7
Like to continue education or training but have to work	33	14.9	17	8.9
Plan to take year off	28	12.6	23	12.1
Definitely plan to go to work	14	6.3	10	5.3
Continue education or training but rather work	9	4.1	21	11.1
Don't have a plan	8	3.6	7	3.7
Plan to return to high school in September	10	4.5	8	4.2

Note: Chi-square = 10.08, p = .12

(c) Future Lifestyle Expectations

To address this issue, the responses to two questions were examined; one relating to future employment expectations, the other to type of employment. The responses given by the 1989 respondents and those given by the 1995 respondents with respect to future plans were significantly different ($x^2 = 21.04$, $p < 0.01$). About equal numbers of both groups (56.8% and 53.4%) said they planned to be working in a job or career in five to ten years time. However, as can be seen in Table 4.50, more of the 1989 respondents planned to additionally be homemakers: 29.5% of the 1989 respondents as compared to 15.9% of the 1995 respondents said they planned to have a career and be a homemaker. The 1995 and 1989 respondents also differed with respect to the level

of certainty they had surrounding their future. As shown in Table 4.50, 29.6% of 1995 respondents as compared to 13.7% of the 1989 respondents indicated they did not know what they would be doing in the future.

Table 4.50
What 1989 and 1995 Students Expect to be Doing in Five to Ten Years

Plans	1989 Students n = 227		1995 Students n = 189	
	Freq.	%	Freq.	%
Working in job/career and homemaker	67	29.5	30	15.9
Working in job/career	129	56.8	101	53.4
Homemaker	0	0.0	2	1.1
Don't Know	31	13.7	56	29.6

Note: Chi-square = 21.04, p = .00

In both the 1989 and 1995 surveys, respondents were asked whether or not they expected to do seasonal work and collect unemployment insurance. While there was little difference in the numbers who indicated "yes," less of the 1995 respondents said "no," and more said "don't know" (note the differences were not statistically significant at the .05 level). Many more in the current 1995 group (51.9% compared to 40.9% in the 1989 group) were uncertain about doing seasonal work and collecting unemployment insurance in the future (see Table 4.51).

Table 4.51
1989 and 1995 Students Expecting to do Seasonal Work and Collecting Unemployment Insurance

Response	1989 Students		1995 Students	
	n = 225		n = 188	
	Freq.	%	Freq.	%
No	110	48.9	74	39.4
Yes	93	10.2	16	8.6
Don't know	92	40.9	98	51.9

Note: Chi-square = 4.97, p = .08

(d) Reasons for Not Continuing Their Education or Training

In this 1995 survey, students were given a list of 11 possible reasons why they might not continuing their education or training and were asked to indicate which ones applied to them. In the 1989 survey, the students were given a list of six possible reasons and asked to indicate which ones applied to them. The responses of the 1989 students and the 1995 students were compared on the six common reasons. Each reason was subject to a chi-square analysis. As can be seen in Table 4.52, for both groups, lack of money for school was the most frequently cited reason followed by wanting to start supporting themselves and the inability to decide on a post-secondary program. However, significantly more of the 1995 respondents than the 1989 respondents cited inability to decide on a program ($x^2 = 6.34$, $p < .01$).

Table 4.52
1989 and 1995 Students Reasons for Not Continuing Their Education or Training

Reasons	1989 Students		1995 Students			
	n = 93		n = 65		Chi-square	
	Freq.	%	Freq.	%	X^2	P
I may not have enough money for school	49	52.7	31	47.7	0.38	0.54
I would like to start supporting myself	31	33.3	23	35.4	0.07	0.79
Haven't been able to decide on a program	20	21.5	26	40.0	6.34	0.01*
I don't know if I have the ability	16	17.2	18	27.7	2.49	0.11
I have to go far from home	8	8.6	8	12.3	0.58	0.45
Stay home and keep house	4	4.3	5	7.7	0.82	0.37

Note: *Difference significant ($p < .01$)

Research Question 16

Are there differences by gender between present study participants and the similar rural youth respondents in Sharpe and Spain's (1991) youth transition study with respect to: (a) future career choices; (b) immediate career plans; (c) future lifestyle expectations and (d) reasons for not continuing their education or training?

To answer each part of this research question, gender differences were examined by separately contrasting male and female choices. That is, male choices of the 1989 cohort were compared to male choices in the current sample, and female choices from the 1989 choices were compared to those in the current sample.

(a) Future Career Choices

Overall, differences in future career choices revealed significant differences between the two groups in this analysis. To determine whether there were differences by gender between the present study participants and the similar rural youth respondents in the Sharpe and Spain (1991) Youth Transition study with respect to future career choices, the future career choices of both groups were classified using the CCDO as well as by GED and SVP levels. The responses of the 1989 and 1995 males and 1989 and 1995 females were compared separately. For some occupational categories, gender differences in the present study were compared to gender differences in the Sharpe and Spain (1991) sample. Also, since only 6.8% of the 1995 respondents listed two or more jobs, a comparison between the two samples was conducted using job selection one only.

The 1995 male choices did not differ significantly from the 1989 male choices; however, the 1995 males cited more occupations in the natural science, engineering, mathematics and less in transportation, equipment, and operating areas as compared to the 1989 males (21.4% as compared to 16.7%, and 5.1% as compared to 9.4%, respectively). Otherwise, the career choices were very similar (see Table 4.53). Unlike the males, the 1995 and 1989 female occupational choices were significantly different (x^2

= 20.70, $p < .01$). There were several differences between the 1995 female and the 1989 female career choices. For both groups, the most frequently cited choices were in medicine and health; however, more females in the 1995 sample than in the 1989 sample listed careers in natural science, engineering, mathematics (11.8% compared to 5.3%) and social service and related occupations (20.4% compared to 7.6%) and less cited choices in the service (6.5% compared to 15.3%), and teaching and related occupations (3.2% compared to 12.2%).

Table 4.53
Future Career Choices of 1989 and 1995 Level III Students

Occupational Group	1989 Males		1995 Males		1989 Females		1995 Females	
	n = 96		n = 98		n = 131		n = 93	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Medicine and health	5	5.2	3	3.1	40	30.5	20	21.5
Service	12	12.5	12	12.2	20	15.3	6	6.5
Natural science, engineering, mathematics	16	16.7	21	21.4	7	5.3	11	11.8
Teaching and related	2	2.1	1	1.0	16	12.2	3	3.2
Managerial and administrative	7	7.3	3	3.1	9	6.9	4	4.3
Clerical and related	2	2.1	1	1.0	12	9.2	9	9.7
Product fabricating, assembly, repair	13	13.5	11	11.2	0	0.0	0	0.0

(continued)

Table 4.53 continued

Social service and related	2	2.1	6	6.1	10	7.6	19	20.4
Transportation, equipment, and operating	9	9.4	5	5.1	2	1.5	0	0.0
Artistic, literacy, performing arts	2	2.1	1	1.0	7	5.3	2	2.2
Construction, trades	9	9.4	10	10.2	0	0.0	0	0.0
Forestry and logging	5	5.2	6	6.1	2	1.5	0	0.0
Sales	1	1.0	0	0.0	2	1.5	0	0.0
Machining and related	2	2.1	1	1.0	0	0.0	0	0.0
Fishing and trapping	2	2.1	0	0.0	0	0.0	0	0.0
Sports and recreation	1	1.0	2	2.0	0	0.0	0	0.0
Farming, horticulture, and animal husbandry	1	1.0	0	0.0	0	0.0	0	0.0
Government programs	0	0.0	2	2.0	0	0.0	2	2.2
Mining and quarrying including oil and gas field	0	0.0	1	1.0	0	0.0	0	0.0
Don't know	2	2.1	0	0.0	2	1.5	0	0.0
No response	3	3.1	12	12.2	2	1.5	17	18.3

Note: Chi-square (1989 & 1995 males) = 6.22, p = .62
Chi-square (1989 & 1995 females) = 20.70, p = .00

In terms of the GED levels of the career choices, there was no significant difference between the 1989 and 1995 males; however, there was a statistically significant difference in the 1989 and 1995 females ($x^2 = 11.60$, $p < .05$). As can be seen in Table 4.54 more 1995 females than 1989 females aspired to jobs with higher GED levels.

Similar differences were observed with respect to the SVP time of the jobs (see Table 4.55). No significant difference existed between the male groups while significantly more of the 1995 females compared to 1989 females aspired to jobs with an SVP level of eight. As well, less aspired to jobs with a SVP level of five or less ($x^2 = 14.04$, $p < .05$).

Table 4.54
General Education and Development of the Career Choices of the 1989 and 1995 Level III Students

General Education and Development	1989 Males		1995 Males		1989 Females		1995 Females	
	n = 93		n = 86		n = 129		n = 76	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
2	0	0.0	2	2.3	0	0.0	0	0.0
3	17	18.3	22	25.6	26	20.9	8	10.5
4	31	33.3	28	32.6	50	38.8	19	25.0
5	34	36.6	27	31.4	32	24.8	28	36.8
6	9	9.7	5	5.8	18	14.0	19	25.0
8	2	2.2	2	2.3	3	1.6	2	2.6

Note: Chi-square (1989 & 1995 males) = 2.29, p = .68
Chi-square (1989 & 1995 females) = 11.60, p = .02
GED level is based on both formal and informal aspects of education which contributes to a workers reasoning development, ability to follow instructions, and acquisition of mathematical and language skills.

Table 4.55
Specific Vocational Preparation Time of the Career Choice of the 1989 and 1995 Level II Students

Specific Vocational Preparation Level	1989 Males n = 91		1995 Males n = 84		1989 Females n = 125		1995 Females n = 74	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
3	0	0.0	2	2.4	3	2.4	4	5.4
4	2	2.2	2	2.4	12	9.6	3	4.1
5	8	8.8	7	8.3	14	11.2	3	4.1
6	20	22.0	23	27.4	24	19.2	11	14.9
7	41	45.1	26	31.0	52	41.6	27	36.5
8	20	22.0	24	28.6	20	16.0	26	35.1

Note: Chi-square (1989 & 1995 males) = 3.54, p = .47
Chi-square (1989 & 1995 females) = 14.04, p = .02
SVP level is based on the time required to learn the techniques and skills needed for an occupation.

(b) Immediate Career Plans

The 1989 female and 1995 female differed significantly with respect to their plans following high school ($x^2 = 12.64$, $p < .05$). In 1989, 16.4% said they would like to continue their education or training but may have to work. In 1995, only 6.5% said this. Also, in 1989, 0.8% said they were continuing their education training but would rather work, whereas 6.5% indicated this in 1995. There was also an increase from 61.7% in 1989 to 68.8% in 1995 in the number of females who said they would definitely be continuing their education or training (see Table 4.56).

While not significant, there were some differences in the males' responses. In 1989, 8.5% said they were continuing their education or training but preferred to work. In 1995, 15.6% said this. Also, in 1989, 11.7% said they definitely planned to work. Only 7.3% said this in 1995 (see Table 4.56).

Table 4.56
Next Year's Plans of 1989 and 1995 Level III Students

Plans	1989 Males		1995 Males		1989 Females		1995 Females	
	n = 94		n = 96		n =128		n = 93	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Definitely plan to continue education or training	41	43.6	40	41.7	79	61.7	64	68.8
Like to continue education or training but have to work	12	12.8	11	11.5	21	16.4	6	6.5
Plan to take year off	13	13.8	12	12.5	15	11.7	11	11.8
Definitely plan to go to work	11	11.7	7	7.3	3	2.3	3	3.2
Continue education or training but rather work	8	8.5	15	15.6	1	0.8	6	6.5
Don't have a plan	5	5.3	5	5.2	3	2.3	2	2.2
Plan to return to high school in September	4	4.3	6	6.3	6	4.7	1	1.1

Note: Chi-square (1989 & 1995 males) = 3.49, p = .74
Chi-square (1989 & 1995 females) =12.64, p = .05

(c) Future Lifestyle Expectations

Two questions were used to address future lifestyle expectations. One related to working in a carer or job, the other about expecting to do seasonal work and collecting unemployment insurance.

Differences in 1989 and 1995 male career or job plans were not significant at the 0.05 level, although as can be seen in Table 4.57, there were some trends in the data. Fewer of the 1995 males listed a combined expectation of working in a job or career and homemaking, and many more of the 1995 group (29.8% compared to 18.9%) did not know what they would be doing.

Table 4.57
What 1989 and 1995 Students Expect to be Doing in Five to Ten Years

Plans	1989 Males		1995 Males		1989 Females		1995 Females	
	n = 95		n = 97		n = 132		n = 91	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Working in job/career and homemaker	14	14.7	9	9.3	53	40.2	21	23.1
Working in job/career	63	66.3	57	58.8	66	50.0	43	47.3
Homemaker	0	0.0	2	2.1	0	0.0	0	0.0
Don't Know	18	18.9	29	9.8	13	29.9	27	29.7

Note: Chi-square (1989 & 1995 males) = 3.96, $p = .14$
Chi-square (1989 & 1995 females) = 16.61, $p < .00$

However, for females, there was a significant difference ($x^2 = 16.61$, $p < .01$). There was a large decrease from 1989 to 1995 in the number who said they would be combining working in a career and being a homemaker (that is, from 40.2% to 23.1%, respectively). Also, about half of each cohort group anticipated working in a job or career that excluded homemaking. There was also a large increase (from 9.9% to 29.7%) in the number who said they didn't know what they would be doing (see Table 4.57).

In both the 1989 and 1995 surveys, respondents were asked whether they expected to do seasonal work and collect unemployment insurance. As seen in Table 4.58, no significant differences existed between the 1989 male and the 1995 male respondents or the 1989 and 1995 female respondents. Although, in both the male and female groups, there was increased uncertainty in the 1995 respondents.

Table 4.58
1989 and 1995 Students Expecting to do Seasonal Work and Collecting Unemployment Insurance

Response	1989 Males		1995 Males		1989 Females		1995 Females	
	n = 95		n = 96		n = 130		n = 91	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
No	39	41.1	31	32.2	71	54.6	42	46.2
Yes	8	8.4	11	11.5	15	11.5	5	5.5
Don't know	48	50.5	53	55.2	44	33.8	44	48.4

Note: Chi-square (1989 males & 1995 males) = 1.64, p = .44
Chi-square (1989 females & 1995 females) = 5.74, p = .06

(d) Reasons for Not Continuing Their Education or Training

In this 1995 survey, students were given a list of 11 possible reasons why they might not be continuing their education or training and asked to indicate which ones applied to them. In the 1989 survey, the students were given a list of six possible reasons and asked to indicate which ones applied to them.

The pattern of responses between the 1989 and 1995 males were similar, except significantly more of the 1995 males said they did not continue their education because they could not decide on a program ($x^2 = 5.18$, $p < .05$). As seen in Table 4.59 there was an increase of about 20.0% who indicated this.

There was more variation in the female responses. Significantly more 1995 females than 1989 females cited both inability to decide on a program and uncertainty about their academic ability as reasons for not continuing their education.

Table 4.59
1989 and 1995 Students Reasons for Not Continuing Their Education or Training

Reasons		1989 Males	1995 Males	Chi-square Test		1989 Females	1995 Females	Chi-square Test	
		n = 54	n = 46	X^2	P	n = 63	n = 37	X^2	P
I may not have enough money for school	Freq.	26	21	0.06	0.80	28	16	0.01	0.91
	%	48.1	45.7			44.4	43.2		
I would like to start supporting myself	Freq.	19	18	0.17	0.68	22	12	0.06	0.80
	%	35.2	39.1			34.9	32.4		
Haven't been able to decide on a program	Freq.	11	19	5.18	0.02*	12	16	6.77	0.00**
	%	20.4	41.3			19.0	43.2		
I don't know if I have the ability	Freq.	8	11	1.33	0.25	10	13	4.88	0.03*
	%	14.8	23.9			15.9	35.1		
I have to go far from home	Freq.	3	3	0.04	0.84	6	6	0.99	0.32
	%	5.6	6.5			9.5	16.2		
Stay home and keep house	Freq.	1	3	1.41	0.23	3	5	2.43	0.12
	%	1.9	6.5			4.8	13.5		

Note: *Significant difference at the 0.05 level.
**Significant difference at the 0.01 level.

CHAPTER 5

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This study was designed to investigate the career aspirations and transition patterns of rural Newfoundland youth as they leave high school. To accomplish this, twelve research questions were generated and a questionnaire was developed and administered to a group of Level III and IV students residing in rural Newfoundland and Labrador. The questionnaire was based on an initial Youth Transition into the Labour Market Survey conducted in 1989 by Sharpe and Spain (1991a). Some of their data were compared to this 1995 rural cohort to determine differences in career aspirations over the six year period.

This chapter is organized into three sections and contains a summary and discussion of each research question, overall conclusions, and several recommendations.

Summary And Discussion

This section provides a summary and discussion of each research question.

Research Question 1

What are the students' future career choices?

Most students listed a career choice. The most frequently cited choices fell under four major occupational groups: natural science, engineering, mathematics; social science; medicine and health; and service occupations. There was very little interest in the more traditional Newfoundland occupations related to the primary resource areas. Only 3.6% indicated an interest in forestry and logging, 0.05% in mining, oil and gas; and 0.0% in fishing and trapping.

It is possible that the youth's career choices were influenced by employment prospects. More students were considering entering into careers in the more promising area of natural science, engineering, and mathematics and less in areas of fishing and teaching which appears less promising. It also appears that they are reluctant to plan their futures around the uncertainty associated with the primary resource industries, particularly the fishing industry.

Despite the recent discoveries of minerals and oil in Newfoundland, few students planned careers in the mining, oil, and gas industry. This suggests that future career choices were influenced more by the fishery crisis than the mineral findings in Voisey's Bay and on the west coast of Newfoundland. This is not surprising given that all of the respondents reside in rural fishing communities and thus, have had direct exposure to the effects of the fishery crisis and only media exposure to the oil industry and mineral developments.

Research Question 2

What are the students' immediate career plans?

Most students had made some plans for the upcoming year, and the majority (approximately 65%) planned to attend a post-secondary institution. These results are consistent with Sharpe and Spain's (1991) study of youth transition into the labour market findings that were based on the provincial 1989 graduating Level III class. In their study, approximately 60% planned to, and 50% did, enrol in a post-secondary institution after high school.

As expected, Memorial University of Newfoundland was the institution the largest portion of students applied to and preferred to attend. This study sample, unlike Sharpe and Spain's 1989 sample, did not indicate a strong preference for the St. John's university campus over the Corner Brook campus. This may be due to the difference in location of the two study samples. Sharpe and Spain's sample covered all geographical regions in Newfoundland and Labrador, whereas the study sample for this group was restricted to two regions, both of which were much closer to Corner Brook than St. John's (450 kilometres versus 1000 kilometres). Students from the west coast of this study region are more likely than students from central Newfoundland and the east coast to choose the Corner Brook campus over the St. John's campus because it is closer to their home communities, although somewhat restrictive in program offerings beyond the first two years of university.

In this sample, a large number of students (37.6%) had applied or intended to apply to Westviking College. This was substantially higher than the number of students in Sharpe and Spain's 1989 sample, more of whom gave serious thought to attending the Fisher Technical Institute in Corner Brook. The increased interest in Westviking College may be a result of a number of different factors. Many institutes, such as Memorial University, Cabot College, and Marine Institute are raising their entrance requirements. This may have caused students to consider Westviking College, which has less stringent entrance requirements. Also, Westviking College has added several new technology programs to their list of offerings. These programs may have attracted students who are

interested in the area of technology. Again, the location of the study sample certainly accounted for some of the interest in Westviking College and other institutions due to its proximity to their home communities.

Research Question 3

What are the students' future lifestyle expectations?

A large number of students were uncertain about their future employment. Half of the students were unsure whether or not they would be doing seasonal work and collecting unemployment insurance in the future, and 29.2% were unsure as to whether or not they would be working in a career, as a homemaker, or both. Sharpe and Spain's 1989 sample did not have the same amount of uncertainty about their future. Less than 30% as compared to 50% from this sample indicated they did not know whether they would work seasonally and collect unemployment insurance or not, and 10.6% as compared to 29.2% indicated they were unsure whether they would be working in a career, as a homemaker, or both.

The higher level of uncertainty in this sample as oppose to Sharpe and Spain's sample is not unexpected given the present economic situation in Newfoundland, particularly rural Newfoundland. It is very difficult to predict the future with the present fishery crisis and the emerging (potential) promise of oil and mineral development. This present sample, because of timing and location, has probably been affected more by both the fishery crisis and other economic uncertainties than the 1989 sample.

According to Looker (1993), rural youth are more likely than urban youth to consider seasonal work accompanied by unemployment insurance as a possible lifestyle. Given that the present study has a completely rural sample and Sharpe and Spain's 1989 sample had a rural/urban cohort, this sample would be expected to exhibit characteristics more closely aligned with Looker's rural Nova Scotia sample.

The majority of students (81.8%) expected to be living away from home to pursue their career plans. These expectations were realistic considering none of the students indicated they were interested in entering a career centring around the fishing industry, which is likely the only industry in their communities which had traditionally employed large numbers of people. Furthermore, with the present cod moratorium and freeze on new fishing licences, prospects of employment in the fishing industry are bleak.

Over 90% of the students expected to have acquired some post-secondary education at the end of five or ten years. This may be a reflection of the poor economic times and labour market demands. Today's labour market is highly competitive, and there is an increased demand for education. Low-skilled and semi-skilled jobs are being replaced by jobs requiring higher levels of education. These youth were probably aware of this and planned to obtain more education to improve their odds of finding employment. Furthermore, with the scarcity of jobs in Newfoundland, and in rural Newfoundland in particular, many students may be opting for further education because there are no jobs available. Both Gregory and Duncan (1980) and Gustman and Steinmeier (1981) found evidence to support this. They concluded that more people

enroled in educational institutions during poor economic times and when there was an increased demand for education to improve employment prospects.

Research Question 4

What are the students' reasons for not continuing their education or training next year, after Level III?

The results indicate that there were a number of different reasons why students did not continue their education immediately following high school. The most important reason was lack of money followed by difficulty deciding on a program, desire to become self-supporting, and uncertainty regarding their academic ability. Several earlier studies (McGrath, 1993; Sharpe & Spain, 1991; Parsons, 1974) reported similar findings. All three studies contained Newfoundland samples.

According to this sample of Newfoundland students, community attachment was not a barrier to post-secondary education. None of the respondents indicated it was the main reason they did not continue their education or training. These findings are not consistent with Looker's (1993) findings. In her sample of rural youth from Nova Scotia, community attachment was viewed as a barrier to post-secondary education.

The differences between the two above studies is likely not explained simply by the differences in the locations of the two samples, but rather by the difference in the interpretations of the results. In Looker's (1993) study, rural youth reported a strong attachment to their communities and a strong desire to remain home. At the same time, they indicated they would likely have to leave their homes for educational opportunities.

Based on these findings and the assumption that these youth may opt out of post-secondary education or training to avoid leaving home. Looker speculated that community attachment may be a possible barrier to post-secondary education for rural youth. However, unlike in this study, the youth were not asked directly their reasons for not continuing their education. It is possible that her sample of Nova Scotia youth, like this sample of Newfoundland youth, were willing to relocate for educational opportunities despite their community attachment.

Research Question 5

What problems do students furthering their education or training next year anticipate having?

Potential problems associated with post-secondary education responded to by students were not generally anticipated to be serious problems for the majority but many consider them "somewhat of a problem."

The three areas in which most students were concerned about were all related to moving away from home. These were related to finding available courses near home, finding the right course near home, and simply missing being at home. There is reasonable support in the literature to indicate that these are generally recognized as more serious problems for rural youth. In Sharpe and White's (1993) study, rural youth cited problems related to finding courses close to home, and Looker's (1993) findings suggested that lack of educational opportunities within the home area causes many rural youth to opt out of post-secondary education or training.

The results indicate that while attachment to home is not a serious barrier to post-secondary education, it is much more of a problem for rural youth attempting to further their education. More research is needed to determine the effect, if any, that this attachment to home has on rural youth making post-secondary education decisions. However, results of the next research question clearly show that they both anticipate and are willing to move away to further educational institutions.

Research Question 6

Where would the students' prefer to further their education or training?

All of the students except one indicated they were willing to relocate for educational purposes. In fact, only 17.1% preferred to further their education or training at home. This may be a result of the reality of their situation and the limited educational opportunities within the area. These students may be expressing a preference for the programs offered away from home as opposed to those offered close to home, rather than an actual preference to relocate. It is also possible that some of the students may be seeking independence from their families. They may see relocating for educational purposes a means to achieve some independence as young adults.

The students from this study sample had obviously realized and had come to accept that they must leave home for better educational opportunities. This further suggests that moving away from home is not an obstacle that will prevent them from furthering their education. However, the financial cost associated with moving may be more of an obstacle than the moving itself along with anticipated home sickness and related reasons.

Research Question 7

What type of job do the students' think they may have next year?

About half of the students responded to the question related to working next year. This suggests that a large number of students did not expect to be working the year following high school or had not given schooling much thought.

Given that the employment opportunities for youth, especially rural youth, have not improved over the last several years, it is likely that far less than the 56% who anticipated working will actually find employment. Also, many of those planning post-secondary education were more likely to be seeking summer employment rather than work through the following year.

With respect to educational qualifications, the majority of jobs listed were realistic, with most requiring little or no post-secondary education. However, some students had what appeared to be unrealistic expectations of finding a job in the fishing industry. Since 1994, the cod fishery has been closed and no new licences have been issued for other species since the 1980s. Thus, the only jobs available to these youth, related to the fishing industry, would be inshore assisting fisherpersons with their catch. It is highly unrealistic that many of the students would secure jobs of this nature in the fishing industry, either in their home community or elsewhere in the Province.

Research Question 8

What problems do the students' anticipate having when finding a job?

As expected, the area which the students expected to pose the most serious problem was the scarcity of jobs. This undoubtedly was a realistic reflection of the economic content of Newfoundland and the lack of employment opportunities available to youth in general except perhaps during the summer periods when government sponsored employment programs are typically in effect.

Research Question 9

Where would the students' prefer to work?

The attachment of rural youth to their community was obvious in their responses to the question on future work location. Overall, three-quarters indicated they preferred to work near home. However, despite their strong desire to remain home in their community, most indicated they would relocate for employment purposes. Less than 10% were adamant about remaining at home and indicated they would not leave to find work.

There is some disparity and perhaps reality in where students preferred to work and where they expected to be working. While most preferred to work near home, they expected to be living away from home to pursue their careers. Thus, it appears that most of the rural Newfoundland youth who are planning to leave their home communities are doing so not because of choice but because of lack of employment opportunities. If this is the case, it may have a serious impact on the survival and visibility of rural

communities.

There was also a difference in the location students preferred to work and the location they preferred to further their education. While over 90% preferred to obtain further education away from home, less than 22% preferred to live away from home. With the limitations of the present research result, it is impossible to speculate on why this is the case. It may be that the students preferred the programs offered away from home (or realized they had no other option), or they were interested in experiencing some of the opportunities the larger urban centres offer along with continued post-secondary education. Whatever their reason for preferring to obtain post-secondary education or training away from home, most, it would seem, preferred to return back to their home communities to live.

Research Question 10

What factors influenced the students' immediate career plans?

A number of different factors influenced the students' immediate career plans. Of these, the two which students believed had the most influence were both personal factors. The most influential was that it was simply what they really wanted to do, and the second was their academic ability.

Family-related factors also influenced a number of students' plans. Overall, about one-third indicated that family financial situation, and one-quarter indicated that family encouragement (pressure) were influential factors. These findings are supported by several other studies which similarly found family socioeconomic status (Anisef et al., 1980; Parsons, 1974; Shave, 1985; Tilley, 1975) and family support (Shave, 1985) to

be related to educational aspirations.

There is also evidence in the literature that the economic context influences post-secondary schooling (Gregory & Duncan, 1980; Gustman & Steinmeier, 1981). In the present study, almost one-quarter of respondents indicated that the economic situation of Newfoundland was one of the three most influential factors on their immediate career plans. However, the economic situation of Canada influenced far less students with very few indicating that it was one of the most influential factors. These findings suggest that students' plans were influenced more by the surrounding provincial context in which they live, rather than by the larger, more distant context of the country.

Policies directly related to post-secondary institutions, namely entrance requirements and waiting lists, were cited as one of the most influential factors by a number of students. Although the nature of its effect was not studied, it is assumed that these institutional factors caused the students to delay enrolment or to enrol in alternate programs.

There is reasonable support in the literature to indicate that high school preparation (Tilley, 1975), peers' plans (Carpenter & Western, 1984), community attachment (Looker, 1993), and value of education within the home (McGrath, 1993) influence the career plans of youth. However, these factors seemed to have little influence, or at least the students perceived them to have had little influence, on their immediate career plans. These findings may be a direct reflection of the changing context in which the youth in this study found themselves as compared to the context of youth in the other studies cited above. These youth, more so than those of the 70s and 80s, were and are making career decisions and plans in local economic context that offers

little to no employment opportunities for them. It is possible that the influence of the other factors have been over-shadowed by their concern surrounding the economic situation in their communities and in Newfoundland and Labrador. It is also possible that these factors had influenced the students' plans more than they were aware of; however, more information is needed to determine whether or not this was the case.

Research Question 11

How do students plan to fund their post-secondary education?

Even during these difficult economic times, many students believed their parents would be the main source of funding for their education. Over 85% of the students in this sample expected their parents to contribute financially for their education to some extent.

Most of the students expected to obtain funds from two or more sources. Over 20% of the students indicated they expected to obtain some of the money needed for their education from combinations of their parents, Canada Student Loans, summer jobs, part-time work, and, or relatives. Less than one-quarter of respondents felt all of the funds for their education would come from one source only. Such responses are fairly predictable and indicate traditional post-secondary areas of funding support used by students.

Research Question 12

What was the work status of students' parents and the effect of the closure of the fishery on family's financial situation?

The majority of the students in this sample expected to look toward their parents for financial support to further their education. However, there is evidence to suggest this may be difficulty, if not impossible, for many parents. Less than half of the fathers and less than one-third of the mothers were employed full-time, most of which were semi-skilled or low-skilled jobs. Furthermore, about half of the students indicated they felt their family's financial situation had worsened since the closure of the cod fishery. Given this, it is likely that many parents may not have any extra money available to help finance their children's education.

Interestingly, almost half of the students felt the closure of the cod fishery had a negative effect on their family's financial situation, yet only one-third indicated their fathers were employed in the fishing industry and 13.0% indicated their mothers were. This suggests that the closure of the cod fishery has had a financial impact on people employed outside the fishery, as well as those employed directly within the fishery. This is not surprising given many industries and businesses are interconnected and the success of one depends on the success of the other.

Research Question 13

How do the students' perceive the closure of the fishery or the Hibernia have influenced their career plans?

According to their responses, most students felt that their career plans were not affected by the closure of the cod fishery. Furthermore, among the approximately 25% who said they would be affected by the closure, there was a large variation in their opinion of the effect. Some indicated that they have changed their occupational plans; still others indicated they had changed their educational plans. One-third of this group also indicated they would have gone to work in the fishery if it had not been closed, and half intended to relocate for employment. A few further, indicated that the closure of the cod fishery had made it either financially impossible or financially difficult to continue their education. The variation in responses and reaction may be partially due to the variation in the effect the closure of the fishery has had on the financial situations of the families involved. The students who indicated they may not be able to continue their education for financial reasons were probably the same students who indicated that their family's financial situations has worsened due to the closure of the cod fishery.

Despite the evidence in the literature, and this study which suggests that more students enrol in post-secondary schooling as a result of poor labour market conditions, over half indicated their plans to attend post-secondary schooling had not been affected by the closure of the fishery. Very few indicted they were less likely to enrol in a post-secondary institution, while only a quarter of respondents indicated they were more likely

to attend a post-secondary institute. This variation in response is likely a reflection of the different plans of the two groups prior to the closure, and the effect the closure has had on the financial situation of their families. Those who indicated they were more likely to enrol in a post-secondary institute are likely those who were considering moving directly into the fishery or fishery-related occupations; whereas those who indicated they are less likely were likely planning on enroling in a post-secondary program immediately following high school graduation.

The perceived effects of the closure of the cod fishery with respect to employment plans were more consistent than those concerning educational plans. A large number of students indicated they were more likely to move elsewhere in the Province or out of the Province to find work. It appears that these students did not expect to find employment within their home communities and did not expect the cod fishery to rebuild in the near future. Many students had probably came to realize this years ago as the fishery continued to worsen. This may account partially for the lack of effect the cod closure has had on most of these students. They may have been prepared for it and made alternative plans prior to Grade 12. Overall, the effects of the cod fishery closure of the career plans of youth are complex and cannot be explained by merely looking at the closure itself. Other factors, such as academic achievement, prior career plans, and financial situations must also be accounted for before any final conclusion can be drawn. With respect to the large Hibernia project, less than half of this group of rural youth considered it would not affect their career plans. However, some did consider it will

either be of some help or "a little helpful." Such perceptions were probably realistic given that the massive construction phase of Hibernia would be completed before they could become qualified to work at the site.

Research Question 14

Are the gender differences, with respect to: (a) future career choices, (b) immediate career plans, (c) reasons for not continuing their education or training, (d) perceived problems when furthering their education, (e) perceived problems when deciding to find a job, (f) preferred post-secondary location, (g) preferred work location, and (h) future lifestyle expectations?

With respect to future career choices, there was a tendency for both males and females to make gender stereotypical choices. For the most part, females choose occupations in traditionally female dominated areas and males chose occupations in traditionally male dominated areas. This was more prominent in the males's choices than in the females' choices. A few females indicated interest in managerial and administrative related occupations, an areas which is male dominated. Also, a number were interested in occupations related to natural science, engineering, and mathematics; another areas which is male dominated. Despite this increase in interest in such occupational areas, no females indicated an interest in the male dominated areas such as construction, transportation, product fabrication, machining, mining or forestry. Such trends were also evident in Looker and McNutt's (1983) sample of Nova Scotia youth.

Males appeared more reluctant than females to move into non-traditional areas.

The one exception was in the service occupations in which 13.3% of males as compared to 6.5% of females indicated an interest. The males in Sharpe and Spain's (1991) study also showed an increased interest in service occupations. This indicates that the service area is perhaps becoming more attractive to males and less attractive to females. Given that this area is expanding in the labour market, one would expect an increased interest from both females and males.

There were some gender differences with respect to immediate career plans. More females definitely planned to continue their education or training and more males definitely planned to work. Females were also more likely than males to have applied to a university program, whereas males were more likely than females to apply to the Marine Institute. These overall findings are consistent with Looker and McNutt's (1983) study and Sharpe and White's (1993) findings. More females than males may be aspiring to further education because there are fewer employment opportunities available in traditional female-related occupations than in traditional male-related occupations. The lack of interest of females in the Marine Institute is probably because most of the programs are gender-bias toward traditional male dominated occupations.

A number of students (19.8%) indicated that they were planning to continue their education, but preferred to work, or they were planning to work, but preferred to continue their education. Over two-thirds of these were males. These results suggest that males may have more difficulty getting their career plans on track than females. There was also evidence to suggest this in Sharpe and White's (1993) study in which

significantly more urban females than rural males, who attended post-secondary schooling, said their plans were on track. More research is needed to determine whether males are experiencing more difficulties and why this might be the case.

Male and female reasons were more similar than different with respect to continuing their education or training, perceived problems furthering their education, and perceived problems finding a job. The only differences were in science abilities, missing home, and lack of money to look for a job, about which significantly more females were concerned than males. Thus, while females may have had slightly more concerns than males, both had similar concerns and obstacles to overcome as they moved into the post-secondary scene and, or the workforce.

There were also no gender differences in respondents preferred post-secondary and work locations. Both males and females showed a willingness to relocate for educational and employment opportunities.

Both males and females also had similar expectations for their future, except for the amount of education they expected to have in five or ten years' time. More females than males expected to have higher levels of education. These findings support the new trend found in the literature in which females are aspiring to higher levels of education than their male counterparts (Looker & McNutt, 1993).

In summary, while gender differences were evident in the transition pattern of youth, the differences were not as prominent in this study as they were in earlier studies. Some, but not many males and females did make less traditionally gender-stereotyped decisions with respect to educational and occupational plans.

Research Question 15

Are the findings of the present study consistent with findings of similar rural youth respondents in Sharpe and Spain's (1991) youth transition study with respect to: (a) future career choices; (b) immediate career plans; (c) future lifestyle expectations and (d) reasons for not continuing their education or training?

The future career choices of the 1995 sample differed somewhat from the future career choices of the earlier 1989 sample from the same rural areas of the Province. The two most frequently cited occupational groups for the 1995 sample were natural science, engineering, mathematics, and social services; whereas, the two most frequently cited occupational groups of the 1989 sample were medicine and health, and service. Overall 6.6% more of the 1995 sample cited occupations in the natural science area. This increase was consistent for both males and females. The small increase in social services and related occupations between the 1989 and 1995 samples was due to an increased interest in this area by females. Similarly, the decreased interest in the service occupations and teaching related occupations was accounted for by a decreased interest in the area by females. This was unexpected given these areas have been traditionally dominated by females. The drop in the percentage of students from the 1995 sample as compared to the 1989 sample interested in the medicine and health occupational group was small, but also accounted for by a change in the female responses.

There was evidence to suggest that both males and females in rural Newfoundland are aspiring to higher levels of education: more students from the 1995 sample than

from the 1989 sample cited occupations with a Specific Vocational Preparation (SVP) level of eight. This was likely a result of present labour market demands with more jobs requiring higher levels of education and less secure or high skilled jobs being available to individuals with lower levels of education.

There was evidence to suggest that the scarcity of jobs has affected the immediate career plans of the 1995 respondents more so than those of the 1989 respondents. In 1989, only 4.1% indicated they were continuing their education or training but would rather work. In 1995, 11.1% indicated this. In addition, less 1995 respondents indicated they would rather have continued their education or training but had to work. Hence, more of the 1995 respondents who had preferred to work were planning to enrol in post-secondary programs. This is likely a result, in part, of the lack of employment opportunities available to them and the labour market demands. This supports earlier studies (Gregory & Duncan, 1980; Gustman & Steinmeier, 1981) which suggest that poor labour market conditions resulted in an increase in post-secondary enrolment. As indicated earlier, 1995 respondents aspired to occupations with higher SVP levels than 1989 respondents. This, too, suggests that students' plans were influenced by labour market demands.

There was some evidence to suggest that the 1995 respondents experienced a higher level of uncertainty and desperation than the 1989 respondents concerning both future employment and educational opportunities. A large percent (40.0%) of the 1995 students indicated they did not continue their education because they could not decide on

a program.

A higher level of uncertainty among the 1995 respondents was also evident in their responses to future lifestyle expectations. More of the 1995 respondents, both male and female, said they did not know whether they would be working in a career or whether they would be doing seasonal work and collecting unemployment insurance.

The 1995 respondents also appeared less optimistic than the 1989 respondents toward their future employment prospects. Overall, fewer of the 1995 respondents said they would be working in five to ten years and less said they would not be doing seasonal work and collecting unemployment insurance although the numbers in the latter category were still high.

The pattern of responses given in the 1989 and 1995 respondents did not vary much with respect to reasons for not continuing their education or training next year, except significantly more of the 1995 responses cited inability to decide on a program as a reason. As indicated earlier, this suggests a higher level of uncertainty among the 1995 rural youth than the 1989 group. Given the lack of employment opportunities available, especially in rural Newfoundland, compiled with the dramatic decline of the fishery in their home in their home communities, it is not surprising that the 1995 youth were uncertain about which program to enrol in.

Research Question 16

Are there differences by gender between present study participants and the similar rural youth respondents in Sharpe and Spain's (1991) youth transition study with respect to: (a) career choices; (b) immediate career plans; (c) future lifestyle expectations and (d) reasons for not continuing their education or training?

These findings indicate that over the past six years, females from rural Newfoundland changed their occupational aspirations more so than males. Many of these changes were away from the traditional female occupational areas of teaching and service into the non-traditional areas of natural science, engineering, and mathematics. In general, more females made less gender bias occupational choices while males continued to make the same occupational choices as they did years ago. This trend was also reported in studies using samples from other areas of Canada (Looker, 1993; Looker & McNutt, 1983).

Another trend evident in this sample which has become more common in the literature (Looker, 1993) was an increase in the number of females who aspired to occupations which require higher levels of education. In this 1995 sample, unlike the previous 1989 sample, more females than males cited occupations with the higher General Education and Development (GED) levels. The same was true for Specific Vocational Preparation (SVP) levels. In fact, the differences in the SVP level of occupation, cited by the 1989 sample and the 1995 sample, was mainly due to a change in the female occupational choices. There was no significant difference in the SVP levels

of occupation listed by the 1989 and 1995 males. Also, from 1989 to 1995, there was an increase of almost 9.0% in the number of female respondents who definitely planned to continue their education. There was no increase in the number of males who definitely planned to continue their education.

As indicated earlier, there was a higher level of uncertainty concerning educational and future employment opportunities evident in the 1995 sample than in the 1989 sample. This was particularly true for the females. Significantly more of the 1995 females than 1989 females (29.7% versus 9.9%) said they did not know what they would be doing in five to ten years with respect to their work status. Also, significantly more indicated they did not continue their education because they were unable to decide on a program or because they were uncertain as to whether they had the ability to complete a program. The reason for the higher level of uncertainty among females than males is not answered in this study. However, it may be related to the recent cutbacks in health and education job opportunities. Many nursing and teaching positions have decreased as a result of these cutbacks. Considering that both areas are female dominate, the cutbacks may have affected female choices and aspirations more so than those of males.

Conclusions

The purpose of this study was to provide a detailed description of the transition pathways and career aspirations of rural Newfoundland and Labrador youth, the barriers they anticipated in their movement into the workplace, and, or post-secondary education,

and the factors which influenced their immediate career plans. A comparison between this 1995 sample and an earlier 1989 sample from the same geographic location was also completed to determine any changes which may have evolved in the career aspirations of such rural youth over the past six years as a result of the present economic context, particularly the cod moratorium.

The rural youth in this 1995 sample aspired to a variety of jobs in different occupational groups. Their choices of future careers appeared to be influenced by both their gender and future employment prospects. The former, influenced male choices, more so than female choices, whereas the latter influenced both male and female choices equally. Despite the tendency to make gender bias choices, both genders were willing to move into non-stereotypical occupational areas which have promising future outlooks (that is, males into service occupations and females into natural science, engineering and mathematics occupations), thus, suggesting the desire to find employment was more predominant than the desire to remain in traditional occupational areas.

The anticipated transition patterns of these youth were similar to the patterns reported from across Newfoundland (Sharpe & Spain, 1991) and by youth in Ontario (Anisef et al., 1980), with a slight increase in the number moving directly into post-secondary schools and a decrease in the number moving directly into the workforce.

Based on the assumption that those who indicated they would be taking the year off and those who had no plans will be seeking employment, and on the assumption that only those who listed jobs for next year planned to work, approximately 60% of these

youth will enrol in a post-secondary school, of which 15% will also seek employment. Another fairly large group will undoubtedly seek employment, many of which though will experience long periods of unemployment and government support.

The post-secondary school plans of these respondents were also similar to the plans of youth in other studies with the majority of respondents who planned to continue their education or training the following year planning to enrol in university programs. These youth, like youth in general, were aspiring to higher levels of education offered through university programs. This is likely a result of the competitive labour market in which higher levels of education are now projected for better employment opportunities.

Females were more likely than males to aspire to post-secondary education and to university programs in particular. This, too, was evident in other studies (i.e., Looker & McNutt, 1983; Sharpe & Spain, 1991), and lends further support to the recent trend in which more females are obtaining higher levels of education than their male counterparts.

A large number of students were interested in Westviking College. This may have been a result of to low entrance requirements at that college (compared to most post-secondary institutes), because of the new technology courses they are offering, and because of its location in western Newfoundland.

Several potential barriers to post-secondary education were identified in this study. From the students' perspective, financial related variables were the most important barrier for the largest number of students. These included lack of money for school and

wanting to start supporting themselves. Post-secondary institutional policies were barriers for a number of students, as well. These included inability to decide on a program, inability to meet entrance requirements, and long waiting lists. A number of students indicated that the most important reasons why they were not continuing their education or training was because they did not meet the entrance requirements of the institute or because they were unable to decide which program to enrol in. In addition, some of the students continuing their education believed long waiting lists at post-secondary institutes would be a problem for them, and some students said academic ability was the most important reason why they would not be furthering their education or training the following year.

There was no evidence in this study to support Looker's (1993) findings that community attachment is a barrier to post-secondary education. Almost no students said that having to leave home was one of the reasons why they were not enroling in a post-secondary educational program and none said it was the most important reason. Furthermore, the majority preferred to move away from home for post-secondary education. Almost none indicted they would be willing to relocate to obtain further education.

The effect of community attachment on rural youth decisions to continue with education is still open to speculation. However, it appears that these youth were willing to relocate for educational opportunities despite their attachment to home. It is possible that community attachment may affect retention rates at post-secondary institutes more

than initial enrolments since many of the students who planned to continue their education felt missing home would be a serious problem.

There was also no evidence to suggest that community attachment was a barrier to employment opportunities. Few of the respondents said they would not relocate to find work, although most said they preferred to work at home and a few said that a desire to remain home influenced their immediate career plans a lot. Thus, like education, employment opportunities may be later affected by community attachment. It is also important to note that community attachment is difficult to assess both in this and other studies.

The findings in this study indicated that the overall economic situation of Newfoundland has affected the career plans and attitudes of these youth. As many as one-third said it affected their immediate career plans a lot and half said it affected their plans to some extent. A direct effect of the cod moratorium appeared to be decreased confidence in family ability to fund education.

More of the students in this sample, than their rural counterparts in Sharpe and Spain's 1989 sample aspired to careers in natural science, engineering, and mathematics and less to careers in teaching and fishing. This suggests that the lack of employment opportunities in traditional areas has caused many students to plan careers in other areas.

It appears that the present economic context has left youth feeling uncertain and less optimistic about their future employment prospects. Many students indicated they did not know what they would be doing in five to ten years, and only one-third felt

confident that they would not be doing seasonal work and collecting unemployment insurance in the future. This uncertainty regarding their future had undoubtedly made it difficult for these youth to plan their future and is likely the reason why a number indicated they were indecisive about which program to enrol in. Thus, there is a greater need for information and knowledge concerning future employment outlook of different occupations. This will enable youth to make wiser career choices with more certainty and optimism.

It was evident that a large number of students believed the closure of the cod fishery did not have any affect on their career plans. Over two-thirds of the respondents indicted the cod moratorium had not affected their plans after high school. Furthermore, only about one-tenth of the students indicated the closure of the cod fishery had a large influence on their immediate career plans.

However, despite this, over half of the students felt their family's financial situation had been affected by the closure of the cod fishery. Of these, a large majority said it had worsened. Given that parents were cited as the main source of funding for post-secondary education, it is suspected that many students, particularly those planning to further their education, will be affected more by the closure of the cod fishery than they themselves might expect.

The findings further question the survival of rural Newfoundland. Over three-quarters of the respondents indicated they were more likely to move either outside the Province or elsewhere within the Province as a result of the closure of the cod fishery.

If this becomes a reality, rural Newfoundland will be composed mainly of senior citizens. Thus, it appears that the survival of rural Newfoundland is dependent on the recovery of the cod fishery and jobs and opportunities for youth.

The comparison between this 1995 sample and the earlier 1989 sample also indicated that the cod moratorium has not had a large effect on the career plans of these youth. The 1995 and 1989 respondents were more similar than different in their anticipated transition pathways. For both groups, the majority planned to continue their education and, or training the year following graduation. Of these, most planned to enrol in a university program. Lack of money for school was the reason cited by most students in both samples for not continuing their education and, or training and the majority expected to be working in a career in five to ten years. Although there was a shift in the occupational groups with respect to their future career choices and jobs for the following year, there were little differences in the required educational levels. The differences which did exist were mainly accounted for by a change in the female responses. That is, more of the 1995 females than 1989 females aspired to jobs which required higher levels of education. There is evidence in the literature to suggest that this is part of a new, growing trend, rather than an effect of the cod moratorium.

The most noteworthy difference between the two groups that may be a result of the present economic context was the higher level of uncertainty present with respect to their future expectations in the 1995 respondents. Thus, it appears that the youth of 1995 could not plan their future with the same level of certainty and optimism as the youth of 1989.

Recommendations

The findings in this study revealed that many potential problems youth encounter as they make career plans can be lessened through intervention from outside sources including the government, post-secondary institutes, and high schools.

For these youth, lack of money was the main reason cited by many students for not continuing their education. It is important that school personnel identify these students and help them overcome this obstacle by providing information on student aid, scholarships, bursaries, and other financial assistance available. Government can also help by making financial assistance more readily available to all students. Considering the financial burden unemployment has had on the economy, it would be more economical for the government to invest in these youth at this transition point in their lives.

Two other potential barriers to post-secondary education identified were related to entrance requirements and an inability by students to decide on a program. Post-secondary institutions should be are encouraged to study the effects of raising their entrance requirements and to determine whether it is weaning out potential graduates. They should also be encouraged to increase awareness of the programs they offer and potential jobs which are associated with such programs. This can be accomplished, in part, through the school system with the assistance of school personnel.

In today's labour market, it is important that youth plan their post-secondary education or training carefully so that they do not receive degrees and diplomas in areas

with no future. Thus, it is critical that schools, with the assistance of government agencies, educate students about the labour market and future job outlooks. This will provide youth with the knowledge required to make better career decisions and also to help alleviate some of the uncertainty they may feel toward their futures.

According to students, personal desire and academic ability were the two factors which influenced their carer plans most. Considering this, it is crucial that parents and school instill confidence and ambition in these youth so that they will set higher goals, have the confidence needed to strive for them, and yet bring their interests in line with the realities of the economic context.

While this study added to the existing knowledge on the transition patterns of rural youth and the factors which influence these patterns, it left a number of questions unanswered. It is recommended that a further analysis of the data be conducted to determine which factors influence students planning to continue schooling and which factors influence those not planning to continue their education. Also, the effect of academic ability and occupational expectations on post-secondary plans need to be explored in more detail. This will provide a better understanding of what factors influenced who and how.

The effect of community attachment on post-secondary plans and employment opportunities is questionable and requires further research. More studies are needed to determine if and how community attachment affects the transition patterns of youth.

It is recommended that a follow-up study of this group be conducted to determine

the effect of the cod moratorium on their educational plans, to determine whether the students affected by the closure of the cod fishery were those whose families were receiving government income supplements from TAGS or those not receiving it, and to determine which students were more likely and which were less likely to enrol in a post-secondary program. This information is needed as government plans intervention strategies.

It is also recommended that further follow-up studies be conducted on this (and other) cohort of rural students as they proceed with their various transition pathways from high school to post secondary education and work. Such research can be used not only to document the transition pathways, but would also enable more specific transition issues to be identified related to rural youth and their future career aspirations and living patterns.

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APPENDIX A

QUESTIONNAIRE

Career Aspirations of Rural Newfoundland Youth

Level III Questionnaire

[Based on the Youth Transition into the Labour Market Surveys of Sharpe & Spain, 1989, 1991a, 1992]

March, 1995

To: All level III students and those who have returned for fourth year of high school to complete graduation requirements.

You are being requested to participate in a study of the problems rural youth faced when they get ready to leave high school and go on for further education or go on to find a job. The questionnaire will take approximately thirty (30) minutes to complete.

The researcher, Emma Genge, is a Masters of Educational Psychology student at Memorial University, under the supervision of Dr. D. Sharpe, Faculty of Education, Memorial University of Newfoundland, and a guidance counsellor employed by the Vinland/Strait of Bell Isle Integrated School Board.

The information you provide will be held in strict confidence. You do not have to answer any questions unless you want to. Participation in the study is strictly voluntary. You may withdraw from the study at any time without prejudice. All results will be reported anonymously, on a group basis, and will be made available upon request to the participating schools and the Vinland/Strait of Belle Isle Integrated School Board. At no time will any attempts be made to identify individuals.

If you have any questions or concerns, I can be contacted at St. Augustines, 247-2043. If you wish to speak to my supervisor, please contact Dr. Dennis Sharpe, Faculty of Education, Memorial University of Newfoundland, at 737-7549. If you wish to speak to a resource person not associated with this study, contact Dr. Patricia Canning, Associate Dean, Research and Development.

NOTE: Do NOT put you name on the questionnaire. When completed, place in the envelope provided.

Thank you for your cooperation. It is greatly appreciated.

SECTION A
Background Information

Please fill in the blanks or circle the number corresponding to your response.

1. Sex:

   Male 1
   Female 2

2. School: _____

3. Community you live in: _____

SECTION B
Career Plans

4. Think of the career you would like to enter in the future. What is it?

   _____

5. Have you thought of starting a business of your own in the future?

   Yes 1
   No 2

6. What are your thoughts about next year? What do you plan to do? Which of the following plans describe you best.

   I don't have a plan (go to Question #10) 1
   I plan to take the year off (go to Question #10) 2
   I would like to continue my education/training, but I have to go to work (go to Question #10) 3
   I shall probably continue my education/training, but I would rather go to work . . . 4
   I definitely plan to go to work (go to Question #10) 5
   I definitely plan to continue my education/training 6
   I plan to return to high school in September (go to Question #10) 7

7. (a) Following is a list of institutions. Circle the number of all the institutions and places you have or you plan to apply to.
   Institutions:

   Cabot Institute 1
   Community College 2
   Fisher Institute 3
   Hospital Nursing School 4

Marine Institute 5
Memorial University, St. John's Campus 6
Sir Wilfred Grenfell College, Corner Brook 7
Private Career Colleges 8
Police Academy 9
Other institutions in Newfoundland 10
Institution outside Newfoundland 11
Arm Forces plan 12

(b) Which is your first choice? _____

8. Some young people have problems when deciding to get further education. Please indicate how much of a problem you believe the following will be.

	Not a problem	Somewhat of a problem	A serious problem
Finding time to go to school	1	2	3
Finding available courses near where you live	1	2	3
Meeting entrance requirements	1	2	3
Having to work to support yourself-family	1	2	3
Getting information about courses	1	2	3
Finding the right course/program that is given close to home	1	2	3
My high school preparation	1	2	3
Finding a place to stay	1	2	3
Math	1	2	3
Reading	1	2	3
Science	1	2	3
Adjusting to the instructors	1	2	3
The difficulty of the course	1	2	3
Missing home	1	2	3
Long waiting list at the post-secondary institution	1	2	3

9. Where do you plan to get the money you need for your education during 1995?

	None	Some	Half	Most	All
Parents	1	2	3	4	5
Spouse/other relatives	1	2	3	4	5
Part-time work during the year	1	2	3	4	5
Summer jobs	1	2	3	4	5
CSL (Canada Student Loan)	1	2	3	4	5
Scholarship/bursary	1	2	3	4	5
CEIC	1	2	3	4	5
UIC (Unemployment Insurance)	1	2	3	4	5
Other, please specify	1	2	3	4	5

Go to Question #14

10. (a) You are not continuing your education/training next year, please circle **all** the reasons that apply. If you have a reason that is not listed, please write it down.

I may not have enough money for school 1
I have to go far from home 2
I would like to start supporting myself 3
I don't know if I have the ability to do well in post-secondary education 4
I haven't been able to decide what program to take 5
I may stay at home and keep house 6
I do not have the entrance requirements for the program I would like to do 7
I cannot find a place to live 8
I would like to get married in the near future 9
I would like to have children in the near future 10
I have no desire to further my education 11
Other _____

(b) Which of the above would be the **most important** reason for <u>not</u> continuing your education next year?

_____

11. If you think you may be working next year, what type of jobs do you think you will have?

1. _____
2. _____
3. _____

12. Some young people have problems when deciding to find a job. Please indicate how much of a problem you believe the following will be for you.

	Not a problem	Somewhat of a problem	A serious problem
Finding a job you liked	1	2	3
Knowing how to look for a job	1	2	3
Being too young to get good jobs	1	2	3
The scarcity of jobs	1	2	3
Not having enough experience	1	2	3
Having money to look for work	1	2	3
Not wanting to leave home for a job	1	2	3

13. Which of the above do you feel will be the biggest problem for you in finding a job?

_____

14. Where would you prefer to work? **(circle one)**

I would like to work home and would not leave to find a job 1
I would prefer to work home, but I wouldn't mind going elsewhere in the province 2
I would prefer to work home, but I would go anywhere, including other provinces, in order to get a job 3
I would prefer to work outside the province 4

I would prefer to work within the province but away from home 5

15. If you were to go to school for your further education/training, where would you want to go? **(circle one)**

I won't go if I can't live at home 1
I'd prefer to live at home but would go elsewhere if absolutely necessary 2
I'd like to live away from home but still within the province 3
I'd like to go to school somewhere outside the province 4
I would prefer to go to school wherever I am accepted 5

SECTION C
Where do you expect to be in five years time?

16. Think ahead 5 or 10 years from now.

(a) What will you be doing?

Working in a job/career 1
Homemaker 2
Both of above 3
Don't know 4

(b) Do you think you will get seasonal work and collect unemployment insurance?

Yes 1
No 2
Don't know 3

17. Where do you expect to be living in order to pursue your career plans five years from now? (circle only one)

Home or near home in province (Newfoundland) 1
Away from home in province (Newfoundland) 2
Outside province (Newfoundland) 3

18. How much education beyond high school do you plan to have at the end of the ten years? (circle only one)

None 1
6 months 2
1 year 3
2 years 4
3 years 5
4 years 6
5 years or more 7

SECTION D
The Economy

19. (a) In the last year or two, what work did your parents (guardians) do? (circle appropriate number(s))

	Father	Mother
Deceased	1	2
Worked full-time	1	2
Worked part-time and unemployed part-time	1	2
Was unemployed (recipient of NCARP or TAGGS)	1	2
Was unemployed (did not receive NCARP or TAGGS)	1	2
Homemaker	1	2

(b) When employed, what was your father's (guardian's) occupation?

_____

(c) When employed, what was your mother's (guardian's) main occupation?

_____

20. Has the closure of the cod fisher affected your family's financial situation?

Yes 1
No 2

If yes

Since the cod fishery closed, my family's financial situation is:

A lot worse 1
Somewhat worsen 2
Somewhat better 3
A lot better 4

21. Has the closure of the fishery affected your plans after high school?

Yes 1
No 2

If yes

Which of the statements below describe the effect the closure of the cod fishery has had on your plans after high school? (circle the number corresponding to the statement or statements)

I would have went to work in the fishery, but now I have to leave home to find employment 1
I would have went to work in the fishery, but now I am going to enrol in a post-secondary school 2
I will remain home but will likely have more difficulty finding employment than I would have had when the fishery was open 3

The closure of the fishery has made it impossible for me to financially afford to go on to further my education 4

Other: _____

22. Will the Hibernia project be helpful to you in advancing your work or career? (circle one only)

Very helpful 1
Somewhat helpful 2
A little helpful 3
No help 4

23. With the closure of the cod fishery, how much more likely are you:

	More likely	About the same	Less Likely
To attend a post-secondary institution	1	2	3
To move elsewhere in the province to find work	1	2	3
To move outside the province to find work	1	2	3
To be unemployed	1	2	3

24. (a) Below is a list of factors that may or may not have had an influence on your plans for the upcoming year. How much of an influence has the following had on your plans? (circle the appropriate number)

	A lot	A little	Not at all
Academic ability	1	2	3
High school preparation	1	2	3
Closure of the cod fishery	1	2	3
Present economic situation in Nfld.	1	2	3

Present economic situation in Canada	1	2	3
Peers plans for the upcoming year	1	2	3
Entrance requirements to post-secondary schools	1	2	3
Waiting list for the program you are interested in	1	2	3
Desire to remain home or near home	1	2	3
Financial situation of family	1	2	3
Family encouragement (pressure)	1	2	3
Because it was what you really wanted to do	1	2	3
Personal financial situation	1	2	3
Value of education within your home	1	2	3
Value of work within your home	1	2	3

(b) Which of the factors above has the most influence? _____

Which of the factors above has the second most influence? _____

Which of the factors above has the third most influence? _____

Thank you for your help and cooperation. It is greatly appreciated.

APPENDIX B

LETTER TO SUPERINTENDENT

LETTER TO SUPERINTENDENT

Dear Dr. Genge:

I am presently completing my masters of educational psychology thesis at Memorial University of Newfoundland. The focus of the thesis is on the career aspirations of rural youth, and particularly, on the problems they encounter in their transition from high school to post-secondary education and to the workforce. With your permission, I would like to have the Level III and IV students of the Vinland/Strait of Belle Island Integrated School Board by my study sample. The study has received the approval of the Faculty of Education's Ethics Review Committee. I am now requesting your permission to approach the principals of the high schools, under your administration, and ask for their permission to have the students from their schools participate in the study.

At no time will any attempt be made to identify the student participants. Group results will be reported only. The results of the study will be made available to you, school board members, and participating schools upon request.

If you approve of the study and are in agreement with the above request, please sign below and return this sheet to me as soon as possible. If you have any questions or concerns, I can be contacted at St. Augustines, 247-2043 or 247-2076. If you wish to speak to my supervisor, please contact Dr. Dennis Sharpe, Faculty of Education, Memorial University of Newfoundland, at 737-7549. If you wish to speak to a resource person not associated with this study, contact Dr. Patricia Canning, Associate Dean, Research and Development.

Participation is strictly voluntary. You, the school, or individual student, may withdraw at any time without prejudice.

Thank you for your anticipated cooperation.

Sincerely yours,

Emma Genge

I, _____, approve of the study discussed above and hereby give permission for you to approach the school principals requesting their permission to have students from their school participate in your study. I understand that participation is entirely voluntary and that the students, principals or I can withdraw from the study at any time. All information is strictly confidential and no individual will be identified.

_____ _____

Date Dr. Anthony Genge

APPENDIX C

INSTRUCTIONS FOR ADMINISTRATION OF QUESTIONNAIRE

INSTRUCTIONS FOR ADMINISTRATION OF QUESTIONNAIRE

The questionnaires are to be administered in a group setting, preferably a classroom large enough to seat all the Level III and IV students. The questionnaire will take approximately 45 minutes to administer.

To protect the confidentiality of the subjects, please have the students themselves place their questionnaire in the pre-addressed envelope. Have at least three students remain in the room until the last student has completed the questionnaire. Once all questionnaires are completed, place the teacher's form in the envelope and have one of the students seal the envelope in your presence.

Please read the following instructions before passing out the questionnaires:

A guidance counsellor from our school board is completing a study on the career aspiration of rural youth and the problems they encounter as they leave high school and go on to post-secondary training and to the workforce. The school board and your principal has agreed to have your school participate in the study. Students from other schools under the Vinland/Strait of Belle Isle Integrated School Board are also participating in the study.

While you do not have to participate in the study, your participation would be greatly appreciated. If you agree to participate, you do not have to answer questions you do not want to.

To protect your confidentiality, please do not write your name on the questionnaire. All questionnaires will be placed in an envelope and sealed in this room by a student in the presence of other students and the teacher.

While you are completing the questionnaire, please do not discuss questions with your friends. Answer the questions the best to your ability. There are no right or wrong answers. If you have any difficulty reading or understanding any of the questions, you may ask the teacher to assist you.

APPENDIX D

YOUTH TRANSITION INTO THE LABOUR MARKET SURVEY

YOUTH TRANSITION INTO THE LABOUR MARKET SURVEY

Items exacted from the *Youth Transition into the Labour Market* Survey

(a) Future Career Choices

30. Think of the career you would like to enter in the future. What is it?

_____

(b) Immediate Career Plans

53. What are your thoughts about next year? What do you plan to do? Which of the following plans describe you best? (*Circle one*)

I don't have a plan (answer questions 54 to 61) 1
I plan to take the year off (answer questions 54 to 61) 2
I would like to continue my education or training but I may have to go to work (answer questions 54 to 61) 3
I shall probably continue my education or training but I would rather go to work (answer questions 54 to 61) 4
I definitely plan to go to work (answer questions 54 to 58) 5
I definitely plan to continue my education or training (answer questions 59 to 61) 6
I plan to return to high school in September (go to Section C, question 62) 7

(c) Future Lifestyle Expectations

55. If you think you may be working next year, describe any jobs that you would like to do.

Job Title	Brief Description of Work
1.	
2.	
3.	

29. Think ahead 5 or 10 years from now.

(a) What will you be doing?

Working in a job/career 1
Homemaker 2
Both of above 3
Don't know 4

(b) Do you think you will get seasonal work and collect unemployment insurance?

Yes 1
No 2
Don't know 3

(d) Reasons for Not Continuing Education or training Next Year

54. a. If you may not continue your education or training next year, please circle all the reasons that apply. If you have a reason that is not listed, please write it down.

I may not have enough money for school 1
I have to go far from home 2
I would like to start supporting myself 3
I don't know if I have the ability to do well in post-secondary education 4
I haven't been able to decide what program to take 5
I may stay at home and keep house 6

APPENDIX E

TEACHER'S LETTER

TEACHER'S LETTER

This letter is being written to remind you of the study on the career aspirations of rural youth your school agreed to participate in. Your name was given as the teacher responsible for the adminstration of the questionnaires.

Enclosed are instructions for administering the questionnaire and the questionnaires. If you have any questions or concerns, please contact me at 247-2043 or 247-2076.

I would like to sincerely thank you for your cooperation. Without it, this study would not have been possible.

Sincerely yours,

Emma Genge

APPENDIX F

TEACHER'S FORM

TEACHER'S FORM

Would you please answer the questions below and return it with the questionnaires.

1. School name:

2. Number of level III and level IV students:

3. Number of level III and level IV students absent the day the questionnaires were administered:

4. Number of level III and Level IV students who completed the questionnaire:

5. Number of students who refused to complete the questionnaire:

_____ _____

Date Teacher's Signature