AN ANALYSIS OF THE POSTSECONDARY PLANS OF THE 1975 GRADE XI STUDENTS UNDER THE BAY ST. GEORGE ROMAN CATHOLIC, THE PORT-AU-PORT ROMAN CATHOLIC, AND THE HUMBER-ST. BARBE ROMAN CATHOLIC SCHOOL BOARDS

ROBERT ALPHONSUS FOWLER

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LA THÈSE A ÉTÉ MICROFILMÉE TELLE QUE NOUS L'AVONS REÇUE

AN ANALYSIS OF THE POSTSECONDARY PLANS OF THE 1975 GRADE XI STUDENTS UNDER THE BAY ST. GEORGE ROMAN CATHOLIC, THE PORT-AU-PORT ROMAN CATHOLIC, AND THE HUMBER-ST. BARBE ROMAN CATHOLIC SCHOOL BOARDS

by

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A Thesis submitted in partial fulfillment
of the requirements for the degree of
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ABSTRACT

This study was designed with three objectives in mind, namely: (1) to determine the postsecondary plans of those Grade XI students enrolled under the Bay St. George Roman Catholic, the Port-au-Port Roman Catholic, and the Humber-St. Barbe Roman Catholic School Boards; (2) to determine the results of these plans; and (3) to establish whether or not these plans and reasons were dependent on the sex, the age, the current high school program under which the students were enrolled, the students' self-concept of ability, the fathers' education, and the size of the community from which these students came.

The subjects for study were 510 Grade XI pupils enrolled under the three School Boards during 1974 and who responded to the 1975 Senior Secondary Students' Survey of Career Decisions.

An analysis of the data revealed that approximately one-half of all those students who responded intended to terminate their education at the high school level and go immediately into the labor force. Of those students who intended to continue their postsecondary education, approximately 40 per cent intended to enter Memorial University of Newfoundland, and another 40 per cent intended to study at one of the province's district vocational schools. Students

from these three Boards in general did not intend to go to the College of Trades and Technology or to the College of Fisheries in St. John's.

The most significant reason for students choosing not to continue to a postsecondary institution was that they wished to earn money as soon as possible. The main reason for students choosing a nonuniversity postsecondary education was that this type of education was more suitable to their desired occupation.

The sex of the student was found to be significant only as it related to the choice of the postsecondary institution. The age of the student and the current program under which the student was registered were only significant as they related to the work plans of the student. It was also found that the self-concept of ability as perceived by the student was significant when cross-tabulated with the student's postsecondary plans. The father's education was also a significant factor in students' deciding which institution to enter, as was the size of community from which the student came.

This study will endeavor to supply information which will aid the three School Boards and their policy-makers in determining the future needs and aspirations of their students; as well, the study should point out the uniqueness of these boards and the need for them, as well as others, to have factual and relevant information on the status of their students and their educational program.

ACKNOWLEDGEMENTS

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

> It is the basic tenet of our democratic society that each and every child should have the opportunity to participate in an educational program which will fully meet his individual educational needs. The principle is as applicable for the child living in the most remote or isolated section of Newfoundland, as it is for one living in the urban area.[1]

The above statement in no small way could serve as the keystone in the building of future educational policy in this province. The statement stresses two distinct and vital concerns: firstly, the complete educational needs of the student, and, secondly, the recognition that the student is not simply a stereotype, but rather does indeed come from the bays and coves of this province as well as from the urban centers and does have individual and unique needs.

One of the most important and critical needs of any young person is the need for self-fulfillment and personal success, manifested most obviously in that person's choice of a future career or occupation. However, the choice of a career and the necessary preparation for it is not a simple selection procedure, but is rather the result of a complex interactional process between the student's individual

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[1] P.J. Warren, Quality and Equality in Secondary Education in Newfoundland, Committee on Publications, Faculty of Education, Memorial University of Newfoundland, 1973, p. 153.

characteristics and his socio-economic environment. Dorothy Jackson, in her career decision-making mini course for high school students, supports this multivariate notion of career choice and states that:

> Students are expected to make career choices in a complex technological environment with a diversity of occupations. Frequently, occupational choices are made passively without the assistance and use of decision making skills. Options are closed out without adequate consideration for all the occupational choice determinants particularly a value system. High school students and particularly eleventh and twelfth graders are beginning to experience the need to make some decisions about what they are going to do after high school. Making career choices is one of the most important and significant acts in a person's life.[2]

With this in mind, it then becomes necessary to determine whether or not and to what extent certain socio-economic factors influence the decision-making process of students within this province. What factors, for example, directly affect the career decisions of Newfoundland high school students? Are the needs and aspirations of these students determined by factors which automatically predispose high school students to fixed patterns of career decision behavior? Do students from larger communities within this province differ significantly from students living in more dispersed communities in their career decisions and postsecondary educational plans? For example, do students from the more remote areas tend more towards

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[2]Dorothy J. Jackson, Planning Ahead for Career Choice. (Ithaca, New York: Cornell Institute for Research and Development in Occupational Education, 1976), p. 6.

university, or to some other postsecondary institution? What programs of study do they intend to follow? What factors, if any, have the most significant effect on students' career decisions in these remote areas of the province? Campbell, et al. found that urban students in Newfoundland had much higher aspirations and expectations for upper middle class occupations than did nonurban students. Nonurban students tended to aspire to and expect lower middle class occupations more than did urban students.[3]

This type of information, as significant as it may be, speaks, however, to the general situation and in order to obtain a more meaningful understanding of these questions it becomes necessary to direct future research at more specific targets within the educational environment. Specifically, school boards and school systems within boards have to be more closely studied to determine precisely what the real future needs of Newfoundland students will be and the factors that militate against those needs being realized.

Statement of the Problem

This study will endeavor to identify and analyze the postsecondary plans of the Grade XI students under the Bay St. George Roman Catholic, the Port-au-Port Roman Catholic,

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[3]M. Campbell, et al. Factors Related to the Aspirations and Expectations of Newfoundland Grade XI Students 1973-74, Department of Educational Administration, Memorial University of Newfoundland, 1974, p. 79.

and the Humber-St. Barbe Roman Catholic School Boards in terms of sex, age, current high school program, students' self-concept of ability, fathers' education, size of community, reasons for the nonpostsecondary plans, and reasons for the nonuniversity rather than university plans of these students.

More specifically, the following questions will be dealt with:

1. What are the postsecondary plans of the students under study?
2. What are the reasons for these plans?
3. Do these plans and reasons depend on the sex, the age, the current high school program, the self-concept of ability, the fathers' education, and the size of the community from which these students come?

Significance of the Study

The objective of the study is primarily to provide information regarding the factors which affect the career decisions of Newfoundland students in general, but, more specifically, those students under the jurisdiction of the Bay St. George Roman Catholic School Board, the Port-au-Port Roman Catholic School Board, and the Humber-St. Barbe Roman Catholic School Board.

In the past ten years, the major studies dealing with education in this province out of necessity have dealt with

the total situation, drawing conclusions and making recommendations which were to have significant and far ranging effects on the educational system of this province as a whole. The Royal Commission on Education and Youth, for example, played a major role in influencing the reorganization of the total administrative structure of education in the province, while the Report of the Committee on 1973 Enrollment dealt with a new phenomena as far as Newfoundland was concerned, namely, the dramatic drop in enrollment at Memorial University and enrollments in other postsecondary institutions during 1973. This latter study precipitated an extensive and on-going study of the career decisions of Newfoundland youth of which this study is an outgrowth.

As comprehensive and as significant as these studies were, they were designed to view the province as a whole; consequently, many areas of the province have not really come to assess their own local situation for the lack of local application of general conclusions. In effect, many school boards fail to recognize that many of the problems students are having in planning future careers are a result of local conditions which militate against their success in doing so.

This study recognizes that there are differences among boards as to the quality of education that students receive, and much can be done to minimize these differences.

Rationale for the Study

In developing a rationale for such a study certain questions present themselves for consideration. Why, for instance, are the work plans of high school students important for educational planners on the West Coast of this province? What would be the significance, if any, of knowing what postsecondary institutions these students plan to attend and their choice of a field of study? Why are these questions important and what relevance do they have for Newfoundland? Parsons concludes in the report on 1973 enrollment that:

> Many students prematurely discontinue their education and fail to proceed to post-secondary educational institutions because of deprivation. This deprivation arises in the form of inequality of educational opportunity and accessability resulting from many factors in the social environment.[4]

Parsons continues that:

> Policy makers, planners and educators can control most of these factors . . . . Educational planners must provide universal access to post-secondary education to all who want it and can benefit from it.[5]

It would seem, then, that answers to the above questions are vital to both the interests of the student as well as school boards in addition to provincial economists and planners. In a region of the province where the unemployment rate is monumental, students need direction and

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[4] G.L. Parsons, Career Decisions of Newfoundland Youth, Report #3 of the Committee on 1973 Enrollment, Memorial University of Newfoundland, May, 1974, p. 198.

[5] Ibid., p. 199.

encouragement in their career choices. School boards must have "relevant" data in order to tailor curriculum and facilities to meet the special needs of their areas. Only the most inept and callous form of government would fail to take notice of the plans and factors which shape the futures of these young people. If young people do not develop a positive attitude and pursue careers that will add to the overall economic good, then the Newfoundland economy will continue to look to the outside world in its search for the professional and technical people it so desperately needs.

If it can be shown that there are indeed limiting factors to the overall decision-making processes of these students that tend to cause them in general not to choose a university career, or not to continue beyond high school or to follow wave after wave of the unemployed and become literally wards of the state, then educators and governments must become cognizant of these factors and plan to offset their effects as far as possible.

This study concentrates on only three provincial Boards, and in so doing endeavors to supply information which will aid these Boards and their policy-makers in determining the future needs and aspirations of their students. As well, the study should point out the uniqueness of these Boards and the need for them as well as others to have factual and relevant information on the status of their students and their educational programs. The study is not

designed to show that the only way to reach a solution to the program of educational disparity is the eradication of inequality per se; for this is neither possible nor desirable in a competitive western democracy. As Jencks points out:

> Equalizing opportunity is almost impossible without greatly reducing the absolute level of inequality, and the same is true of eliminating deprivation . . . . Unless a society completely eliminates ties between parents and children, inequality among parents guarantees some degree of inequality in the opportunities available to children. The only real question is how serious these inequalities must be.[6]

What this study will endeavor to do, however, is explore the possibility that some students have built in inhibitors of a socio-economic nature which, if removed or lessened would give these students a more equal opportunity to pursue a postsecondary career based on their own personal abilities and needs rather than on some predetermined socio-economic device. The outcome surely will not ensure that all students from the three School Boards under study will now become doctors and lawyers or professional people, but will help them to become better educated citizens and better equipped to contribute to the good of society.

While it is recognized that socio-economic variables often in themselves cannot be manipulated, nonetheless once having identified them and their potential influence on the student, the possibility then arises that other factors could be introduced into the system to either eradicate or offset

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[6] Christopher Jencks, Inequality - A Reassessment of the Effect of Family and Schooling in America (New York: Harper and Rowe, Publishers, 1972, p. 4.

any influence these variables might have.

Hypotheses

This study will endeavor to test the following hypotheses for those Grade XI students under the three School Boards in this study.

1. There is no difference between the number of male students and the number of female students who intend to continue to a postsecondary institution.
2. Students registered under the "general" high school program of studies do not intend to continue to a postsecondary institution.
3. Students who consider themselves above average in scholastic ability do not intend to continue to university after high school.
4. Students who consider themselves below average in scholastic ability do not intend to continue their education beyond high school.
5. Students who intend to continue their postsecondary education at the university level do not come from the smaller Newfoundland communities under study.
6. Students who intend to continue their postsecondary education at the vocational school level do not come from the larger communities under study.
7. There is no significant relationship between the father's level of education and the student's decision to continue or not to continue to a postsecondary

institution.

8. The reasons for students deciding against a post-secondary education will not be related to either their sex, age, current high school program, self-concept or scholastic ability, fathers' education, or the size of the community from which the student comes.

9. The reasons for students choosing a nonuniversity rather than a university postsecondary education will not be related to either their sex, age, current high school program, scholastic ability, fathers' education, or the size of the community from which the student comes.

Limitations

The main concern of this study is in examining the effects of selected personal, social, and economic variables on the career decisions of those Grade XI students under the three School Boards referred to in this study, as well as the reasons for their nonpostsecondary plans and nonuniversity rather than university plans. These variables include students' sex, age, current high school program, scholastic ability, fathers' education, and size of community.

The study does not deal with such variables as teacher qualifications, library resources, and building facilities. These could be the focus of future studies.

It must also be pointed out that this study is concerned with what students indicated they planned to do, not what they actually did. Again, a follow-up study would be useful to compare the accuracy of student planning.

Delimitations

This study is mainly concerned with an analysis of the factors affecting the career decisions of the Grade XI students under the Bay St. George Roman Catholic, the Port-au-Port Roman Catholic, and the Humber-St. Barbe Roman Catholic Boards as of June, 1975.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Grade XI students in Newfoundland come from many different socio-economic backgrounds and geographic areas, from the remote coast of Labrador to the urban centers of St. John's and Corner Brook. Consequently, the availability of educational services must also vary in both a quantitative as well as a qualitative manner. It would not be unreasonable to suggest, then, that wide differences in the educational environment of students within this province would have an effect on the career decisions of Grade XI students after completing their high school education. Whatever their particular situations, students do have to make these career decisions and usually at a particular time in their lives. Burry states that:

> Students, upon completion of formal schooling, are faced with the problem of career decision. Either they can attempt to find work in the labor market with skills they already possess, or they can continue to postpone a decision on vocational and occupational choice and increase their educational experience by attending some institution of higher learning.[1]

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[1] Eric Burry, Factors Related to Grade XI Students' Perceived Knowledge of Post-Secondary Institutions in the Province of Newfoundland. Unpublished Master's thesis, Memorial University of Newfoundland, 1974, p. 8.

It is this decisional process and the factors relating to its achievement that this study will endeavor to investigate. Having done so, a more accurate picture should develop as to the needs and aspirations of the Grade XI students under this study. If students are making career decisions which are essentially predetermined by their socio-economic lot in life rather than on a rotational assessment of postsecondary opportunities, then the school system in this province is not meeting its responsibility to these students in not recognizing the situation or trying to alleviate it. If, on the other hand, students have the opportunity to make sound decisions as to their future careers, then the education system must be prepared to meet their different needs. Porter states that:

> With respect to equality of educational opportunity, the needs of rural youth are quite different to the needs of those of the city. If these young people are to continue in rural pursuits, they need particular elements in their educational programs, which emphasize the appropriate skills.[2]

Here, again, the emphasis is on equality of educational opportunity not a total social equality, and it is this former concept which is a realistic and necessary goal if students in this province are to develop to their maximum potential. Porter states as well that:

> A major reason for pursuing the goal of equality of educational opportunity is to develop the individual's

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[2]Porter, et al., Does Money Matter? Prospects for Higher Education (Toronto: Institute for Behavioral Research, York University, Ontario, 1973), p. 66.

> potential, both for his own sake and for the benefit of society.[3]

Porter further strengthens his case for equality of educational opportunity when he quotes Stephen Peitchines as saying, "our approach to the development of human resources should utilize some of the methods used in the development of natural resources--exploration, discovery, measurement of potentialities, and development to whatever levels the varying qualities warrant."[4] Educational planners, especially at the school board level, would be well advised to consider this approach to understand what it is that determines the future plans of their students. They cannot hope to accomplish this, however, unless they are willing to research their own particular situations to determine the parameters which influence their student career decisions. Having done so, school boards would be in a more realistic position to bring about the necessary changes.

School boards must, as educational units, be more aware of what is happening to the students under their care and must be more receptive to research from both external as well as internal sources. Parsons states that:

> The educational productivity in some rural areas of this province as measured by the number of students who are able to proceed to some form of post-secondary education is relatively low . . . inequality of

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[3]Porter, et al., Does Money Matter? Prospects for Higher Education (Toronto: Institute for Behavioral Research, York University, Ontario, 1973), p. 7.

[4]Ibid., p. 7.

> educational opportunities and of accessibility to post-secondary institutions militate strongly against students in rural areas.[5]

To correct this situation more information at the school board and school level is a necessity. Parsons further states that:

> Any school system is as good as its poorest school. The question is, how many of our students in rural areas are deprived of the benefits of further education?[6]

Warren is even more forceful on the responsibility that is ultimately the schools' when he states:

> On the whole, the province's secondary school system has failed rather badly--it has failed to respond effectively to the changes that have taken place in society and the needs of young people today.[7]

Specific information at the local level regarding factors related to students' decisions is needed. This study will endeavor to obtain such information on three school boards and make it available for their use. Coleman, in dealing with the school environment, very precisely defines its impact in stating:

> Public schools are the principal means in our society for providing opportunity by developing mental skills

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[5] G.L. Parsons, Career Decisions of Newfoundland Youth, Report #3 of the Committee on 1973 Enrollment, Memorial University of Newfoundland, May, 1974, p. 195.

[6] Ibid., p. 195.

[7] P.J. Warren, Quality and Equality in Secondary Education in Newfoundland, Committee on Publications, Faculty of Education, Memorial University of Newfoundland, 1973, p. 242.

and imparting knowledge.[8]

They can only accomplish this, however, if the schools are themselves developing skills and seeking knowledge.

Models of Occupational Choice

The process of student occupational decision-making has received substantial attention since the 1950's and many attempts have been made at defining the process in operational terms. The theoretical framework which follows encompasses what must be considered as some of the more relevant guidelines for research in career decision-making to date.

Blau's Theory

Peter M. Blau, et al. theorized that occupational choice was not determined solely by either one of the popular psychological, economic, or sociological models applied to career decision-making. Rather, he proposed that within the social structure affecting career decision-making there are two distinct channels. Figure 2.1, Blau's model of occupational choice and selection, clearly indicates this dual approach to career decision-making and indicates the separate channels as the "Biological Conditions" and the "Physical Conditions." The biological conditions include individual

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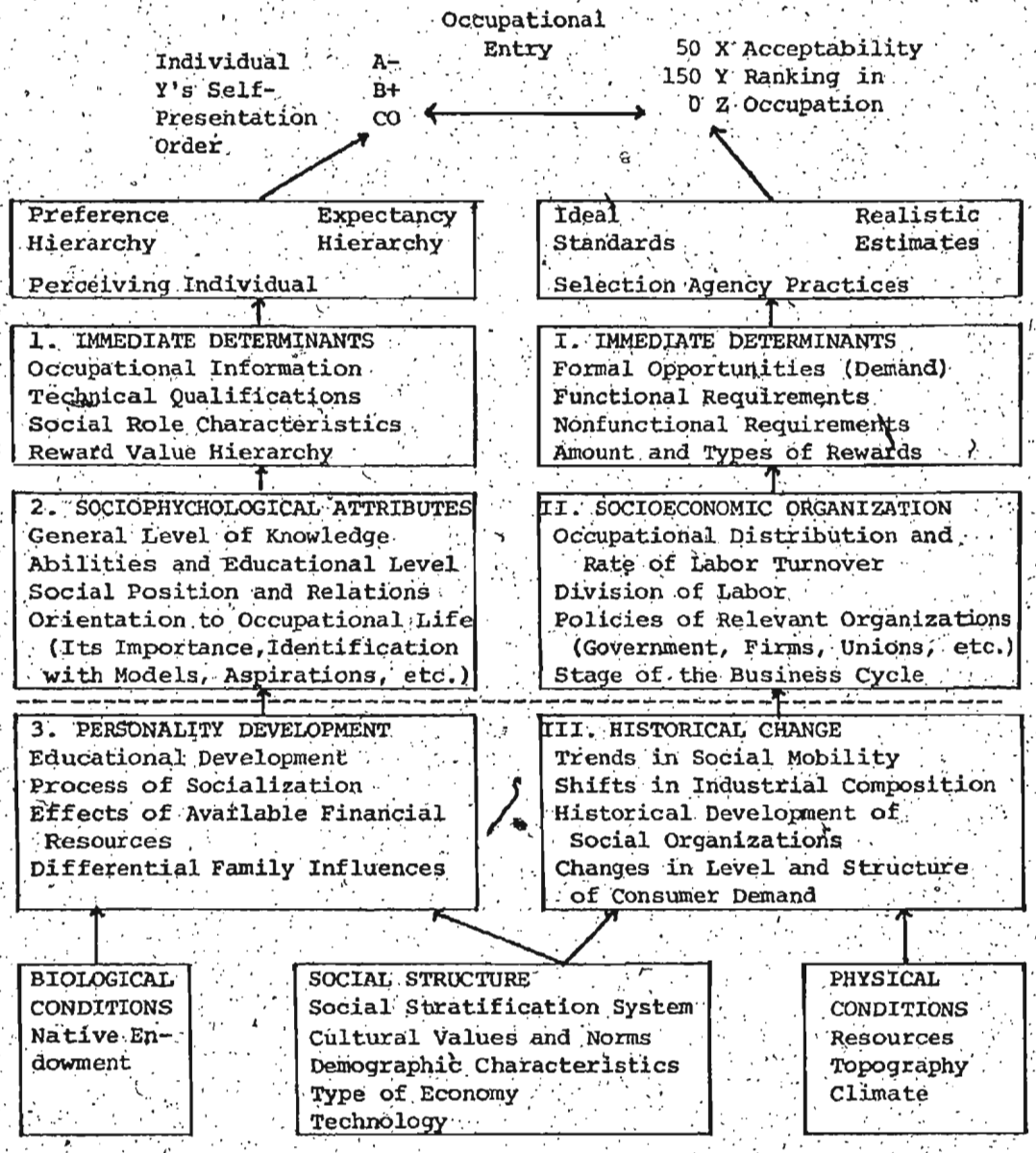
[8] James J. Coleman, Equality of Educational Opportunity, United States Department of Health, Education, and Welfare, 1966, p. 36.



Source: Peter M. Blau, et al., "Occupational Choice: A Conceptual Framework," Industrial and Labor Relations Review, Vol. 1 (July, 1956), pp. 531-543.

Figure 2.1. Schema of the Process of Occupational Choice and Selection.

characteristics such as personality development and socio-psychological attributes while the physical conditions refer to the nonpersonal characteristics such as historical change, and socio-economic organization. As well, each channel has its related immediate determinants which at a given time in the career decision-making process would affect the person's entry into a particular occupation. For the biological conditions these might include such conditions as reward value hierarchy, social role characteristics, technical qualifications, and occupational information. The physical conditions on the other hand, according to Blau, would include the following immediate determinants: amount and types of rewards, nonfunctional requirements, functional requirements, and formal opportunities (demand).[9] More specifically, Blau states that the final outcome is not solely the result of the individual characteristics of the person seeking a career, but is also influenced in no less a manner by the physical environment and economic climate of the time. In other words, not only must a person choose a career but he must be accepted into it. He states:

> The process of selection, as well as the process of choice, must be taken into account in order to explain why people end up in different occupations, moreover, clarification of the selection process requires analysis of historical changes in the social and

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[9] P.M. Blau, et al., "Occupational Choice: A Conceptual Framework," in Vocational Guidance and Career Development: Selected Readings, 2nd edition, edited by H.J. Peters and J.C. Hansen (New York: Macmillan Company, 1967), p. 144.

> economic conditions of selection, just as study of the choice process involves analysis of personality developments.[10]

Blau further defines his approach by proposing two questions: what developments in the lives of potential workers and in the history of the socio-economic organization determine these characteristics; and what are the processes of choice and selection through which they affect occupational entry?[11] It is to the first half of the question that this study will address itself and will endeavor, in as concise a manner as possible to establish the relationship between selected variables of a socio-economic nature and the postsecondary plans of those Grade XI students under study. In concluding Blau's theory it would be significant to consider a more general statement of his theory.

> Occupational choice is a developmental process that extends over many years . . . . There is no single time at which young people decide upon one out of all possible careers, but there are many crossroads at which their lives take decisive turns which narrow the range of future alternatives and thus influence the ultimate choice of an occupation.[12]

Holland's Theory

John Holland developed a theory of vocational choice centering on the personality of the individual and his interaction with his particular environment, which for all intents and purposes predisposed the person choosing a career to a

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[10] Ibid., p. 143.

[11] Ibid., p. 154.

[12] Ibid., p. 142.

specific occupational arena. In other words, for a given personality type there is a specific occupational category. Holland defines six major occupational environments in which he suggests that all people can be placed in terms of their career choices. Table 2.1 shows very clearly these six divisions as well as Holland's classification of corresponding occupations. The motoric type of person, for example, would be the strong physical type who enjoys working with his hands, especially in a masculine role where intellectual ability is not the main criteria for success. The intellectual type of person on the other hand would be the deep thinking, mind-over-muscle type; and so on throughout the table. Holland suggests that the type of occupation a person chooses reflects his personality as well as his environmental experiences. A person will choose a career which will more readily permit him to function within his own element, in other words to reduce anxieties and increase personal satisfaction. Holland states that:

> Essentially, the present theory assumes that at the time of vocational choice the person is the product of the interaction of his particular heredity with a variety of cultural and personal forces including peers, parents and significant adults, his social class, American culture, and the physical environment. Out of this experience the person develops a hierarchy of habitual or preferred methods for dealing with environmental tasks.[13]

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[13] John L. Holland, "A Theory of Vocational Choice," in Vocational Guidance and Career Development: Selected Readings, 2nd edition, edited by H.J. Peters and J.C. Hansen (New York: Macmillan Company, 1967), p. 127.

TABLE 2.1

HOLLAND'S OCCUPATIONAL ENVIRONMENTS

Type	Typical Occupations
Motoric or Realistic	Laborers, machine operators, aviators, farmers, truck drivers, carpenters, etc.
Intellectual	Physicists, anthropologists, chemists, mathematicians, biologists, etc.
Supportive or Social	Social workers, teachers, interviewers, vocational counselors, and therapists
Persuasive or Conventional	Bank tellers, secretaries, bookkeepers, file clerks, etc.
Persuasive or Enterprising	Salesmen, politicans, managers, promotors, business executives, etc.
Esthetic or Artistic	Musicians, artists, poets, sculptors, writers, etc.

Source: Robert W. Ferris, Pupil Personnel Strategies and Systems, (Springfield, Illinois: Charles C. Thomas, Publisher, 1975), p. 138.

Tiedman's Theory

Tiedman views vocational choice or career decision-making in two distinct operations or stages. The first he refers to as the "anticipation" stage which itself is divided into four substages: exploration, crystallization, choice, and clarification. He states:

> During exploration, activities are somewhat random and probably very acquisitive. As patterns begin to emerge in the form of alternatives and their consequences, we speak of crystallization. Finally, with clarification and commitment, choice occurs and the person begins to organize or to specify in preparation for the implementation of his choice.[14]

The second major stage, according to Tiedman, is that of "implementation" or adjustment. Ferris, referring to Tiedman's theory states that:

> It is during this phase when vocational choice occurs. Initially, the individual takes the step for induction into a particular field. Then reformation occurs whereby the individual is accepted and asserts his/her role in society. The final step is one of integration. This involves adjustments with peers and society.[15]

Ginzberg's Theory

Eli Ginzberg, Sol Ginzberg, Axlerad and Herma developed a theory of occupational choice on the basic assumption that an individual reaches his ultimate decision, not at any

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[14] Robert W. Ferris, Pupil Personnel Strategies and Systems (Springfield, Illinois: Charles C. Thomas, Publisher, 1975), p. 139.

[15] David V. Tiedman, "Decision and Vocational Development: A Paradigm and its Implications," in Vocational Guidance and Career Development: Selected Readings, 2nd edition, edited by H.J. Peters and J.C. Hansen (New York: Macmillan Company, 1967), p. 120.

single moment in time, but through a series of decisions over a period of many years; the cumulative impact is the determining factor.[16] Ginzberg felt that there was no one specific set of circumstances either psychological, economic, or social which determined a person's occupation, but rather occupational choice is a developmental or maturational process and decisions are made and refined throughout a person's early life which carry over to his mature adult life, consequently shaping that person's occupational patterns.

According to Ginzberg, the process of occupational decision-making can be divided into three distinct periods: the period during which the individual makes what can be described as a fantasy choice; the period during which he is making a tentative choice; and the period when he makes a realistic choice.[17] Ferris defines these three periods more specifically in terms of age. He states that these stages begin at the birth of the individual and remain open until death. The fantasy choices would include up to age eleven; the tentative choices between eleven and seventeen; and realistic choices between seventeen and young adulthood

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[16] Eli Ginzberg, "Toward a Theory of Occupational Choice," in Vocational Guidance and Career Development: Selected Readings, 2nd edition, edited by H.J. Peters and J.C. Hansen (New York: Macmillan Company, 1967), p. 120.

[17] Eli Ginzberg, Sol W. Ginzberg, Sidney Axlerad, and John L. Herma, Occupational Choice: An Approach to a General Theory (New York: Columbia University Press, 1966), p. 160.

when a person finally determines his/her choice.[18] Ginzberg says very little about the fantasy period except that the child, in the fantasy period, believes that he can become whatever he wants to become. He makes an arbitrary translation of his impulses and needs into an occupational choice.[19] Four stages, however, were included in the tentative period. They are as follows: the interest stage, because tentative choices made at this time are primarily based on interest; the capacities and value stages; and around seventeen is the transitional stage.[20] The realistic period has three stages, which begin with the exploration stage where an individual seeks alternatives; the crystallization stage where a person determines his/her choice; and, last, the specification stage, during which an individual delimits his/her choice.[21]

In concluding Ginzberg's theory, three basic elements can be identified: occupational choice is a process; the process is largely irreversible; compromise is an essential

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[18] Robert W. Ferris, Pupil Personnel Strategies and Systems (Springfield, Illinois: Charles C. Thomas, Publisher, 1975), p. 135.

[19] Eli Ginzberg, "Toward a Theory of Occupational Choice," in Vocational Guidance and Career Development, edited by Herman J. Peters and James C. Hansen (New York: Macmillan Company, 1967), p. 96.

[20] Robert W. Ferris, Pupil Personnel Strategies and Systems (Springfield, Illinois: Charles C. Thomas, Publisher, 1975), p. 135.

[21] Ibid., p. 135.

aspect of every choice.[22]

Roe's Theory

Roe's theory, more specifically referred to as Roe's personality theory or needs theory, develops three components in the career development and selection process of the individual. This process is initially contingent on the individual's genetic factors. While she does not conclude that the genetic factor is more significant than others, Roe does state that:

> It is, nevertheless, probable that in most instances genetic elements limit the degree of development rather than directly determine the type of expression.[23]

Maslow's hierarchy of needs established the basis for Roe's second component of career development. Essentially, Maslow's theory states that higher order needs such as love, affection, knowledge, and self-actualization cannot be fulfilled until the lower order needs such as hunger, shelter, safety, have first been met.

The final component in Roe's theory is her use of the concept of canalization of psychic energy and in her basic assumption that experiences of early childhood are likely

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[22]Eli Ginzberg, "Toward a Theory of Occupational Choice," in Vocational Guidance and Career Development, edited by Herman J. Peters and James C. Hansen (New York: Macmillan Company, 1967), p. 95.

[23]Anne Roe, "Early Determinants of Vocational Choice," in Donald G. Zytowski's Vocational Behavior (New York: Holt, Rinehart and Winston, 1968), p. 234.

to be related to vocational choice.[24]

Roe felt that the influence of the parents was a significant factor as well in the final occupational outcome of the child. She identified three types of parental influence and possible occupational outcomes. The first she referred to as the overprotective or overdemanding parent. Children from these homes would probably be inclined to seek occupations in service occupations or in the arts and entertainment field. The children from parents whom she considers neglecting or rejecting parents would be oriented away from positions or careers having a large amount of people contact. Finally, she identifies the accepting parent whose children should not meet much trouble in any occupation. They would interact well and encourage communication among people. Many of these children would seek careers in the general culture areas.[25]

In summary then of Roe's theory, careful appraisal of an individual's childhood and his perception of his parents' attitudes toward him, plus an accurate assessment of his aptitudes, should lead one to predict with accuracy the general occupational class he will pursue.[26]

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[24]Samuel H. Osipow, Theories of Career Development (New York: Appleton-Century-Crofts, 1968), p. 17.

[25]Anne Rowe, "Early Determinants of Vocational Choice" (Peters & Hansen), pp. 113-118.

[26]Samuel H. Osipow, Theories of Career Development (New York: Appleton-Century-Crofts, 1968), p. 21.

Super's Theory

Super's theory of vocational development is stated in a series of ten propositions which may be summarized as follows into three statements.[27]

1. Because people differ in their abilities, interests and personalities, they qualify for a number of specific jobs which in turn require the individual talents and scope of those people seeking them.

2. Choice and adjustment is a continuing process contingent on self-concept and adaptation. Career choice is determined by socioeconomic factors as well as personal characteristics.

3. Vocational development is essentially the development of a self-concept which in turn is a product of the social environment and which finds a positive and rewarding outlet in a particular occupation.

Summary

Almost without exception the literature reveals that writers on the subject of occupational choice or career decision-making share one basic belief. That belief simply stated is that the choice of a career is one of the most profound decisions in a person's life and yet one of the least understood.

The literature also reveals that there is no one discipline or scientific way to monitor this decision-making process and its antecedents. At best, it is a combination

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[27] Donald E. Super, "A Theory of Vocational Development," in Vocational Guidance and Career Development: Selected Readings, edited by Herman J. Peters and James C. Hansen (New York: Macmillan Company, 1967), pp. 99-108.

of social, economic and psychological factors interacting in various ways to bring about the resultant decision. As well, there is no one period in a person's life when, without warning or influence, he/she makes the decision as to the choice of an occupation for the remainder of his life.

What, then, are the implications for educators, more specifically, Newfoundland educators, if this process is so ill-understood? The answer is in the question; since occupational choice and career decision-making is not clearly understood, then more information must be sought, information which is related to the local situation, more specifically to the individual school boards and schools within the province. Existing theories and writings must be understood in order to maintain an overall perspective. However, it is possible that not all theories apply to the Newfoundland situation and every effort must be made to ascertain which do and which do not.

Factors Related to Career Decisions

Sex

It is apparent that in Newfoundland in general, the sex of the student is a significant factor in the post-secondary career plans of high school students. Parsons states that females aspired more to upper middle class

occupations than did males.[28] Campbell, et al. concluded that there exists in Newfoundland a predominantly male-oriented working class in contrast to a predominantly female-oriented middle class society.[29] While it is not in keeping with current thinking on the equality of male and female roles, it is nonetheless true that males and females differ in their career choices and means of obtaining them. Herr states that girls tend to "fall" into career pattern with less thought than boys because cultural influences assign to boys a primary role as the bread-winner, and thus emphasize the greater importance of vocational choices.[30] Long, in a study of fourteen hundred Newfoundland high school students, found that more girls than boys expected to complete programs in university and to attend other training institutions.[31] Porter concludes, as well, that occupational aspirations of males differ from that of females. He states:

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[28]G.L. Parsons, Career Decisions of Newfoundland Youth: Summary of Factors Related to the Occupational Aspirations and Expectations of Newfoundland Grade XI Students, 1974, Memorial University of Newfoundland, 1975, p. 2.

[29]M. Campbell, R. Fowler, T. Noel, R. Senior, and R. Snelgrove, A Report on Factors Related to the Aspirations and Expectations of Newfoundland Grade XI Students 1973-74, Memorial University of Newfoundland, 1974, p. 75.

[30]Edwin L. Herr, Decision-Making and Vocational Development (Boston: Houghton Mifflin Company, 1970), p. 36.

[31]Mary Elizabeth Long, The Educational and Occupational Aspirations and Expectations of High School Students in Newfoundland. Unpublished Master's thesis, Memorial University of Newfoundland, 1972, p. 59.

> The evidence is that in the lower classes, far fewer girls aspire to a university education than boys. Financially it is clearly more difficult for them, because lower class parents are less willing to spend money on girls than on boys, because it is more difficult for them to find jobs in the summer and because when they do, their earnings are lower.[32]

Further evidence for the influence of sex on occupational choice is found in a study by Hanchey on a sample of 1,054 Louisiana high school students. According to Hanchey, more male students aspired to be professional workers than did females. It is believed that one reason for this difference was due to the fact that many females had aspirations for early marriage.[33]

It appears, then, that in general sex is a significant factor in career choice. However, it must not be assumed that this is always the case and specific knowledge is required from local districts before applying generalities to build a true picture of an area.

Age

One of the variables under consideration in this study is the age of the student and the relationship between a student's age and his postsecondary plans. A review of

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[32]Marion R. Porter, John Porter, and Bernard R. Blishen, Does Money Matter? (Toronto: Institute for Behavioral Research, York University, 1973), p. 136.

[33]Karlos W. Hanchey, Factors Influencing Occupational Choices and Educational Plans of High School Students with Implications for Changes in the Role of the Secondary School. Unpublished doctoral thesis, Louisiana State University, 1966, p. 92.

the literature indicates that in general there is not a specific age at which occupational decisions are made, but rather the choice of a postsecondary career or indeed the choice not to continue beyond high school is in fact the result of many years of previous social, personal, and environmental influence. Ferris states this very well in his overview of existing theories of career development. He states:

> One assumption which one can probably make as a result of the research and writings of all the theorists mentioned, is that vocational development is a developmental process which occurs over a span of time and which usually results in a career decision-making process.[34]

Herr repudiates the notion that the decision-making process is unique to high school age students. He states:

> The assumption that students cannot make realistic choices until senior high school or later is coming under scrutiny from various vantage points. In the first place many young people do not make it to senior high school. They absent themselves from formal schooling before this time. They make choices to enter the labor market, to get married, to join the military or simply to populate the street corners of America, but they do make choices.[35]

Super and Overstreet studied variables that might be associated with vocational maturity. They concluded that vocational maturity is related to intelligence and that age

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[34]Robert W. Ferris, Pupil Personnel Strategies and Systems (Springfield, Illinois: Charles C. Thomas, Publisher, 1975), p. 134.

[35]Edwin L. Herr, Decision-Making and Vocational Development (Boston: Houghton Mifflin Co., 1970), p. 38.

is of less importance in vocational maturity, at least at the ninth grade stage of development.[36] In general, "bright" youngsters are able to plan more effectively than less "bright" ones.[37]

It is not, however, the purpose of this study to identify critical age determinants in the decision-making process of the student, but rather to assess age as an influential factor on the outcome of that process. For example, does the age of the student determine whether or not he will go to university or to a vocational school? Unfortunately, the literature concentrates on age and decision-making ability rather than occupational choice or postsecondary educational plans.

Current Program

In the Newfoundland education system there are basically two high school programs: the academic program and the general program. It is assumed that those students enrolled in the academic program have the ability and potential to complete high school with sufficient ease and success to enable them to continue to a university or a technical school. Students enrolled in the general program, however, are for the most part considered not able for or somewhat less capable of succeeding at the higher level of the

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[36] Samuel H. Osipow, Theories of Career Development (New York: Appleton-Century-Crofts, 1968), p. 131.

[37] Ibid., p. 131.

academic student and consequently not considered university or technically oriented. It would seem, then, that current programs of study would affect the student's decision to continue or not to continue his education beyond high school. Breton states that "the programme of study in which a student is registered should be strongly associated with his educational plans--at least those for postsecondary."[38] He further states that "being in a terminal programme not only lowers the probability of wanting to continue beyond high school, however, it is also associated with a higher probability of wanting to drop out of it."[39] Jencks, as well, in looking at the effects of tracking on achievement in ninety-one predominantly white comprehensive high schools throughout the United States, found that while very little intellectual differences existed between the results of students registered in the college preparatory curriculum and those in other curriculum programs, curriculum assignment does have some impact on a student's chances of attending college.[40] This means it has some indirect effect on later

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[38]Raymond Breton, Social and Academic Factors in the Career Decisions of Canadian Youth (Ottawa: Canada Manpower and Immigration, 1972), p. 190.

[39]Ibid., p. 190.

[40]Christopher Jencks, Inequality, A Reassessment of the Effect of Family and Schooling in America (New York: Harper and Row, Publishers, 1972), p. 108.

occupational status and earnings.[41]

To conclude the findings on the effects of current curriculum programs, the writer feels that the following statement of Breton's is appropriate:

> The type of study programme is strongly associated with educational intentions. This is particularly true when non-terminal and terminal programmes are compared, but also when comparing the academic and the vocational: students in non-terminal programmes have much higher educational intentions than those in the terminal. Similarly those in the academic have higher intentions than those in the vocational.[42]

Scholastic Ability

Scholastic ability in this study refers to the student's academic achievement relative to other students within the school. This is determined generally by a system of marks and grades and would place the student in one of five categories from well below average to among the best. Breton states that another background factor, shown in other studies to be crucial for occupational choice, is the level of mental ability--boys who rank high in this regard are 28.0 per cent more likely to prefer high-status occupations than are those in the lower ranges of mental ability.[43] Herr, in a similar statement, supports the idea of the interrelation between ability and vocational choice. He states:

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[41] Ibid., p. 34.

[42] Raymond Breton, 1972, p. 199.

[43] Ibid., p. 235.

> It is obvious, although often violated in decision-making, that one's intelligence or one's aptitudes play a significant part in the vocational level one is likely to attain, the training one is likely to be admitted to or succeed in, and the work activities one is able to perform.[44]

Breton concludes that:

> It is probably safe to assume that students who do not feel prepared for career decision-making will be less likely to express a career goal . . . . Occupational information, a sense of readiness for the future, accuracy of the conception of what the choice of an occupation involves--these are some of the elements defining the ability for vocational decision-making.[45]

He further concludes that:

> Students ranking high in mental ability are somewhat less likely to be without a career goal than those who rank low. This relationship is partly explained by the fact that mental ability rank is positively correlated with the degree of vocational competence.[46]

Fathers' Education

In the Report of the Committee on 1973 Enrollment at Memorial University of Newfoundland, Parsons indicates very clearly the relationship between the education of the father and the student's postsecondary plans. He states:

> The lower the fathers' level of education, the greater the percentage of students who went to jobs and to vocational schools. The higher the education of fathers the greater the percentage of their children who went to university. A student whose father had less than Grade XI education had less than half the chance to enter university as did a student whose

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[44] Edwin L. Herr, Decision-Making and Vocational Development (Boston: Houghton Mifflin Company, 1970), p. 42.

[45] Raymond Breton, 1972, p. 44.

[46] Ibid., p. 70.

father had Grade XI or higher.[47]

Breton acknowledges the importance of the family in influencing the occupational plans of students. He says: "The family is perhaps the most important social institution shaping the individual's future and outlook."[48] It can be concluded, then, that the educational levels of the parents must be a serious factor affecting the future of the children within the family. Breton states:

> The educational attainment of the father and mother has a positive impact on the educational plans of their sons and daughters. The effect of the father's level in this regard is about the same for the plans of both boys and girls, whereas that of the mother has a stronger impact on those of the girls.[49]

Senior and Snelgrove concluded that:

> There was a significant relationship between parental education and the career decisions of Grade XI students (1973-74) . . . . The higher the level of the fathers' or mothers' education the greater the percentage of students who planned to attend university. The lower the level of fathers' or mothers' education the greater the percentage of students who planned to attend vocational schools.[50]

Size of Community

It has been hypothesized that the size of community from which a student comes is related to his occupational

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[47]George L. Parsons, et al., Career Decisions of Newfoundland Youth: Report No. 3 of the Committee on 1973 Enrollment, Memorial University of Newfoundland, 1974, p. 76.

[48]Raymond Breton, 1972, p. 167.

[49]Ibid., p. 168.

[50]Ross Senior, and Roy Snelgrove, Parental Education and Career Decisions, Department of Educational Administration, Memorial University of Newfoundland, 1974, p. 30.

choices or postsecondary educational plans. Sewell and Orenstein found that boys but not girls, from rural areas and smaller communities have lower occupational aspirations than those from larger urban places--independent of intelligence and socio-economic differences.[51] As well, Campbell, et al. concluded that students from urban regions held higher aspirations than did students from rural areas.[52] It was further concluded that in Newfoundland urban students had much higher aspirations and expectations for upper middle class occupations than did nonurban students. Nonurban students tended to aspire to and expect lower middle class occupations than did urban students.[53] Breton further stresses the effect of community on the postsecondary plans of high school students. He states:

> The larger the community of residence, the greater the likelihood of high educational intentions. This relationship, however, is stronger among boys than girls, and it maintains itself when mental ability rank, socioeconomic origin, and language are successively controlled.[54]

The Porter and Blishen study reports a similar finding:

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[51] William H. Sewell, and A.M. Orenstein, "Community of Residence and Occupation Choice," in Donald G. Zytowski Vocational Behavior Readings in Theory and Research (New York: Holt, Rinehart and Winston, Inc., 1968), p. 388.

[52] Campbell, et al., 1974, p. 73.

[53] Ibid., p. 79

[54] Raymond Breton, 1972, p. 385.

> It is clear from our analysis that urbanization is related to educational aspirations. The break between the two ends of the continuum seems to come at the point of small cities or towns where young people have, compared to their more urbanized fellows, limited educational horizons .. . . . The horizons of those from rural areas are even more limited. The fact that this relationship exists at each class level suggests that rural life is not as conducive to continuing one's education as urban life.[55]

Conceptual Model

The following model is an adaptation of the Jackson-Egner Career Decision-Making Model which in turn was developed from Peter Blau's Model of Occupational Choice dealt with in the theoretical framework of this study.

In 1971, Professor Joan R. Egner, Cornell Department of Education, initiated Institute efforts to identify and validate a career decision model that would provide a theoretical base for the development of instructional procedures and materials for use in elementary schools, secondary schools, and two and four year colleges.[56] During 1973-74, Dorothy J. Jackson, working with Professor Egner, undertook the application of this now validated model to the development of a Career Decision-Making Mini Course for use at the senior high school level.[57]

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[55]Marion R. Porter, John Porter, and Bernard R. Blishen, Does Money Matter? Prospects for Higher Education, Institute for Behavioral Research, York University, 1973, p. 70.

[56]Dorothy J. Jackson, Planning Ahead for Career Choice (New York: Cornell Institute for Research and Development in Career Education, 1976), p. 1.

[57]Ibid., p. 1.

While the following model is not an attempt to show what actually is in fact the situation on student decision-making, it is intended to clarify this writer's approach to the interaction of selected personal and socio-economic variables with the postsecondary educational and occupational plans of the student. The model indicates, for example, that the student as the decision-maker is influenced by six selected variables: sex, age, current program, scholastic ability, father's education, and size of community. Each of these variables can be followed throughout the decision-making process and reasons for and against certain responses unfold. Since the reasons for students choosing a university postsecondary education, and the reasons for students choosing to remain in high school were not under study at this time, they were omitted. It is the intent of the writer to use this model to illustrate the route certain variables or combination of variables might take in affecting the final career decision.

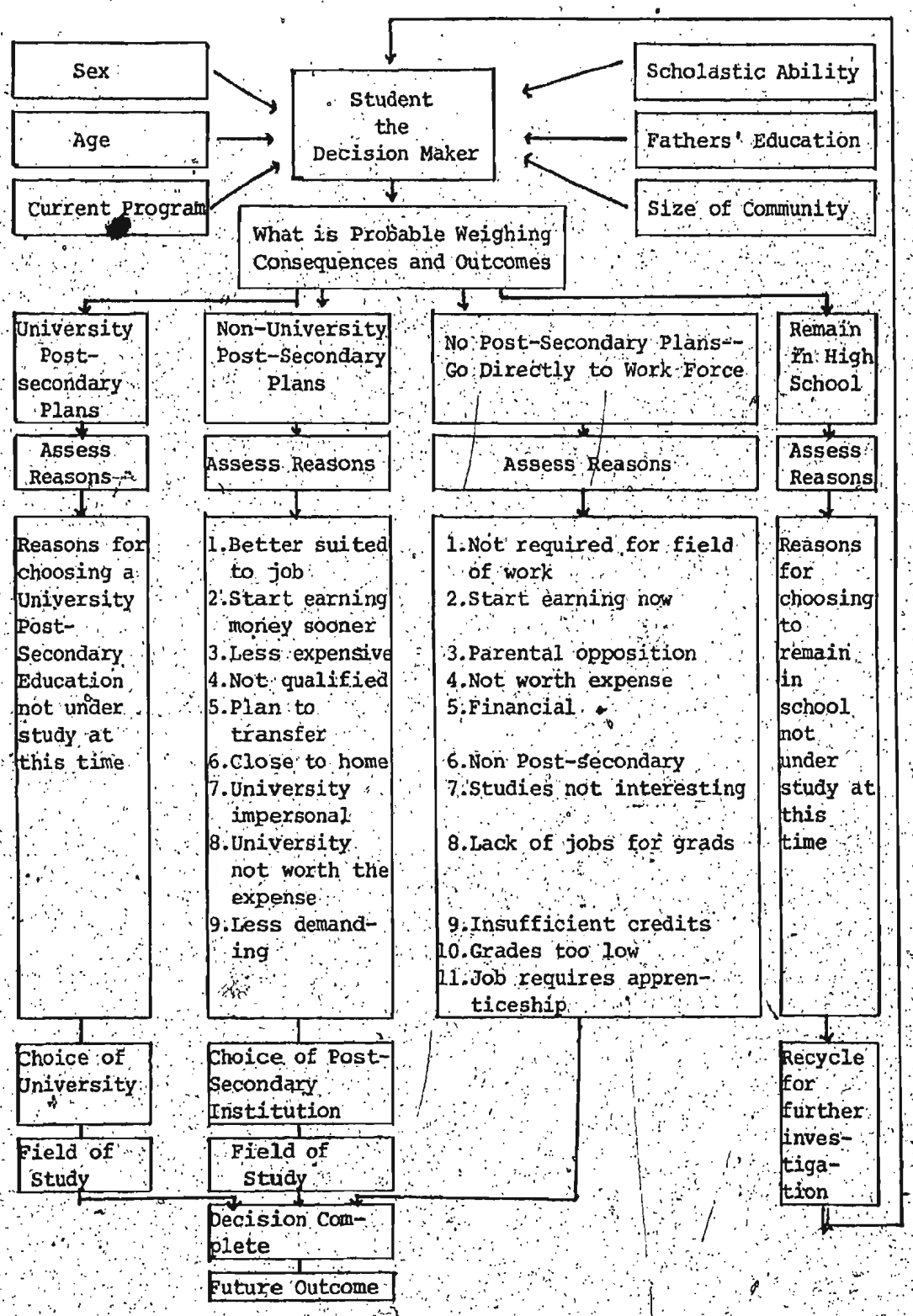

Figure 2.2. Conceptual Model.

CHAPTER III

METHODOLOGY

This chapter will include information on the population, the sample, selected variables, the instrument, method of data collection, and analysis of data.

The Population

The population from which this study is derived includes all Newfoundland Grade XI students who responded to the 1975 Senior Secondary Student Survey of Career Decisions questionnaire. This questionnaire was administered in 1975 to 5,841 students from a total enrollment of 9,000 students distributed throughout 35 provincial school boards.

The Sample

The sample represents the total Grade XI enrollment for the three School Boards under study. It is a sample inasmuch as it represents a specific part of the total provincial population. The sample includes all those Grade XI students enrolled with the Bay St. George Roman Catholic, the Port-au-Port Roman Catholic, and the Humber-St. Barbe Roman Catholic School Boards who in 1975 responded to the 1975 Senior Secondary Student Survey of Career Decisions questionnaire. There were 510

respondents from the three School Boards under study.

The Instrument

The instrument used to extract the data for this study was the 1975 Senior Secondary Student Survey of Career Decisions questionnaire, which was designed by Dr. Llewellyn Parsons of Memorial University's Department of Educational Administration in cooperation with the Newfoundland Department of Education and Statistics Canada. This study is a continuation of a parent study of the Committee on 1973 enrollment at Memorial University of Newfoundland under the direction of Dr. Parsons. Both studies in effect attempt to determine the postsecondary plans of students and the factors that affect those career decisions.

The questionnaire was administered to 5,841 students from a total enrollment of 9,000 Grade XI Newfoundland students. From the total respondents, the students from the three School Boards were isolated and formed the sample for this study. The questionnaire is enclosed in the Appendix for the readers' reference.

Selected Variables

As previously indicated, this study will endeavor to ascertain the impact of selected variables on the career decisions of Newfoundland high school students. These selected variables are: the sex, age, current high school program,

self-concept of ability, fathers' education, and size of community. Being essentially socio-economic in nature, reliance upon such variables has been given special attention over the past few years in relation to the more traditional educational parameters around which studies have developed. Burry in his study, referring to Coleman, states:

> Coleman, in his controversial report, indicates the desirability of dealing with socio-economic variables as sources of information that will explain achievement or lack of achievement experienced by pupils rather than relying upon educational variables to explain such achievement.[1]

Burry further states:

> Generalizing to the Newfoundland scene, it is perhaps not too presumptuous to suggest that educational variables have less effect on determining how pupils formulate opinions about post-secondary schools than socio-economic variables.[2]

This study does not intend to deal with the merits of socio-economic as opposed to nonsocio-economic variables but intends rather to focus on the selected variables and their effects as outlined previously in this study.

Treatment of the Data

Pupils' responses to the specific questions on the 1975 Senior Secondary Student Survey of Career Decisions

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[1] Eric Burry, Factors Related to Grade XI Students' Perceived Knowledge of Post-Secondary Institutions in the Province of Newfoundland. Unpublished Master's thesis, Memorial University of Newfoundland, 1974, p. 39.

[2] Ibid., p. 39.

questionnaire are cross-tabulated with the variables under study, that is, by sex, age, current high school program, students' self-concept of ability, fathers' education, and size of community. Reasons for students' nonpostsecondary plans, as well as reasons for the nonuniversity rather than university plans of these is also presented.

Contingency tables are used to organize and present the data. The hypotheses are accepted or rejected using the Chi-square test of significance at the 0.01 level of significance.

CHAPTER IV

PRESENTATION OF THE DATA

Introduction

In presenting the data, Part I of this chapter will deal with the first question raised in the statement of the problem; that is, identifying the postsecondary plans of the Grade XI students under study.

Part II of this chapter will present the reasons for these plans, while in Part III a more specific analysis to examine hypotheses one through seven will be presented. That is, do the postsecondary plans and reasons for these plans depend on the sex, the age, the current high school program, the self-concept of ability, the fathers' education, and the size of the community from which the students come?

Contingency tables will be the general mode of data presentation representing cross-tabulations between the independent variables such as the "sex" of the student, and the relevant dependent variable such as the "institution of study chosen." In Part II, however, frequency tables are used instead of contingency tables to present that part of the data.

Using this form of tabular presentation, row percentages as well as column percentages where necessary will be

used to support or reject the hypotheses under study.

A Chi-square test of significance will be the statistical determinant at the $p < .01$ level of significance.

PART I

In dealing with the postsecondary plans of high school students it was necessary to categorize these plans into general headings to facilitate the responses from the students. It was determined that students would either decide to continue to a specific postsecondary institution to further their studies, or they would immediately enter the labor force in which case they would seek immediate employment or accept an apprenticeship while employed. The final choice, of course, is that they would do nothing, for whatever reasons, after completing high school. As well, a category for those students undecided as to their intentions was considered.

Tables 4.1 and 4.2 are presented here to indicate what it is that students plan to do in general in each of the three School Boards under study.

Students' Post High School Work Plans by School Board

Table 4.1 shows that of the 510 students from the Bay St. George, the Humber-St. Barbe and the Port-au-Port Roman Catholic School Boards who answered the questions regarding post high school work plans, 38.6 per cent are considering entering the work force in one form or another; in

TABLE 4.1

STUDENTS' POST-HIGH SCHOOL WORK PLANS BY SCHOOL BOARD

School Board	Full-time Job	Part-time Job	Apprenticeship	No Job	Undecided	Total
			(Percentage)			
Bay St. George	16.3	7.6	1.1	53.3	21.7	18.0
Humber-St.Barbe	24.3	13.0	5.0	42.3	15.5	46.9
Port-au-Port	29.1	10.1	1.7	35.2	24.0	35.1
Column	125	56	16	213	100	510
Total	24.5	11.0	3.1	41.8	19.6	100.0

Chi-square = 19.99 (8 d.f.) $p < .01$.

effect, choosing not to continue their postsecondary education beyond high school.

The table also shows that 41.8 per cent or less than one-half of the Grade XI students sampled had no work plans (in addition to the 19.6 per cent who were undecided). It can be assumed, then, that for these three School Boards the potential applicants for postsecondary institutions would come only from those students with no job intentions or who were as yet undecided.

It is interesting to note from the above table that students who come from the more industrialized regions of the three School Boards under study, such as Humber-St. Barbe (Corner Brook) and Port-au-Port (Stephenville), indicated a stronger intention to enter the work force than those students coming from an almost totally rural, mixed farming-fishing area. This is reflected in the "full-time job" column with the totally rural Board of Bay St. George indicating only 16.3 per cent of its Grade XI students seeking full-time employment as compared to 24.3 per cent and 29.1 per cent for the Humber-St. Barbe and Port-au-Port School Boards, respectively.

It appears, then, that for the three School Boards collectively, approximately 40 to 50 per cent of the Grade XI students who responded to this questionnaire will not be continuing their postsecondary education beyond high school in any form whatsoever, but intend to enter the labor market.

This figure is greater for those students from the more industrial areas of the Boards as compared with the more rural and low employment areas.

Overall, 24.5 per cent of the students who responded to this question indicated that they intended to seek full-time employment, while an additional 11.0 per cent intended to seek a part-time job. Approximately 42 per cent indicated they would not be seeking either part-time or full-time employment beyond high school, while approximately 20 per cent were undecided as to their employment intentions. It must be noted that a significantly greater percentage of students under the Port-au-Port Board want full-time jobs than do those students under the other two School Boards.

Students' Postsecondary Study Plans by School Board

While Table 4.2 does not indicate a significant difference among the three School Boards under study and their respective students' postsecondary study plans, the table does clearly show that overall, of the students who responded to this question, 60 per cent indicated that their postsecondary studies would be on a full-time basis. Only 2.4 per cent of those students indicated their studies would be on a part-time basis. The remainder of the responses accounted for approximately 38 per cent and represented those students who decided against further study or were as yet undecided as to their study plans. This latter figure, as would be expected, agrees with the findings of Table 4.1

TABLE 4.2

STUDENTS' POSTSECONDARY STUDY PLANS BY SCHOOL BOARD

School Board	Attend Full-time	Attend Part-time	Not Attending	Undecided	Total
		(Percentage)			
Bay St. George	62.0	0.0	30.4	7.6	18.0
Humber-St. Barbe	59.8	3.8	25.1	11.3	46.9
Port-au-Port	59.2	1.7	25.1	14.0	35.1
Column	306	12	133	59	510
Total	60.0	2.4	26.1	11.6	100.0

Chi-square = 7.58 (6 d.f.) Significance = 0.26

where it was shown that 38.6 per cent of the students indicated a desire to enter the work force immediately upon completion of their high school program.

Noneducational Postsecondary Plans by School Board

Though Table 4.3 does not indicate a strong significant difference among the three School Boards under study, the table does indicate very clearly the postsecondary plans of those students who responded to this question and who are not about to continue to a postsecondary institution to continue their studies. From the table it is clearly seen that approximately 70 per cent of those students who do not intend to continue their studies beyond high school intend rather to enter the work force. A rather insignificant 2 per cent intend to travel as an alternative to further study or work, while approximately 20 per cent have as yet not decided their postsecondary plans. Approximately 6 per cent of the students who responded to this question will be remaining or returning to high school to complete their studies at that level.

Postsecondary Institutions of Study (first choice)

Table 4.4 shows that of those students who responded to the questionnaire and who intend to continue to a postsecondary institution, 38.1 per cent intend to study at Memorial University of Newfoundland. This figure becomes more significant, however, when comparing the three School

TABLE 4.3

NONPOSTSECONDARY PLANS BY SCHOOL BOARD

School Board	Work	Travel	In High School	Other	Undecided	Total
			(Percentage)			
Bay St. George	54.5	0.0	9.1	0.0	36.4	17.6
Humber-St. Barbe	57.9	2.4	9.5	3.6	16.7	44.9
Port-au-Port	78.6	2.9	0.0	4.3	14.3	37.4
Column	130	4	11	6	36	187
Total	69.5	2.1	5.9	3.2	19.3	100.0

Chi-square = 16.96 (8 d.f.) Significance = 0.03

TABLE 4.4

STUDENTS' FIRST CHOICE OF A POSTSECONDARY INSTITUTION BY SCHOOL BOARDS

School Boards	Memorial University of Nfld.	College of Fisheries	College of Trades and Technology	Schools of Nursing	Nfld. District Vocational Schools	Institutions Outside Newfoundland	Total
			(Percentage)				
Bay St. George	14.6	0.0	0.0	12.2	73.2	0.0	17.7
Humber-St.Barbe	53.0	0.9	6.1	6.1	25.2	8.7	49.8
Port-au-Port	28.0	1.3	13.3	1.2	42.7	13.4	32.5
Column	88	2	17	13	91	20	231
Total	38.1	0.9	7.4	5.6	39.4	8.5	100.0

Chi-square = 66.79 (22 d.f.) $p < .01$

Boards under study. Only 14.6 per cent of those students under the Roman Catholic Bay St. George School Board who intend to continue to a postsecondary institution intend to so at Memorial University. In the Humber-St. Barbe Roman Catholic School Board, 53.0 per cent intend to continue their studies at Memorial, or in excess of three and one-half times the percentage of those students from the Bay St. George School Board, and approximately twice the percentage from the neighboring School Board of Port-au-Port at 28.0 per cent. This clearly shows that even in separate regions of the province vast differences occur between school boards which in themselves often reflect the economic conditions and attitudes of the local area.

The figures as shown in Table 4.4 become almost reversed when considering those students who intend to continue their studies at one of the province's district vocational schools. The total percentage for the three Boards is 39.4 per cent or approximately the same as for those choosing Memorial University. However, it is noteworthy that 73.2 per cent of those students from the Roman Catholic Bay St. George School Board who intend to continue their postsecondary education intend to do so at one of the province's vocational schools. Only about one-third or 25.2 per cent of those students from the Humber-St. Barbe Roman Catholic School Board intend to follow this route, and 42.7 per cent from the Port-au-Port Roman Catholic School Board.

Students from the Humber-St. Barbe School Board are planning to go to Memorial University at a rate three times that of comparable students from the Bay St. George Roman Catholic School Board, and twice the rate of those students from the Port-au-Port Roman Catholic School Board.

Table 4.4 also shows another most interesting situation in that the percentages of students intending to continue to the College of Fisheries or the College of Trades and Technology in St. John's is extremely low, in fact no students from the Bay St. George Roman Catholic School Board indicated an interest in attending either of these post-secondary institutions.

However, students intent on continuing their post-secondary studies at schools of nursing came from the Bay St. George School Board in greater proportions than the other two School Boards. This situation could possibly reflect the lack of career opportunities for female students who do not intend to continue to university or vocational school and find it difficult to enter a sparce labor market.

Overall, then, a much higher percentage of those students under the Humber-St. Barbe Roman Catholic School Board intend to continue their postsecondary education at Memorial University than do comparable students from the Bay St. George Roman Catholic and the Port-au-Port Roman Catholic School Boards.

Students from the Bay St. George Roman Catholic School Board who intend to continue their postsecondary studies intend to go to vocational school at a rate three times greater than comparable students from the Humber-St. Barbe Roman Catholic School Board and approximately twice that of the Port-au-Port Roman Catholic School Board.

The College of Trades and Technology and the College of Fisheries in St. John's are not at all high on the list of choices for the vast majority of students in all three School Boards under study as a choice of postsecondary institution.

Students from the Bay St. George Roman Catholic School Board intend to enter the nursing profession at twice the rate as those students from the Humber-St. Barbe Roman Catholic School Board.

Students' First Choice of a Field of Study by School Boards

Table 4.5 shows a most interesting breakdown when comparing the fields of study students from the three School Boards intend to pursue.

The singularly obvious figures are those represented by students choosing vocational trades level. In comparing the three School Boards, Table 4.5 further shows that students from the Bay St. George Roman Catholic School Board intend to enter the vocational trades field at a rate in excess of twice that of those students from the Humber-St. Barbe Roman Catholic School Board. That is, 60 per cent of those students from the Bay St. George Roman Catholic School Board who

TABLE 4.5

STUDENTS' FIRST CHOICE OF A FIELD OF STUDY BY SCHOOL BOARDS

School Boards	Arts-Humanities	Arts-Social Science	Sciences	Business Admin.-Commerce	Education	Engineering	Health-Dentistry	Health-Medicine
				(Percentage)				
Bay St. George	0.0	6.3	2.1	0.0	4.2	0.0	0.0	0.0
Humber-St. Barbe	12.4	4.4	7.1	10.6	9.7	3.5	0.9	0.9
Port-au-Port	1.2	1.2	9.3	0.0	9.3	5.8	0.0	2.3
Column	15	9	17	12	21	9	1	3
Total	6.1	3.6	6.9	4.9	8.5	3.6	0.4	1.2

TABLE 4.5 (Continued)

School Boards	Health-Medical Lab Science	Law	Physical Education	Social Welfare	Arts & Science Diploma	Business and Related
			(Percentage)			
Bay St. George	0.0	0.0	6.3	2.1	4.2	2.1
Humber-St. Barbe	0.0	1.8	4.4	1.8	0.9	3.5
Port-au-Port	1.2	0.0	4.7	0.0	1.2	7.0
Column	1	2	12	3	4	11
Total	0.4	0.8	4.9	1.2	1.6	4.5

TABLE 4.5 (Continued)

School Boards	Nursing	Technologies	Vocational Trades	Other Universities	Total
			(Percentage)		
Bay St. George	12.5	0.0	60.4	0.0	19.4
Humber-St. Barbe	7.1	3.5	27.4	0.0	45.7
Port-au-Port	4.6	7.0	43.0	2.3	34.8
Column	18	10	97	2	247
Total	9.3	4.0	39.3	0.8	100.0

Chi-square = 76.54 (36 d.f.) $p < .01$

responded to this question intend to study in the field of vocational trades as compared with only 27 per cent for those students enrolled under the Humber-St. Barbe Roman Catholic School Board. As well, 43 per cent of those students under the Port-au-Port Roman Catholic School Board indicated an intention to continue their studies within the vocational trades field.

Table 4.5 indicates as well that students from the Bay St. George and the Port-au-Port Roman Catholic School Boards indicated a lesser intention to pursue studies in the traditional professions than students from the Humber-St. Barbe Roman Catholic School Board. In fact, from the table, no students at all from the Bay St. George Roman Catholic School Board indicated any intention to study either Arts-Humanities, Commerce, Engineering, Dentistry, Medicine, Law, or the various technologies. To a somewhat lesser degree this was also true for those students from the Port-au-Port Roman Catholic School Board who responded to this question.

Table 4.5 also shows that approximately 10 per cent of the students who responded to this question intend to enter the field of education or physical education. Only 4.2 per cent of those students from the Bay St. George Roman Catholic School Board indicated an interest in studying in the education field as compared with 9.7 per cent for the Humber-St. Barbe Roman Catholic School Board and 9.3 per cent for the Port-au-Port School Board. These figures were reversed

however, when figures were compared for those students intending to pursue studies in the nursing field. In this case, approximately 13 per cent of those students from the Bay St. George Roman Catholic School Board indicated an intention of entering the nursing profession, while only 7 per cent of those students from the Humber-St. Barbe Roman Catholic School Board indicated this preference, and approximately 5 per cent from the Port-au-Port Roman Catholic School Board.

From Table 4.5, then, it is clearly seen that approximately 73 per cent of those Grade XI students from the Bay St. George Roman Catholic School Board who responded to this question intend to pursue studies either in the vocational trades field or in the nursing field. This compares with only 34.5 per cent and 47.6 per cent for the Humber-St. Barbe and the Port-au-Port Roman Catholic School Boards, respectively. Overall, these two fields of study account for approximately 49 per cent of the choices the high school students under the three School Boards under study will make.

PART II

Reasons for Students' Postsecondary Plans

In this section, the reasons for students' postsecondary plans will be presented in the form of frequency tables. These tables are not the basis for either rejecting or accepting the stated hypotheses; however, they are included to identify possible reasons for students choosing as they do

and their individual relevance in the overall choices Grade XI students under the three Roman Catholic School Boards are making. In Part III of this chapter, these reasons will be cross-tabulated with selected variables to determine the acceptance or rejection of the hypotheses.

The first group of tables relate to those students who do not intend to continue to any form of postsecondary institution after high school, but instead will enter the work force. The remaining tables commencing with Table 4.14 relate to students' reasons for choosing a nonuniversity postsecondary institution rather than continue to enroll in a university as a choice of a postsecondary institution.

Nonenrollment--Further Studies not Required

Table 4.6 indicates that of those students who responded to this question, 40 per cent felt that the reason for their nonenrollment at a postsecondary institution at all was that their chosen career did not require the continuation of their studies. Approximately 60 per cent of those students, however, felt that this reason was of little significance in their career choice.

Nonenrollment--Start Earning Now

Table 4.7 shows that of the 65 per cent who responded to this question, 80 per cent felt that the reason they did not intend to continue to a postsecondary institution was that they wanted to start earning money now, while only 20

per cent felt that this reason was of little significance in their choice.

TABLE 4.6

NONENROLLMENT--FURTHER STUDIES NOT REQUIRED

Category	Number of Students	Per cent
Very Important	11	17.7
Somewhat Important	14	22.6
Not Important	26	42.0
Not Applicable	11	17.7
TOTAL	62	100.0

TABLE 4.7

NONENROLLMENT--START EARNING NOW

Category	Number of Students	Per cent
Very Important	33	50.8
Somewhat Important	19	29.2
Not Important	9	13.8
Not Applicable	4	6.2
TOTAL	65	100.0

Nonenrollment--Parental Opposition

Table 4.8 shows that of the sixty-six students who responded to this question, 95 per cent felt that this reason was either not important or did not apply to them. Only 4 per cent of those students felt that parental opposition was of some importance in their reasons for not continuing to a postsecondary institution beyond high school.

TABLE 4.8

NONENROLLMENT--PARENTAL OPPOSITION

Category	Number of Students	Per cent
Somewhat Important	3	4.5
Not Important	29	44.0
Not Applicable	34	51.5
TOTAL	66	100.0

Nonenrollment--Not Worth the Expense

From Table 4.9 it can be seen that of those students who responded to this question, approximately 68 per cent felt that the expense of attending a postsecondary institution did not adversely affect their decision not to attend such an institution and in fact was either not important or not applicable to them. This is in contrast to the 31 per cent who indicated that the relative value of attending a

postsecondary institution in terms of expense to the student was of at least some importance to them.

In essence, then, approximately one out of every three students who chose not to continue to a postsecondary institution felt that it just was not worth the expense.

TABLE 4.9

NONENROLLMENT--NOT WORTH THE EXPENSE

Category	Number of Students	Per cent
Very Important	7	11.5
Somewhat Important	12	19.7
Not Important	25	41.0
Not Applicable	17	27.8
TOTAL	61	100.0

Nonenrollment--Financial

Table 4.10 clearly shows that of the sixty-three students who responded to this question, approximately 75 per cent felt that financial reasons were either of no consequence or were not applicable for their choosing not to continue to a postsecondary institution.

Only 25 per cent of those students who chose not to continue to a post-secondary institution felt that financial reasons were of some importance in their decision.

TABLE 4.10

NONENROLLMENT--FINANCIAL

Category	Number of Students	Per cent
Very Important	7	11.1
Somewhat Important	9	14.3
Not Important	23	36.5
Not Applicable	24	38.1
TOTAL	63	100.0

Nonenrollment--No Postsecondary Plans

From Table 4.11 a very interesting situation is indicated. In excess of 43 per cent of those students who answered this question from the three School Boards under study indicated that they had chosen not to go to a post-secondary institution because they simply had no post-secondary plans. While it is also apparent from the table that 56 per cent of those students felt that this question was either not important or not applicable to them, the fact cannot be ignored that there are apparently a large number of Grade XI students in at least the three School Boards under study who have no post-secondary plans, and consequently are missing the opportunity for further career development through the postsecondary institutional route by default.

TABLE 4.11

NONENROLLMENT--NO POSTSECONDARY PLANS

Category	Number of Students	Per cent
Very Important	16	30.2
Somewhat Important	7	13.2
Not Important	11	20.8
Not Applicable	19	35.8
TOTAL	53	100.0

Nonenrollment--Studies Not Interesting

From Table 4.12 it can be seen that approximately 43 per cent of the students who answered this question and who have decided not to attend a postsecondary institution for further study indicated that their decision was affected by the lack of interesting studies at the postsecondary educational level. This would indicate either that students' awareness of what was actually available to them was somewhat distorted or the programs of those postsecondary institutions available to the students under study are not broad enough to serve the diverse interests of those students contemplating further studies at one of those institutions.

TABLE 4.12

NONENROLLMENT--STUDIES NOT INTERESTING

Category	Number of Students	Per cent
Very Important	14	21.9
Somewhat Important	20	31.3
Not Important	20	31.3
Not Applicable	10	15.5
TOTAL	64	100.0

Nonenrollment--Graduate Job Opportunities Lacking

Table 4.13 clearly shows that in excess of 50 per cent of those students who responded to this question and who had decided against a postsecondary education felt that the lack of job opportunities for graduates of these institutions was an important factor in their arriving at such a decision, while approximately 46 per cent of those students indicated that the lack of job opportunities was either not important or not applicable.

TABLE 4.13

NONENROLLMENT--GRADUATE JOB OPPORTUNITIES LACKING

Category	Number of Students	Per cent
Very Important	16	26.2
Somewhat Important	17	27.9
Not Important	15	24.6
Not Applicable	13	21.3
TOTAL	61	100.0

Nonenrollment--Insufficient Credits

From Table 4.14 it can be seen that of the students who responded to this question, approximately 44 per cent indicated that they had obtained insufficient credits to continue to a postsecondary institution.

TABLE 4.14

NONENROLLMENT--INSUFFICIENT CREDITS

Category	Number of Students	Per cent
Very Important	12	19.4
Somewhat Important	15	24.2
Not Important	18	29.0
Not Applicable	17	27.4
TOTAL	62	100.0

Nonenrollment--Grades Too Low

From Table 4.15 it is clear that of those Grade XI students from the three School Boards under study who responded to this question approximately 57 per cent indicated that low grades they had obtained was an important factor in deciding against continuing to a postsecondary institution.

TABLE 4.15

NONENROLLMENT--GRADES TOO LOW

Category	Number of Students	Per cent
Very Important	16	24.6
Somewhat Important	21	32.3
Not Important	19	29.2
Not Applicable	9	13.8
TOTAL	65	100.0

Nonenrollment--Job Requires Apprenticeship

As indicated by Table 4.16 approximately 48 per cent of those students who responded to this question indicated that the apprenticeship requirement of their chosen job was an important reason for deciding against a postsecondary institution.

TABLE 4.16

NONENROLLMENT--JOB REQUIRES APPRENTICESHIP

Category	Number of Students	Per cent
Very Important	16	27.2
Somewhat Important	12	20.3
Not Important	17	28.8
Not Applicable	14	23.7
TOTAL	59	100.0

Reasons for Students' Nonuniversity Postsecondary Plans

The following tables are intended to illustrate the reasons why those Grade XI students under the Roman Catholic School Boards of Humber-St. Barbe, Bay St. George, and Port-au-Port who chose to continue their education beyond high school decided against a university education in favor of some other postsecondary institution.

Nonuniversity Postsecondary Education Better Suited to Job Desired

Table 4.17 clearly shows that of the students who responded to this question approximately 90 per cent indicated that a nonuniversity postsecondary education would put them in a more suitable position for the job they desired.

It would appear that students from these School Boards are indeed concerned about obtaining a job and less concerned about a university education on its own merits. This could relate as well to what students know about a university and what it can offer, as well as their awareness of local economic conditions.

If this is a trend then it must be considered very carefully by concerned educators lest a paranoia develop among students about the urgency of obtaining a job. There can be no doubt that if there is a large scale drop-off in any area of students who would otherwise seek out a university education, then the overall quality and growth of that area must

suffer, especially if the area is a high unemployment area.

TABLE 4.17

NONUNIVERSITY--BETTER SUITED TO JOB

Category	Number of Students	Per cent
Very Important	182	71.1
Somewhat Important	49	19.1
Not Important	14	5.5
Not Applicable	11	4.3
TOTAL	256	100.0

Nonuniversity--Start Earning Sooner

From Table 4.18 it can be seen that the attraction to have an income as soon as possible is strong. Seventy-two per cent of those students who responded to this question indicated that this was of at least some importance in their deciding against continuing to a university in favor of some other postsecondary institution which would permit them to earn an income sooner.

TABLE 4.18

NONUNIVERSITY--START EARNING SOONER

Category	Number of Students	Per cent
Very Important	84	33.0
Somewhat Important	100	39.4
Not Important	52	20.5
Not Applicable	18	7.1
TOTAL	254	100.0

Nonuniversity--Less Expensive

Table 4.19 clearly shows that the cost of attending a postsecondary institution is an important factor considered by those students who responded to this question. Sixty-six per cent, or two out of every three students who responded to this question indicated that a nonuniversity postsecondary education was less expensive and consequently of some importance in their choosing not to go to a university. Indeed, in excess of 40 per cent of these students felt this to be a very important consideration.

TABLE 4.19

NONUNIVERSITY--LESS EXPENSIVE

Category	Number of Students	Per cent
Very Important	102	40.3
Somewhat Important	65	25.7
Not Important	68	26.9
Not-Applicable	18	7.1
TOTAL	253	100.0

Nonuniversity--Not Qualified

Table 4.20 shows that approximately 40 per cent of the students who responded to this question felt that they were not qualified to continue to a university as a choice of a postsecondary education, and this was of some importance in

choosing an alternate postsecondary institution. Approximately 30 per cent felt this was not an important factor in their deciding against continuing to a university.

TABLE 4.20

NONUNIVERSITY--NOT QUALIFIED

Category	Number of Students	Per cent
Very Important	52	20.5
Somewhat Important	51	20.1
Not Important	81	31.8
Not Applicable	70	27.6
TOTAL	254	100.0

Nonuniversity--Plan to Transfer

Table 4.21 indicated very clearly that of those students who responded to this question very few indicated that they intend to transfer to a university from some other postsecondary institution, and this was of little importance in their choosing a nonuniversity postsecondary institution. Indeed, approximately 88 per cent of those students who responded to this question indicated it was either not important for them or it did not apply to them.

TABLE 4.21

NONUNIVERSITY--PLAN TO TRANSFER

Cateogry	Number of Students	Per cent
Very Important	10	4.0
Somewhat Important	20	8.2
Not Important	69	27.9
Not Applicable	148	59.9
TOTAL	247	100.0

Nonuniversity--Closer to Home

From Table 4.22 approximately one-half or 47 per cent of those students who responded to this question felt that the closeness of the postsecondary institution was of some importance to their deciding not to attend a university, but instead to enter an alternate postsecondary institution. In comparison, approximately 33 per cent of those students who responded to this question felt that the closeness of a postsecondary institution to their home was not an important factor in their deciding not to continue to a university.

TABLE 4.22

NONUNIVERSITY--CLOSER TO HOME

Category	Number of Students	Per cent
Very Important	54	21.5
Somewhat Important	64	25.5
Not Important	82	32.7
Not Applicable	51	20.3
TOTAL	251	100.0

Nonuniversity--University Impersonal

Table 4.23 clearly shows that of those students who responded to this question approximately 17 per cent indicated that their perception of a university as being impersonal was of some importance in their deciding against continuing to a university after having completed high school. Approximately 83 per cent felt this to be either of no importance in their decision-making or it simply did not apply to them.

TABLE 4.23

NONUNIVERSITY--UNIVERSITY IMPERSONAL

Category	Number of Students	Per cent
Very Important	10	4.0
Somewhat Important	33	13.4
Not Important	121	49.0
Not Applicable	83	33.6
TOTAL	247	100.0

Nonuniversity--Not Worth the Expense

It can be seen from Table 4.24 that of those students who responded to this question, 34 per cent indicated that the expense involved was of some importance in their deciding against continuing to a university. Approximately 40 per cent indicated this was of no importance in their deliberations.

TABLE 4.24

NONUNIVERSITY--NOT WORTH THE EXPENSE

Category	Number of Students	Per cent
Very Important	34	13.7
Somewhat Important	51	20.6
Not Important	98	39.5
Not Applicable	65	26.2
TOTAL	248	100.0

Nonuniversity--Less Demanding

From Table 4.25 it can be seen that of those students who responded to this question, in excess of 55 per cent indicated that at least some importance could be attached to the more demanding requiremnt of a university as compared with other postsecondary institutions as a reason for their choosing not to attend a university. Approximately 30 per cent indicated this to be of no importance in their decision not to attend a university upon completion of high school.

TABLE 4.25

NONUNIVERSITY--LESS DEMANDING

Category	Number of Students	Per cent
Very Important	62	25.9
Somewhat Important	71	29.7
Not Important	69	28.9
Not Applicable	37	15.5
TOTAL	239	100.0

PART III

Part III of this chapter will focus on question number three in the statement of problem, that is, do the post-secondary plans of those Grade XI students under study and the reasons for these plans depend on the sex, the age, the current high school program, the self-concept of ability, the fathers' education, and the size of the community from which these students come?

Only those tables showing a significant relationship between the two variables will be included in this section.

Postsecondary Work Plans by Sex of the Student

As analyses of the data showed, there was no significant relationship between the postsecondary work plans of those male students who responded to the questionnaire and the postsecondary work plans of female respondents. Both male and female students indicated somewhat similar intentions with an overall of approximately 25 per cent of both male and female students indicating an intention of seeking full-time employment after high school.

Postsecondary Study Plans by Sex of the Student

Once again the data indicated that there was no significant relationship between the sex of the student and the postsecondary study plans of those students under study.

Overall, approximately 60 per cent of those students, both male and female, who responded to this question and who intend to study at the postsecondary level intended to do so on a full-time basis.

Noneducational Postsecondary Plans by Sex of the Student

An analysis of the data showed that there did not exist a significant relationship between the sex of the student and the students' noneducational postsecondary plans. Students in general who chose not to continue to a postsecondary institution either intended to seek employment or were undecided as to their intentions.

First Choice of a Postsecondary Institution by Sex of the Student

Table 4.26 clearly shows a most significant relationship between the sex of the student and his/her first choice of a postsecondary institution. The table clearly shows that 52 per cent of those male students who responded to this question chose Memorial University of Newfoundland as their first choice of a postsecondary institution, while only 22 per cent of the female students who responded to this question chose Memorial. The complete reverse is true, however, when the figures for those students choosing to attend one of the province's district vocational schools are compared. In this case, 55 per cent of the female students who responded to this question chose as their first choice one of the vocational schools, while only 25 per cent of the male students

TABLE 4.26

FIRST CHOICE OF A POSTSECONDARY INSTITUTION BY SEX OF THE STUDENT

Sex	Memorial University Of Nfld.	College of Fisheries	College of Trades and Technology	Schools of Nursing	Nfld. District Vocational Schools	Institutions Outside Nfld.	Total
				(Percentage)			
Male	52.5	1.6	9.8	0.0	25.4	10.6	52.8
Female	22.0	0.0	4.6	11.9	55.0	6.4	47.2
Column	88	2	17	13	91	20	231
Total	38.1	0.9	7.4	5.6	39.4	8.6	100.0

Chi-square = 52.16 (11 d.f.) $p < .01$

who responded to this question chose a vocational school as their first choice of a postsecondary institution.

While it is noteworthy to indicate as well that male students outnumber female students in choosing either the College of Fisheries in St. John's or the College of Trades and Technology, also in St. John's, it is equally significant to note that overall these two institutions attracted only 2 per cent and 17 per cent, respectively, of those students considering their first choice of a postsecondary institution.

Not surprisingly, the table also shows that approximately 12 per cent of the females who responded to this question chose a school of nursing as their first choice, while no male students indicated a preference for attending a school of nursing.

It would appear, then, that for the three School Boards under study male students intend to enter Memorial University at greater than twice the rate of female students, while female students intend to study at the province's vocational schools at a rate more than doubling their male counterparts. As well, there appeared to be little interest by students of either sex for either the College of Fisheries or the College of Trades and Technology.

First Choice of a Field of Study
by Sex of the Student

Table 4.27 shows that there clearly exists a significant relationship between the sex of the student and the first choice of a field of study upon graduation from high

TABLE 4.27

FIRST CHOICE OF A FIELD OF STUDY BY SEX OF THE STUDENT

Sex	Arts-Humanities	Arts-Social Science	Sciences	Business Admin.-Commerce	Education	Engineering	Health Dentistry	Health Medicine
				(Percentage)				
Male	10.0	5.4	10.0	8.5	8.5	6.9	0.8	1.5
Female	1.7	1.7	3.4	0.9	8.5	0.0	0.0	0.9
Column	15	9	17	12	21	9	1	3
Total	6.1	3.6	6.9	4.9	8.5	3.6	0.4	1.2

TABLE 4.27 (Continued)

Sex	Health-Medical Lab. Science	Law	Physical Education	Social Welfare	Arts & Science Diploma	Business & Related
			(Percentage)			
Male	0.0	1.5	6.2	0.0	0.8	3.8
Female	0.9	0.0	3.4	2.6	2.6	5.1
Column	1	2	12	3	4	11
Total	0.4	0.8	4.9	1.2	1.6	4.5

TABLE 4.27 (Continued)

Sex	Nursing	Technologies	Vocational Trades	Other Universities	Total
			(Percentage)		
Male	0.0	6.2	28.5	1.5	52.6
Female	15.4	1.7	51.3	0.0	47.4
Column	18	10	97	2	247
Total	7.3	4.0	39.3	0.8	100.0

Chi-square = 71.3 (18 d.f.) $p < .01$

school.

Male students chose the more traditional professions in significantly higher number than did those female students responding to this question. No female students who responded to this question were interested in either Engineering, Dentistry, or Law as a field of study. It is interesting to note that from the table both male and female students indicated identical preferences for the field of Education as a first choice, that is, 8.5 per cent of both the male and female students who responded to this question chose Education as a first choice of a field of study.

In the field of Social Welfare and Nursing, however, the reverse was apparent. While 2.6 per cent of the female students who responded to this question indicated Social Welfare as a first choice of a field of study, there was no indicated interest from the male students whatsoever. Similarly, in the field of Nursing in excess of 15 per cent of those female students who responded to this question chose Nursing as a first choice of a field of study, while no males indicated an interest in this area.

Perhaps the most significant relationship relates to those students who chose vocational trades as a first choice of a field of study. Overall, approximately 40 per cent of the students who responded to this question indicated their first choice of a field of study was in the vocational trades. This figure far exceeds that of any other field of study considered by the students from the three School Boards

under study. Equally significant is the fact that female students intend to go to vocational school at a rate almost double that of their male counterparts. From the table it can be seen that in excess of 51 per cent of those female students who responded to this question chose one of the vocational trades as their first choice of a field of study. In contrast, approximately 29 per cent of those male students who responded to this question chose vocational trades as their first choice of a field of study.

It is interesting to note the close balance existing between the male and female population of the three School Boards combined. Approximately 52 per cent of the students who responded to this question were males, while approximately 47 per cent were female.

Postsecondary Work Plans by Age of the Student

Table 4.28 indicates a significant relationship between the age of the student and the postsecondary work plans of that student.

It is clear from the table that the majority of those Grade XI students who responded to this question were between the ages of sixteen and nineteen, with 57 per cent being in the seventeen year old category. Only 3.4 per cent of those students who responded to this question were age twenty and over.

Table 4.28 indicates that there is a definite indication that as a student becomes older his desire to obtain a

TABLE 4.28

POSTSECONDARY WORK PLANS BY AGE OF THE STUDENT

Age	Full-time Job	Part-time Job	Apprentice-ship	No Job	Undecided	Total
			(Percentage)			
28	0.0	0.0	0.0	100.0	0.0	0.2
24	0.0	0.0	0.0	100.0	0.0	0.2
22	0.0	0.0	0.0	100.0	0.0	0.2
21	25.0	0.0	0.0	25.0	50.0	0.8
20	33.3	0.0	11.1	44.4	11.1	1.8
19	51.4	14.3	8.6	8.6	17.1	7.1
18	31.3	9.7	3.0	31.3	24.6	27.3
17	17.5	10.4	2.1	50.4	19.6	57.0
16	15.4	23.1	3.8	46.2	11.5	5.3
Column	117	53	15	206	100	491
Total	23.8	10.8	3.1	42.0	20.4	100.0

Chi-square = 58.85 (32 d.f.) $p < .01$

full-time job after high school is increased. The table shows that 15.4 per cent of those students whose age is sixteen indicated they intended to seek full-time employment after high school, while 51.4 per cent of the nineteen year old students indicated they would do so. This trend is fortified when the figures for those students who do not intend to seek employment beyond high school are compared. In this case the trend is reversed, that is, only 8.6 per cent of the nineteen year old students indicated they would not be seeking employment beyond high school, while 50.4 per cent and 46.2 per cent of the seventeen and sixteen year old students, respectively, indicated that it was not their intention to seek employment beyond high school. It would appear, then, that the older a student is while attending high school, the more likely will that person enter the labor force upon completing high school. Conversely, it could be stated that the younger high school students will not be seeking a full-time job after high school but perhaps continuing their postsecondary studies.

It is interesting to note, however, that Table 4.28 indicates that those students age twenty and over, while only accounting for 3.4 per cent of the respondents, did not follow the trend. While 33.3 per cent of those students age twenty indicated a preference for a full-time job, this figure dropped to 25.0 per cent for those students age twenty-one.

Postsecondary Study Plans by Age of the Student

An analyses of the data indicated that there was no significant relationship between the age of the students and the postsecondary study plans of those students who responded to this question.

Noneducational Postsecondary Plans by Age of the Student

Once again, the data indicated a lack of significant relationship between the age of the students and the non-educational plans of these students once having completed their high school studies. Overall, approximately 70 per cent of the students who responded to this question indicated they would obtain employment rather than continue their studies. This held true over most age categories.

First Choice of a Postsecondary Institution by Age of the Student

There was no significant relationship between the age of the students and the choice of a postsecondary institution at which they would continue their studies.

First Choice of a Field of Study by Age of the Student

No significant relationship was evident from the data to indicate a significant relationship between the age of those students who responded to this question and their first choice of a field of study.

Postsecondary Work Plans by Current High School Program

Table 4.29 clearly shows that there exists a significant relationship between the current high school program under which a student is enrolled and that student's postsecondary work plans. Overall, the table shows that 78.6 per cent of those students who responded to this question were enrolled under the academic program, while 21.4 per cent were enrolled under the general high school academic program.

The table further shows that approximately 65 per cent of those students who intend to seek full-time employment immediately after leaving high school were enrolled under the academic program, while only approximately 35 per cent were enrolled under the general program of studies. This same relative relationship existed for all categories of postsecondary work plans and is clearly evident from the table.

Postsecondary Study Plans by Current High School Program

Table 4.30 shows that a significant relationship exists between the high school study program under which the student is enrolled and his postsecondary study plans. The table shows that of those students who responded to this question, approximately 67 per cent will be attending a postsecondary institution on a full-time basis. Of these students, 83.6 per cent were enrolled under the academic high school program of studies, while only 16.4 per cent were enrolled under the

TABLE 4.29

POSTSECONDARY WORK PLANS BY CURRENT HIGH SCHOOL PROGRAM

Postsecondary Work Plans	Academic	General	Total
	(Percentage)		
Full-time Job	64.8	35.2	22.1
Part-time Job	75.0	25.0	9.7
Apprenticeship	66.7	33.3	3.6
No Job	88.2	11.8	45.1
Undecided	76.3	23.8	19.4
Column	324	88	412
Total	78.6	21.4	100.0

Chi-square = 22.25 (4 d.f.) $p < .01$

TABLE 4.30

POSTSECONDARY STUDY PLANS BY CURRENT HIGH SCHOOL PROGRAM

Postsecondary Study Plans	Academic	General	Total
	(Percentage)		
Attend Full-time	83.6	16.4	66.5
Attend Part-time	55.6	44.4	2.2
Not Attending	69.8	30.2	20.9
Undecided	69.8	30.2	10.4
Column	324	88	412
Total	78.6	21.4	100.0

Chi-square = 12.87 (3 d.f.) $p < .01$

general program of studies.

Approximately 21 per cent of the students who responded to this question indicated that they will not be attending a postsecondary institution. Of those students who indicated that they will not be attending a postsecondary institution, approximately 70 per cent indicated they were enrolled under the academic high school program of studies, while approximately 30 per cent indicated they were enrolled under the general program of studies.

Noneducational Postsecondary Plans by Current High School Program

An analysis of the data showed that there was no significant relationship between the program of studies under which those Grade XI students who responded to this question were enrolled and their noneducational postsecondary plans. Overall, approximately 70 per cent indicated an intention to seek employment as an alternative to continuing their studies beyond high school.

First Choice of a Postsecondary Institution by Current High School Program

An analysis of the data indicated as well that there did not exist a strong significant relationship between the high school program under which those Grade XI students who responded to this question were enrolled and their first choice of a postsecondary institution. However, it is interesting to note that of those students who chose to enter Memorial University of Newfoundland, 95.1 per cent were

registered under the academic program of studies while only 4.9 per cent were registered under the general program in their respective high schools. As well, similar figures appeared for those students choosing the district vocational schools of Newfoundland as a choice of a postsecondary institution. In this case, 80.5 per cent of the students choosing one of the province's vocational schools indicated they had been enrolled under the academic program of studies, while 19.5 per cent indicated they had been enrolled under the general program of studies.

First Choice of a Field of Study by Current High School Program

An analysis of the data indicated that there was no significant relationship between the high school program under which the student is registered and the student's first choice of a field of study.

Postsecondary Work Plans by Self-Concept of Ability

Table 4.31 shows that for those students who responded to this question a significant relationship exists between the students' self-concept of ability and the postsecondary work plans of those same students. By far, the majority of those Grade XI students under study considered themselves average in scholastic ability as represented by the 68.9 per cent responding in this manner. Only 7.2 per cent of the students indicated that they felt they were among the best in scholastic ability and only 0.4 per cent

TABLE 4.31

POSTSECONDARY WORK PLANS BY SELF-CONCEPT OF ABILITY

Postsecondary Work Plans	Self-Concept					
	Among the Best	Above Average	Average	Below Average	Well Below Average	Total
	(Percentage)					
Full-time Job	5.0	7.4	72.7	14.0	0.8	25.1
Part-time Job	7.4	7.4	68.5	16.7	0.0	11.2
Apprentice-ship	6.3	6.3	81.3	6.3	0.0	3.3
No Job	10.3	21.6	61.8	6.4	0.0	42.2
Undecided	3.4	9.1	78.4	8.0	1.1	18.2
Column	35	66	333	47	2	483
Total	7.2	13.7	68.9	9.7	0.4	100.0

Chi-square = 35.44 (16 d.f.) $p < .01$

felt they were well below average.

Of those students who indicated their intention of seeking full-time employment beyond high school, 72.7 per cent felt that they were average in scholastic ability while only 5.0 per cent felt that they were among the best. Of those students who intend not to seek employment beyond high school, 61.8 per cent felt that they were average, while 10.3 per cent felt that they were among the best in scholastic ability. In addition, 21.6 per cent of those students who indicated that they do not intend to seek employment after high school felt that they were above average in scholastic ability, while only 7.4 per cent of those students who indicated their intention of seeking a full-time job felt that they were above average in scholastic ability. Overall then, 93.7 per cent of those students who responded to this question and who had no employment plans beyond high school, felt that they were average or better in scholastic ability, while 85.1 per cent of those students intending on seeking full-time employment felt that they were average or better in scholastic ability.

It would appear, then, that a student's self-concept of ability is inversely related to his eagerness to seek immediate employment beyond high school.

Postsecondary Study Plans by Self-Concept of Ability

Table 4.32 clearly shows a significant relationship between the self-concept of ability and the postsecondary

TABLE 4.32

POSTSECONDARY STUDY PLANS BY SELF-CONCEPT OF ABILITY

Postsecondary Study Plans	Self-Concept: Among the Best	Above Average	Average	Below Average	Well Below Average	Total
			(Percentage)			
Attend Full-time	9.3	17.5	68.0	4.8	0.3	60.2
Attend Part-time	9.1	0.0	63.6	27.3	0.0	2.3
Not Attending	4.8	5.6	69.0	20.6	0.0	26.1
Undecided	1.8	14.5	74.5	7.3	1.8	11.4
Column	35	66	333	47	2	483
Total	7.2	13.7	68.9	9.7	0.4	100.0

Chi-square = 45.79 (12 d.f.) $p < .01$

study plans of those students who responded to this question. Once again, the vast majority of those students who responded to this question considered themselves of average scholastic ability. However, of the students who indicated their post-secondary study plans to be on a full-time basis, 94.8 per cent felt that they were average or better in scholastic ability. In fact, the table shows that 9.3 per cent of these students considered themselves among the best. In contrast, only 79.4 per cent of those students who indicated that they will not be attending a postsecondary institution to study felt that they were average or better in scholastic ability, with only 4.8 per cent feeling themselves to be among the best. It would appear once again that a student's self-concept of ability is directly related to his attendance at a postsecondary institution.

Noneducational Postsecondary Plans by Self-Concept of Ability

An analysis of the data indicated that there was no significant difference between students' self-concept of ability and the noneducational postsecondary plans of the same students. Overall, the vast majority of students' responses indicated a self-concept of ability in the "average" category of which approximately 70 per cent indicated employment as an alternative to postsecondary study plans.

First Choice of a Postsecondary Institution by Self-Concept of Ability

Once again, an analysis of the data revealed that there did not exist a significant relationship between the students' self-concept of scholastic ability and the choice of a postsecondary institution of study by these students. However, it is interesting to note that of those students who responded to this question and who chose Memorial University of Newfoundland as a first choice, 96 per cent felt that they were average or better, with 15.7 per cent feeling that they were among the best in scholastic ability. In contrast, 93.2 per cent of the students who responded to this question and who chose one of the province's vocational schools felt that they were average or better in scholastic ability, with 2.2 per cent feeling that they were among the best.

First Choice of a Field of Study by Self-Concept of Ability

Table 4.33 shows that there is a significant relationship between a student's self-concept of scholastic ability and the first choice of a field of study upon which the student will embark. Approximately 54 per cent of those students choosing Arts-Humanities as their first choice of a field of study felt that they were average in scholastic ability, while in excess of 46 per cent felt that they were above average or among the best in scholastic ability. This trend was also true for those students choosing Arts-Social

TABLE 4.33

FIRST CHOICE OF A FIELD OF STUDY BY SELF-CONCEPT OF ABILITY

Field of Study	Among the Best	Above Average	Average	Below Average	Total
			(Percentage)		
Arts-Humanities	7.7	38.5	53.8	0.0	5.6
Arts-Social Science	22.2	0.0	66.7	11.1	3.8
Sciences	31.3	37.5	31.3	0.0	6.8
Business Admin.-Commerce	16.7	16.7	66.7	0.0	5.1
Education	9.5	9.5	76.2	4.8	9.0
Engineering	11.1	44.4	44.4	0.0	3.8
Dentistry	0.0	0.0	100.0	0.0	0.4
Medicine	0.0	50.0	50.0	0.0	0.9
Medical Lab Science	0.0	100.0	0.0	0.0	0.4
Law	0.0	0.0	100.0	0.0	0.9
Physical Educ.	9.1	27.3	63.6	0.0	4.7
Social Welfare	50.0	0.0	50.0	0.0	0.9
Arts & Science Diploma	50.0	25.0	25.0	0.0	1.7
Business & Related	30.0	10.0	60.0	0.0	4.3
Nursing	25.0	0.0	75.0	0.0	6.8
Technologies	0.0	37.5	62.5	0.0	3.4
Vocational Trades	2.1	7.4	85.1	5.3	40.2
Other Universities	0.0	0.0	100.0	0.0	0.4
Column Total	26 11.1	38 16.2	163 69.7	7 3.0	234 100.0

Chi-square = 90.57 (54 d.f.) $p < .01$

Science, Science, Business Administration/Commerce, Education, Engineering, Physical Education, Social Welfare, Arts and Science Diploma, Business, Nursing, and the technologies. Comparisons for those students choosing Medicine, Dentistry, and Law were intentionally omitted due to the small number of students choosing these fields of study.

The most significant comparison comes, however, when the self-concept of ability is considered for those students choosing the field of vocational trades as a first choice of a field of study. In this case, only 9.5 per cent of these students felt that they were above average or among the best in scholastic ability. These students accounted for over 40 per cent of all respondents.

It would appear, then, that students choosing to enter the vocational trades have an overall lower self-concept of their scholastic ability than do those students entering into the more traditionally professional fields of study.

Postsecondary Work Plans by Fathers' Education

An analysis of the data showed that there was no significant relationship between the fathers' education and the postsecondary work plans of those students who responded to this question.

Postsecondary Study Plans by Fathers' Education

As well, the data indicated an absence of a significant relationship between the fathers' education and the

postsecondary study plans of those students who responded to this question.

Noneducational Postsecondary Plans by Fathers' Education

Table 4.34, however, shows that there was a significant relationship between the educational level of the students' fathers and the noneducational postsecondary plans of those students who responded to this question. The table shows that approximately 72 per cent of those students who responded to this question, and who intend to seek employment as an alternative to continuing their studies, came from homes in which the father had an education level of high school or less.

The table shows, as well, a most interesting situation in that approximately 73 per cent of the students who responded to this question came from homes where the father had an education level of only high school or less. As well, only 4.8 per cent have fathers with at least some university education.

First Choice of a Postsecondary Institution by Fathers' Education

While Table 4.35 shows that there is a significant relationship between the educational attainment of the father and the choice of a postsecondary institution by the student, there is no overall pattern which definitely establishes this situation. Rather, the table indicates certain trends.

TABLE 4.34

NONEDUCATIONAL POSTSECONDARY PLANS BY FATHERS' EDUCATION

Post-secondary Plans	No Formal Schooling	Elementary School	High School Academic	High School Vocational	Business or Trade	Nursing or Teaching	Some University	Complete University	Professional Degree	Don't Know	Total
					(Percentage)						
Work	4.4	36.0	25.4	6.1	5.3	0.0	4.4	0.9	1.8	15.8	69.1
Travel	0.0	25.0	0.0	75.0	0.0	0.0	0.0	0.0	0.0	0.0	2.4
Remain in High School	0.0	33.3	22.2	0.0	0.0	11.1	0.0	0.0	0.0	33.3	5.5
Other	25.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	2.4
Undecided	5.9	44.1	26.5	0.0	11.8	0.0	0.0	0.0	0.0	11.8	20.6
Column	8	62	40	10	10	1	5	1	2	26	165
Total	4.8	37.6	24.2	6.1	6.1	0.6	3.0	0.6	1.2	15.8	100.0

Chi-square = 68.09 (36 d.f.) $p < .01$

TABLE 4.35

FIRST CHOICE OF A POSTSECONDARY INSTITUTION BY FATHERS' EDUCATION

Postsecondary Institution	No Formal Schooling	Elementary School	High School Academic	High School Vocational	Business or Trade	Nursing or Teaching
			(Percentage)			
Memorial University of Newfoundland	3.6	33.7	31.3	3.6	2.4	1.2
College of Fisheries	0.0	50.0	50.0	0.0	0.0	0.0
College of Trades and Technology	0.0	41.2	11.8	11.8	17.6	0.0
Schools of Nursing	7.7	38.5	46.2	0.0	0.0	0.0
Nfld. District Vocational Schools	17.0	35.1	26.6	3.2	4.3	0.0
Institutions Outside Newfoundland	0.0	16.6	41.6	0.0	8.3	0.0
Column	20	76	65	8	10	1
Total	9.0	34.4	29.4	3.6	4.5	0.5

TABLE 4.35 (Continued)

Postsecondary Institution	Institute of Technology	Some University	Complete University	Professional Degree	Not Known	Total
Memorial University of Newfoundland	1.2	2.4	2.4	2.4	15.7	37.6
College of Fisheries	0.0	0.0	0.0	0.0	0.0	0.9
College of Trades and Technology	0.0	5.9	0.0	5.9	5.9	7.7
Schools of Nursing	0.0	0.0	0.0	0.0	7.7	5.9
Nfld. District Vocational Schools	1.0	1.0	0.0	0.0	11.7	42.6
Institutions Outside Newfoundland	8.3	8.3	8.3	8.3	0.0	5.6
Column	3	5	3	4	26	221
Total	1.4	2.3	1.4	1.8	11.8	100.0

Chi-square = 191.3 (100 d.f.) $p < .01$

From Table 4.35 it is clear that the majority of students, or approximately 80 per cent, indicated their first choice of a postsecondary institution was either Memorial University of Newfoundland or one of the province's district vocational schools. From these two groups the table shows that of those students choosing Memorial University, approximately 72 per cent came from homes where the father had a high school education or less. In comparison, approximately 82 per cent of those students choosing one of the province's district vocational schools came from homes where the father had only a high school education or less. While this discrepancy may not appear very large, it reflects itself more obviously when comparing the choices of those students whose fathers had attained at least some university education. In this case, only 1.0 per cent of those students who came from homes where the father had some university education chose one of the province's vocational schools as a first choice of a postsecondary institution, while 7.2 per cent of those students choosing Memorial University as their first choice of a postsecondary institution came from homes where the father had at least some university education.

It is also interesting to note that no students who indicated that their fathers had attained any education beyond high school chose the College of Fisheries as a first choice of a postsecondary institution. This was also the case for those students choosing a school of nursing as their first choice.

It would appear, then, that generally the higher the education attainment of the father, the more likely will the student consider choosing Memorial University as a first choice. This is also true for those students choosing to attend the College of Trades and Technology. However, the lower the educational level of the father, the more predisposed is the student to choosing either a school of nursing, the College of Fisheries, or one of the province's district vocational schools in which to continue their post-secondary studies.

It is significant to note that overall, Table 4.5 shows that in excess of 43 per cent of the students who responded to this question from the three School Boards under study, indicated that their fathers had only an elementary education or less.

First Choice of a Field of Study by Fathers' Education

Table 4.36 indicates that there is a significant relationship between the education level of the father and the choice of a field of study made by the student. Approximately 40 per cent of the students who responded to this question chose vocational trades as a first choice of a field of study. Of these students, approximately 82 per cent indicated that their fathers had a high school education or less, while another 11.8 per cent indicated that they did not know the educational level of their fathers.

TABLE 4.36

FIRST CHOICE OF A FIELD OF STUDY BY FATHERS' EDUCATION

Field of Study	No Formal Schooling	Elementary School	High School Academic	High School Vocational
		(Percentage)		
Arts-Humanities	0.0	6.7	53.8	6.7
Arts-Social Science	0.0	11.1	33.3	11.1
Sciences	6.3	43.8	25.0	0.0
Business Admin.-Commerce	0.0	40.0	30.0	0.0
Education	4.8	71.4	9.5	0.0
Engineering	0.0	12.5	50.0	0.0
Dentistry	0.0	0.0	100.0	0.0
Medicine	0.0	33.3	66.7	0.0
Medical Lab Science	0.0	0.0	0.0	100.0
Law	0.0	0.0	0.0	0.0
Physical Education	9.1	18.2	36.4	9.1
Social Welfare	0.0	33.3	33.3	0.0
Arts & Science Diploma	0.0	33.3	0.0	33.3
Business & Related	0.0	36.4	36.4	0.0
Nursing	12.5	37.5	43.8	0.0
Technologies	0.0	30.0	20.0	20.0
Vocational Trades	15.1	40.9	23.7	2.2
Other Universities	0.0	0.0	0.0	0.0
Column	19	85	67	9
Total	8.1	36.0	28.4	3.8

TABLE 4.36 (Continued)

Field of Study	Business or Trade	Nursing or Teaching	Institute of Technology	Some University
		(Percentage)		
Arts-Humanities	0.0	0.0	0.0	0.0
Arts-Social Science	0.0	0.0	11.1	11.1
Sciences	6.3	6.3	6.3	0.0
Business Admin.-Commerce	0.0	0.0	10.1	10.0
Education	0.0	0.0	0.0	0.0
Engineering	12.5	0.0	12.5	0.0
Dentistry	0.0	0.0	0.0	0.0
Medicine	0.0	0.0	0.0	0.0
Medical Lab Science	0.0	0.0	0.0	0.0
Law	0.0	0.0	0.0	0.0
Physical Education	9.1	0.0	0.0	9.1
Social Welfare	0.0	0.0	0.0	0.0
Arts & Science Diploma	0.0	0.0	0.0	0.0
Business & Related	0.0	0.0	9.1	0.0
Nursing	0.0	0.0	0.0	0.0
Technologies	30.0	0.0	0.0	0.0
Vocational Trades	4.3	0.0	1.1	1.1
Other Universities	50.0	0.0	0.0	0.0
Column	11	1	6	4
Total	4.7	0.4	2.5	1.7

TABLE 4.36 (Continued)

Field of Study	Complete University	Professional Degree	Not Known	Total
	(Percentage)			
Arts-Humanities	6.7	0.0	26.7	6.4
Arts-Social Science	11.1	0.0	11.1	3.8
Sciences	0.0	0.0	6.3	6.8
Business Admin.-Commerce	0.0	0.0	10.0	4.2
Education	0.0	0.0	14.3	8.9
Engineering	12.5	0.0	0.0	3.4
Dentistry	0.0	0.0	0.0	0.4
Medicine	0.0	0.0	0.0	1.3
Medical Lab Science	0.0	0.0	0.0	0.4
Law	0.0	100.0	0.0	0.8
Physical Education	0.0	0.0	9.1	4.7
Social Welfare	0.0	0.0	33.3	1.3
Arts & Science Diploma	0.0	0.0	33.3	1.3
Business & Related	0.0	9.1	9.1	4.7
Nursing	0.0	0.0	12.5	7.2
Technologies	0.0	0.0	0.0	4.2
Vocational Trades	0.0	0.0	11.8	39.4
Other Universities	0.0	0.0	50.0	0.8
Column	3	3	28	236
Total	1.3	1.3	11.9	100.0

Chi-square = 356.83 (180 d.f.) $p < .01$

Overall, approximately 76 per cent of the students who responded to this question indicated that the educational level of their fathers was no greater than a high school education, with in excess of 44 per cent having only an elementary education or less.

Postsecondary Work Plans by Size of Community

Table 4.37 suggests that there is a significant relationship between the size of community from which a student comes and that student's postsecondary work plans. It would appear that the larger the town, the more likely the student will seek either full-time or part-time employment. Only approximately 20 per cent of those students intending to seek full-time employment came from communities having a population of one thousand or less. Conversely, 80 per cent of those students who intend to seek full-time employment came from communities having a population in excess of one thousand. Similar figures represent those students seeking part-time employment.

Postsecondary Study Plans by Size of Community

Table 4.38 shows that of those students who intend to continue their studies beyond high school, 60.9 per cent will be doing so on a full-time basis. Of these full-time students, 45 per cent came from communities having a population of five thousand or more. Approximately 37 per cent came from communities have a population between one thousand and five thousand.

TABLE 4.37

POSTSECONDARY WORK PLANS BY SIZE OF COMMUNITY

Work Plans	20,000-99,999	5,000-19,999	1,000-4,999	Less than 1,000	Rural Non-Farm	Rural Farm	Total
			(Percentage)				
Full-time Job	21.5	32.1	25.9	11.6	7.1	1.8	23.8
Part-time Job	32.1	34.0	11.3	9.4	9.4	3.8	11.3
Apprentice-ship	57.1	7.1	28.6	0.0	7.1	0.0	3.0
No Job	21.3	21.8	37.6	9.4	9.4	0.5	42.9
Undecided	14.4	23.3	37.8	15.6	5.6	3.3	19.1
Column Total	105	120	149	51	38	8	471
	21.3	25.5	31.6	10.8	8.1	1.7	100.0

Chi-square = 49.42 (24 d.f.) $p < .01$

TABLE 4.38

POSTSECONDARY STUDY PLANS BY SIZE OF COMMUNITY

Postsecondary Study Plans	20,000-99,999	5,000-19,999	1,000-4,999	Less than 1,000	Rural Non-Farm	Rural Farm	Total
			(Percentage)				
Attend full-time	23.4	21.6	36.9	8.7	8.7	0.7	60.9
Attend part-time	33.3	50.0	0.0	8.3	8.3	0.0	2.5
Not Attending	19.9	25.6	24.8	16.5	9.1	4.1	25.7
Undecided	19.6	41.2	25.5	9.8	2.0	2.0	10.8
Column	105	120	149	51	38	8	471
Total	22.3	25.5	31.6	10.8	8.1	1.7	100.0

Chi-square = 40.37 (18 d.f.) $p < .01$

Table 4.38 also shows that approximately 48 per cent of the students who responded to this question came from communities having a population of five thousand or greater, while approximately 32 per cent came from communities having a population between one thousand and five thousand.

It is significant to note that of those students planning on not attending any postsecondary institution, approximately 55 per cent came from communities having a population of one thousand or less.

Noneducational Postsecondary Plans by Size of Community

The data showed that there was no significant relationship between the size of community from which the student comes and the noneducational postsecondary plans of the student. Overall, approximately 70 per cent of those students who did not indicate further educational study intend to enter the work force upon completion of high school.

First Choice of a Postsecondary Institution by Size of Community

Table 4.39 clearly shows that there is a significant relationship between the size of community from which a student comes and that student's choice of a postsecondary institution. Overall, 80 per cent of the students who responded to this question intend to enter either Memorial University of Newfoundland or one of the province's vocational schools. Of those students who intend to study at

TABLE 4.39

FIRST CHOICE OF A POSTSECONDARY INSTITUTION BY SIZE OF COMMUNITY

Postsecondary Institution	20,000-99,999	5,000-19,999	1,000-4,999	Less than 1,000	Rural Non-Farm	Total
			(Percentage)			
Memorial University of Newfoundland	47.1	23.5	20.0	3.5	5.9	38.6
College of Fisheries	0.0	50.0	50.0	0.0	0.0	0.9
College of Trades and Technology	5.9	47.1	5.9	23.5	17.6	7.7
Schools of Nursing	16.7	16.7	41.7	8.3	16.7	5.5
Nfld. District Vocational Schools	14.1	10.9	49.4	13.3	12.0	41.4
Institutions Outside Newfoundland	15.4	61.5	15.4	0.0	7.6	5.9
Column	58	49	71	20	22	220
Total	26.4	22.3	32.3	9.1	10.0	100.0

Chi-square = 103.26 (55 d.f.) $p < .01$

Memorial University, in excess of 70 per cent came from communities having a population of five thousand or more. However, the complete opposite is true when comparing those students intending on continuing their studies at the vocational school level. In this case, approximately 75 per cent came from communities having a population of five thousand or less, while only 25 per cent came from communities having a population greater than five thousand.

First Choice of a Field of Study by Size of Community

From Table 4.40 it is evident that the size of community from which the student comes is related to that student's choice of a field of study. Once again, the largest single choice made by those students who responded to this question represented future studies in the vocational trades. From those students choosing vocational trades, approximately 75 per cent came from communities of five thousand or less in population. Only 25 per cent came from towns having a population of five thousand or greater. The table also indicates an overall picture in that students choosing the more traditional professions such as Business, Medicine, Law, and Engineering, came from communities having a population of five thousand or greater. The exceptions to this being in the field of Education, Physical Education, and Nursing, which appear to attract a greater number of students from the smaller communities. For example, of those students

TABLE 4.40

FIRST CHOICE OF A FIELD OF STUDY BY SIZE OF COMMUNITY

Field of Study	20,000-99,999	5,000-19,999	1,000-4,999	Less than 1,000	Rural Non-Farm	Rural Farm	Total
	(Percentage)						
Arts-Humanities	80.0	6.7	0.0	6.7	6.7	0.0	6.4
Arts-Social Science	22.2	0.0	33.3	33.3	11.1	0.0	3.8
Sciences	37.5	43.8	18.8	0.0	0.0	0.0	6.8
Business Admin.-Commerce	91.7	8.3	0.0	0.0	0.0	0.0	5.1
Education	21.1	21.1	42.1	0.0	15.8	0.0	8.1
Engineering	33.3	44.4	22.2	0.0	0.0	0.0	3.8
Dentistry	100.0	0.0	0.0	0.0	0.0	0.0	0.4
Medicine	0.0	66.7	33.3	0.0	0.0	0.0	1.3
Medical Lab. Science	100.0	0.0	0.0	0.0	0.0	0.0	0.4
Law	100.0	0.0	0.0	0.0	0.0	0.0	0.9
Physical Education	8.3	41.7	41.7	8.3	0.0	0.0	5.1
Social Welfare	33.3	33.3	0.0	0.0	0.0	33.3	1.3
Arts & Science Diploma	0.0	0.0	0.0	100.0	0.0	0.0	0.9
Business & Related	18.2	36.4	18.2	9.1	18.2	0.0	4.7
Nursing	12.5	18.7	50.0	6.2	12.5	0.0	6.8
Technologies	0.0	70.0	10.0	20.0	0.0	0.0	4.3
Vocational Trades	14.3	11.0	49.5	13.2	12.1	0.0	38.9
Other Universities	0.0	100.0	0.0	0.0	0.0	0.0	0.9
Column	61	51	78	23	20	1	234
Total	26.1	21.8	33.3	9.8	8.5	0.4	100.0

Chi-square = 256.38 (108 d.f.) $p < .01$

choosing Nursing as a first choice of a field of study, 68.7 per cent came from communities having a population of less than five thousand. As well, 57.9 per cent of those students choosing Education came from towns having less than five thousand in population.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter will be presented a summary of the findings of the study for the three School Boards selected. A brief overview of the mechanics of the study is included, in addition to the conclusions drawn and recommendations made.

SUMMARY

The Problem

This study was undertaken to determine, for a specific region of the province, as represented by the three Roman Catholic School Boards under study in that region, what the postsecondary plans of the Grade XI students under these School Boards were, what were the reasons for these plans, and were these plans and reasons dependent on the sex of the student, the age, the current high school program, the students' self-concept of ability, the fathers' education, and the size of community from which these students came.

Methodology

The sample for this study includes all those Grade XI students enrolled under the Bay St. George Roman Catholic, the Port-au-Port Roman Catholic, and the Humber-St. Barbe

Roman Catholic School Boards for the 1975 academic year.

The instrument used to extract the data for this study was the 1975 Senior Secondary Student Survey of Career Decisions questionnaire, designed by Dr. Llewellyn Parsons of Memorial University's Department of Educational Administration.

The total population from which the sample for this study was taken represented 5,841 students from all schools and regions of Newfoundland.

To analyze the data, contingency tables were used and a Chi-square test of significance at the 0.01 level was used to either accept or reject the stated hypotheses. As well, frequency tables were included for their descriptive value rather than representing statistical determinants. Chapter IV of this study included all tables presenting data where significant relationships were noted. Where relationships between variables were not strong, the table was omitted and a brief explanation inserted for the reader's benefit.

Findings

The following findings will be presented in two parts to correspond to the respective divisions in the statement of the problem. Part III will deal with the conclusions as they relate to the stated hypotheses.

Part I

1. For the three School Boards under study taken collectively, approximately one-half of the registered Grade XI students indicated that they would not be continuing their postsecondary education beyond high school, but instead intended to seek immediate employment.
2. Of those students who intended to continue their studies beyond high school, the majority of students intended to do so on a full-time basis.
3. Approximately 40 per cent of those students who did not intend to continue their education beyond high school intended to get a job.
4. Overall, approximately 40 per cent of those students choosing a postsecondary institution chose Memorial University of Newfoundland as a first choice, and approximately 40 per cent chose one of the province's district vocational schools as a first choice.
5. A much higher percentage of those students under the Humber-St.Barbe Roman Catholic School Board intended to continue their postsecondary education at Memorial University than did students from the Bay St. George Roman Catholic and Port-au-Port Roman Catholic School Boards.
6. Students from the Bay St. George Roman Catholic School Board who intended to continue their postsecondary

studies intended to go to vocational schools at a rate three times greater than students from the Humber-St. Barbe Roman Catholic School Board, and twice that of the Port-au-Port Roman Catholic School Board.

7. The College of Trades and Technology and the College of Fisheries in St. John's were not at all high on the list of choices for the vast majority of students from all three School Boards under study as a postsecondary institution.

8. Students from the Bay St. George Roman Catholic School Board intended to enter the nursing profession at a far greater rate than students under the other two School Boards under study.

9. In choosing a field of study, students from the Bay St. George Roman Catholic School Board intended to study in the vocational trades field at a far greater rate than students enrolled under the other two School Boards under study.

10. Students from the Bay St. George Roman Catholic and the Port-au-Port Roman Catholic School Boards did not intend to pursue studies in the traditional professions such as Medicine, Law, Engineering, Dentistry, or Commerce.

11. Only 10 per cent of the students who were registered with the three School Boards under study intended to pursue careers in the field of Education.

Part II

In summarizing the reasons for the postsecondary plans of those Grade XI students under study, the results of the individual frequency tables are presented here in descending order of importance. Table 5.1 represents the reasons for students deciding against any further postsecondary studies beyond high school. The figures represent the percentage of respondents who indicated each reason to be of at least some importance in their overall decision.

TABLE 5.1

REASONS FOR STUDENTS NOT CONTINUING TO POSTSECONDARY STUDIES

Reasons for Nonenrollment	Responses (%)
Start earning now	80.0
Grades too low	56.9
Studies not interesting	53.2
Graduate job opportunities lacking	53.1
Job requires apprenticeship	47.5
Insufficient credits	43.6
No postsecondary plans	43.4
Enrollment not required	40.3
Not worth the expense	31.2
Financial problems	25.4
Parental opposition	4.5

It is obvious, then, that the major reason for students not continuing to a postsecondary institution is the opportunity to start earning money as soon as possible. In

comparison, the inability to finance further studies is well down the list.

The following list represents the relative importance of the reasons for students choosing a nonuniversity post-secondary education as opposed to a university education.

TABLE 5.2

REASONS FOR STUDENTS CHOOSING NONUNIVERSITY POSTSECONDARY EDUCATION

Reasons for Nonuniversity Postsecondary Education	Responses (%)
Better suited to job desired	90.2
Start earning sooner	72.4
Less expensive	66.0
Less demanding	55.6
Closer to home	47.0
Not qualified	40.6
Not worth the expense	34.3
University impersonal	17.4
Plan to transfer	12.2

Once again it can be concluded that job preparation and the chance to start earning an income as soon as possible were major determinants in the students deciding on some other form of postsecondary education other than a university education. While the study did not attempt to specifically answer questions on the relative level of regional employment as it relates to students' postsecondary plans, it is difficult to ignore this possibility when there appears to be

such a strong urge or compulsion for high school students in the areas under study to steer their plans toward obtaining a job and consequently earning money as soon as possible.

CONCLUSIONS

Part III

1. The sex of the students under study was not found to be statistically significant ($p < .01$) as it relates to the postsecondary plans of the students except when related to the choice of a postsecondary institution, and the choice of a field of study. It was concluded that male students intended to enter Memorial University in excess of twice the rate of female students. Female students, however, intended to go to the province's vocational schools at twice the rate of their male counterparts. Female students indicated a very low preference for the more traditional professions such as Medicine, Law, Engineering, or Business, but rather chose Nursing and Social Welfare in greater percentages than did the male students.
2. The age of the student was found to be significant ($p < .01$) only as it relates to the postsecondary work plans of those Grade XI students under study. The older a student is while attending high school, the more likely will that student enter the work force upon completing high school.
3. The current high school program under which the student was registered was found to be significant ($p < .01$)

only as it related to the postsecondary work plans and postsecondary study plans of the student. The vast majority of students intending to enter the work force after high school were enrolled under the academic program of studies in high school. As well, students intending to continue their studies beyond high school were also registered for the most part under the academic program of studies.

4. It was found that the students' self-concept of ability was statistically significant ($p < .01$) when related to the postsecondary plans of the students under study. Students having a lower self-concept of ability will more likely enter the work force than continue to a postsecondary institution. As well, students choosing to enter the vocational trades have an overall lower self-concept of their scholastic ability than do students planning on entering the more traditionally professional fields of study.

5. Approximately three-quarters of all the students who responded to this questionnaire came from homes where the father had an educational level of high school or less, and in excess of 40 per cent had only an elementary education.

6. The higher the educational level of the father, the more likely will the student choose Memorial University, and the lower the fathers' educational level, the more

likely will the student choose a nursing school, the College of Fisheries, or one of the province's district vocational schools to continue his/her education.

7. There is a significant relationship ($p < .01$) between the size of community from which students come and their postsecondary plans. The larger the town, the more likely will the student seek to enter the work force after high school. The larger the community, the more likely will the student choose Memorial University as a postsecondary institution in which to continue his/her studies. The smaller the community, the more likely will the student choose to continue his/her postsecondary studies at one of the province's vocational schools. Students choosing to study in the more traditional professions such as Business, Medicine, Law, and Engineering, came from the larger communities. Students who chose the field of Education, Physical Education, or Nursing, came from the smaller communities. As well, it was found that the smaller the community, the lower the educational attainment of the students' fathers.

RECOMMENDATIONS

It is generally felt that school boards in this province have very little relevant research data relating to

their individual situations. Often, educational programs and philosophies are applied to cover all boards as one, without considering the uniqueness of each. School boards individually must identify themselves and their needs as they apply to the students under their care. This must be done either through the school boards themselves or in cooperation with Memorial University's Faculty of Education. With this in mind, the following recommendations are put forth.

In the immediate future:

1. Due to the very large number of students under the three School Boards studied who indicated an intention to enter the job market upon completion of high school, an immediate information package with realistic guidelines must be made available to these students so that they are aware of the job potential and the skills necessary to be employed. Students should be aware of the limitations of short-term employment in a high unemployment area.

In the long-range planning for education:

2. Vocational education must become a significant part of the high school curriculum, especially for school boards in economically depressed regions of the province, and must be designed to meet regional needs.
3. Memorial University must intensify its promotional program in the Bay St. George Roman Catholic and the Port-au-Port Roman Catholic School Board areas.

4. The College of Fisheries and the College of Trades and Technology were virtually ignored by most students from the three School Boards under study. It is therefore most important that a more dynamic and relevant approach be taken by these institutions to acquaint students in these areas with the program offered and the high potential for professional development in the technologies and fisheries development. This is most important in view of this province's commitment to resource development and the staggering potential to be realized in the fisheries, as well as other natural resource development.
5. More places must be available to accommodate all those students qualifying and deciding to study at one of the province's vocational schools.
6. Female students under the three School Boards studied must be encouraged through the guidance structure to expand and develop their aspirations. If necessary, incentives in the form of scholarships be instituted to encourage those female students who would benefit, to engage in more challenging careers.
7. The current high school program which categorizes students as either in the academic stream or the general stream must be replaced by a more meaningful and helpful program. This could take the form of the inclusion of a vocational education program beginning at the Grade VIII level. In this way, students who intend

to enter the work force immediately after high school would not be totally without some saleable and productive skills.

8. While it is somewhat late to reverse the tide, this writer recommends that school boards take a hard and long look at the continued centralization of educational facilities. It is this writer's belief that such total centralization, along with its transportation problem, may impede the development of those students from the smaller communities. From the data it was clear that students from the smaller communities did not have the same postsecondary plans as did those students from the larger communities. It is also a well known fact that even though these students from the smaller communities are transported to the central schools, they still do not have the opportunity to share in all the advantages of such schools, especially extra-curricular activities and so on, to the same extent as those students residing in the school area.

9. The counselling program at the school board level should concentrate more fully on career counselling and vocational guidance to ensure that most students are at least informed as to the choices open to them and how to avail of such choices.

10. School boards need to and must take the ongoing responsibility of assessing and studying their own

individual requirements and the requirements of the individual schools under their care. Only then can programs be tailored to meet the needs of those students who are enrolled in the individual schools within the system.

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APPENDIX

1975 SENIOR SECONDARY STUDENT SURVEY OF CAREER DECISIONS

Newfoundland Department of Education

in co-operation with

Statistics Canada Education, Science and Culture Division

1 3 — 3130A

6 10 — 11 — 1

12 13

14 18

19 24

1975 SENIOR SECONDARY STUDENT SURVEY OF CAREER DECISIONS

(Ce questionnaire est disponible en français)

For office use

1. What is the name of your school?

2. What is your sex? 25
1 ☐ Male 2 ☐ Female

3. What is the year of your birth? 26 27
Year 19 ☐☐

The following questions request information about your future plans. Not all of the questions will pertain to you, so read the instructions carefully.

4. Do you plan to work this fall? (Check one box only) 28
1 ☐ Yes, I plan to get a full-time job (other than apprenticeship) } Go to question 5
2 ☐ Yes, I plan to get a part-time job
3 ☐ Yes, I plan to begin an apprenticeship
4 ☐ No, I do not plan to get a job this fall } Go to question 7
5 ☐ I am undecided

5. If you are planning to work this fall, have you applied for a job? 29
1 ☐ I am presently employed and will continue to work for my present employer this fall } Go to question 7
2 ☐ Yes, I have applied for one job
3 ☐ Yes, I have applied for two or more jobs
4 ☐ No, I have not applied – Go to question 6

6. Since you intend to work this fall but have not yet applied, what is your main reason for not doing so? 30
1 ☐ I have not had enough time to apply
2 ☐ I am not sure what type of jobs are available
3 ☐ I plan to apply when the better jobs become available
4 ☐ I have not decided what type of job I would like this fall
5 ☐ Other (specify) _____

7. Do you plan to attend a post-secondary institution (university, college, institute of technology or other) this fall either full-time or part-time? 31
1 ☐ Yes, I plan to attend full-time } Go to question 13
2 ☐ Yes, I plan to attend part-time
3 ☐ No, I do not plan to attend this fall } Go to question 8
4 ☐ I am undecided

8. Since you do not plan to attend a post-secondary institution, what are your major plans for this fall? 32
1 ☐ I plan to work this fall
2 ☐ I plan to travel for the whole year
3 ☐ I will still be in high school
4 ☐ Other (specify) _____
5 ☐ I am undecided

9. Since you do not intend to participate in a post-secondary programme this coming fall, what are your future educational plans? 33
1 ☐ I plan to go to university at a later date
2 ☐ I plan to go to an institute of technology, college or other post-secondary institution at a later date } Go to question 10
3 ☐ I do not have any plans to attend a post-secondary institution } Go to question 12
4 ☐ I do not know

10. Since you do not plan to be in a post-secondary institution this coming fall but do intend to continue your education eventually, when do you expect to resume your studies? 34 35
1 ☐ Winter of 1975 4 ☐ Sometime in 1976
2 ☐ Summer of 1975 5 ☐ More than two years from now
3 ☐ Fall of 1975 6 ☐ I do not know

11. Since you plan to postpone your post-secondary education, how significant is each of the following reasons to you in making this decision? (Indicate your choice by circling the appropriate number (1 – 4) in each case).

	Very important	Somewhat important	Not important at all	Not applicable	
I cannot afford further education now	1	2	3	4	35
I want to broaden my experience of life before continuing	1	2	3	4	36
I want to take a break from studies	1	2	3	4	37
I do not know what I want to study	1	2	3	4	38
I want to take a full-time job	1	2	3	4	39
I plan to get married and will not be able to afford school	1	2	3	4	40
Other (specify) _____ Go to question 17	1	2	3	4	41

4-1211-486-1; 6-1-75

12. Here are a few possible reasons why people do not enroll in a post-secondary programme. How important is each reason to you?

	Very important	Somewhat important	Not important at all	Not applicable	
The kind of work I want to do does not require any post-secondary education	1	2	3	4	42
I want to start earning money as soon as possible	1	2	3	4	43
My parents oppose my going to a post-secondary institution	1	2	3	4	44
I don't think further education is worth the expense	1	2	3	4	45
I would like to study more but my family and I cannot afford it	1	2	3	4	46
I intend to take further training but not at a post-secondary institution (specify)	1	2	3	4	47
I find schoolwork boring and uninteresting	1	2	3	4	48
A graduate of a post-secondary institution is often not able to find a job suited to his/her qualifications	1	2	3	4	49
I don't have the required courses or credits to enroll	1	2	3	4	50
My grades are not high enough	1	2	3	4	51
The job I want requires on the job training (such as an apprenticeship)	1	2	3	4	52
Other (specify)	1	2	3	4	53

Go to question 29

13. Since you plan to continue your education this coming fall, where will you study?

10 ☐ Nfld. 12 ☐ N.S. 46 ☐ Manitoba 59 ☐ B.C. 60 ☐ Yukon Territory
11 ☐ P.E.I. 24 ☐ Que. 47 ☐ Sask. 70 ☐ U.S. 61 ☐ North West Territories 54-55
13 ☐ N.B. 35 ☐ Ont. 48 ☐ Alberta 80 ☐ Other (specify) _____

14. If you plan to attend a post-secondary institution this fall, what will be your field of study?

(choose the corresponding code from Table A) ☐☐ 56 57

If other, specify _____

And which institution do you plan to attend? (choose the corresponding code from Table B) ☐☐ 58 59

If other, specify _____

15. Often students are not able to attend the institution or take the programme of their choice. From Table A and Table B, what is your alternative field of study and choice of institution?

Programme (Table A) If other, specify _____ ☐☐ 60 61

Institution (Table B) If other, specify _____ ☐☐ 62 63

16. Have you already applied to a post-secondary institution for this fall?

	Yes	No	
To your first-choice institution	1 ☐	2 ☐	64
To your second-choice institution	1 ☐	2 ☐	65

17. What type of post-secondary institution do you plan to attend? 66

(1) – university 1 ☐ – Go to Question 19
(2) – institute of technology, college, or other post-secondary institution 2 ☐ – Go to Question 18

18. Here are some reasons why people choose to go to an institute of technology, college, or other post-secondary institution rather than a university. How important is each reason to you? 11 2

	Very Important	Somewhat important	Not important at all	Not applicable	
An institute of technology or college gives the kind of training I need for the kind of job I want	1	2	3	4	12
Because these programmes take less time to complete, I could start earning money sooner	1	2	3	4	13
The institution I plan to attend is less expensive than a university	1	2	3	4	14
I don't have the courses or credits required to enter university	1	2	3	4	15
I expect to transfer to a university	1	2	3	4	16
The post-secondary institution is closer to my home than the university	1	2	3	4	17
I think that universities are impersonal	1	2	3	4	18
I don't think a university education is worth the extra expense	1	2	3	4	19
I think other post-secondary institutions are less demanding than university	1	2	3	4	20
Other (specify)	1	2	3	4	21

19. If you plan to become a part-time post-secondary student _____ Go to Question 19A
If you plan to become a full-time post-secondary student _____ Go to Question 20

19 A. Since you plan to be a part-time student, please indicate how important each of the following reasons is to you.

	Very important	Somewhat important	Not important at all	Not applicable	
I want to begin working as soon as possible	1	2	3	4	22
I think a full load of courses will be too difficult	1	2	3	4	23
I want to concentrate on a few subjects that I like	1	2	3	4	24
I cannot afford to attend on a full-time basis	1	2	3	4	25
I want to combine education with a related job	1	2	3	4	26
I do not know what courses I want to study	1	2	3	4	27
I do not want to study too hard	1	2	3	4	28
Other, please specify _____	1	2	3	4	29

20. How difficult do you think it will be for you to complete the post-secondary programme of your first choice?

30
1 ☐ Very difficult
2 ☐ Somewhat difficult
3 ☐ Not at all difficult
4 ☐ I don't know

21. How much do you think the first year of this education would cost? (including tuition, books, travel, room and board, if necessary).

31
1 ☐ Less than $250
2 ☐ $250 - $499
3 ☐ $500 - $749
4 ☐ $750 - $999
5 ☐ $1,000 - $1,499
6 ☐ $1,500 - $1,999
7 ☐ $2,000 - $2,499
8 ☐ $2,500 or more
9 ☐ I do not know

22. How much do you think you will have to spend on room and board during your first academic year?

32
1 ☐ Less than $250
2 ☐ $250 - $499
3 ☐ $500 - $749
4 ☐ $750 - $999
5 ☐ $1,000 - $1,499
6 ☐ $1,500 - $1,999
7 ☐ $2,000 - $2,499
8 ☐ $2,500 or more
9 ☐ I do not know

23. Approximately what percentage of your expenses (including tuition, books, travel, room and board, if necessary) do you anticipate will be covered by each of the following sources? (omit decimals)

	Percentage	
Parents and family		33-35
Government loans		36-38
Part-time jobs during school year		39-41
Loans from family and friends		42-44
Scholarships and bursaries		45-47
Personal savings		48-50
Other (specify) _____		51-53
Total	100%	

24. How much will you need to borrow to pay for your education during your first academic year?

54
1 ☐ None. I will not need to borrow.
2 ☐ Less than 500
3 ☐ $500 - $749
4 ☐ $750 - $999
5 ☐ $1,000 - $1,499
6 ☐ $1,500 - $1,999
7 ☐ $2,000 or more
9 ☐ I do not know

25. Suppose you could go to a university or other post-secondary institution by getting a loan to be repaid within 15 years, how much money would you be prepared to borrow for your first year?

55
1 ☐ None. I would not need to borrow.
2 ☐ Less than $500
3 ☐ $500 - $749
4 ☐ $750 - $999
5 ☐ $1,000 - $1,499
6 ☐ $1,500 - $1,999
7 ☐ $2,000 or more
8 ☐ I am reluctant to borrow any money at all

26. Have you formally applied for any of the following: (Check as many as apply)

	Yes	No	
1. A government loan	1 ☐	2 ☐	56
2. A government grant	1 ☐	2 ☐	57
3. A scholarship or bursary (government)	1 ☐	2 ☐	58
4. A scholarship or bursary (non-government)	1 ☐	2 ☐	59
5. Other (specify) _____	1 ☐	2 ☐	60

27. Where do you plan to live while attending a post-secondary institution?

61
1 ☐ With parents
2 ☐ With relatives (other than parents)
3 ☐ With family friends
4 ☐ In residence
5 ☐ In an apartment (alone or shared)
6 ☐ In a rented room (with or without board)

28. Have you discussed financing your education with any of the following individuals?

	Yes	No	
1. Parent or guardian	1 ☐	2 ☐	62
2. Teachers or Counsellors	1 ☐	2 ☐	63
3. Friends of the family	1 ☐	2 ☐	64
4. Students already attending a post-secondary institution	1 ☐	2 ☐	65
5. High School students	1 ☐	2 ☐	66
6. Others (specify) _____	1 ☐	2 ☐	67

EVERYONE SHOULD ANSWER THE REMAINING QUESTIONS:

11 [3]

29. If you had your choice, what type of work or occupation would you like to have most as a career?
(Write the type of work in the space provided).

12 15 (for office use)

30. Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?
(Write your response in the space provided).

16 19 (for office use)

31. What is your present high school program?
(Please refer to Table C and indicate the appropriate number) 20 23

32. Based on your marks and grades, how do you rate yourself in scholastic ability compared with others in your grade at school?

24

1 ☐ I am among the best
2 ☐ I am above average
3 ☐ I am average

24

4 ☐ I am below average
5 ☐ I am well below average

33. What kind of work does your father do?
(If your father is unemployed, retired, or deceased, list the last job he had).

(i) What kind of work does he do?
(Give a full description: for example, selling shoes, motor vehicle repairing, metal machining, clerical work).

27 28 (for office use)

(ii) What are his most important activities or duties?
(For example: fitting shoes, auto body work, operating a lathe, posting invoices).

(iii) In what kind of business, industry, or service is this job?
(For instance, retail shoe store, auto body repair shop, machine plant manufacturing).

29 31 (for office use)

34. What kind of work does your mother do?
(If your mother is unemployed, retired, or deceased, list the last job she had).

(i) What kind of work does she do?
(Give a full description; for example, selling shoes, clerical work, secretarial work, housewife, teacher).

32 35 (for office use)

(ii) What are her most important activities or duties?
(For example, fitting shoes, posting invoices, taking dictation and typing, homemaking, teaching)

(iii) In what kind of business, industry, or service is this job?
(For instance, retail shoe store, government office, household, school).

36 38 (for office use)

35. What is your parents' highest level of education?
(If your parents were not educated in Canada, check the category which best describes their educational attainment).
(Circle only the highest for each parent).

	Father 39-40	Mother 41-42
No formal schooling	01	01
Elementary school	02	02
High school academic program	03	03
High school vocational or technical program	04	04
Business or trades training (e.g., secretarial school, hairdressing school, barbering school, trade school, etc.)	05	05
Nursing school or teacher's college (certificate)	06	06
Institute of Technology or equivalent	07	07
University (some)	08	08
University (completed – Bachelor's degree)	09	09
Professional degree (e.g., Law, Medicine, Dentistry, Divinity)	10	10
Masters degree	11	11
Ph.D.	12	12
I do not know	13	13

36. Indicate which of the following sources of information you have been exposed to concerning continuing your education.

	Yes	No	
Pamphlets or calendars describing courses offered in post-secondary institutions	1 ☐	2 ☐	43
Visit(s) from representative(s) of universities, colleges, and other post-secondary institutions	1 ☐	2 ☐	44
Films, T.V., other media	1 ☐	2 ☐	45
Field trips to a post-secondary institution	1 ☐	2 ☐	46
Brochures describing the qualifications needed for different careers	1 ☐	2 ☐	47
Any other (specify)	1 ☐	2 ☐	48

37. Which of the following sources have you been exposed to concerning information about job opportunities after high school?

	Yes	No	
Canada Manpower	1 ☐	2 ☐	49
Representatives from private industry (visiting and lecturing at your school)	1 ☐	2 ☐	50
Pamphlets, newspaper want-ads and other periodicals	1 ☐	2 ☐	51
Field trips to private industry	1 ☐	2 ☐	52
Career films and special career expositions	1 ☐	2 ☐	53
Any other (specify) _____	1 ☐	2 ☐	54

38. What is the size of your community?

55
1 ☐ 100,000 or more
2 ☐ 20,000 to 99,999
3 ☐ 5,000 to 19,999
4 ☐ 1,000 to 4,999
5 ☐ Less than 1,000
6 ☐ Rural, non-farm
7 ☐ Rural, on a farm

39. What size community would you eventually prefer to live in?

56
1 ☐ 100,000 or more
2 ☐ 20,000 to 99,999
3 ☐ 5,000 to 19,999
4 ☐ 1,000 to 4,999
5 ☐ Less than 1,000
6 ☐ Rural, non-farm
7 ☐ Rural, on a farm

40. How important an influence have the following people had on your future plans?

	Very important	Somewhat important	Not important at all	Not applicable	
Parent or guardian	1	2	3	4	57
Friends	1	2	3	4	58
Your brothers and/or sisters	1	2	3	4	59
Relatives (other than parents, brothers, or sisters)	1	2	3	4	60
School counsellors	1	2	3	4	61
Teachers or principals	1	2	3	4	62
Religious leader	1	2	3	4	63
Other (specify) _____	1	2	3	4	64

41. For how many years have you studied French in school?

65
1 ☐ None
2 ☐ One year
3 ☐ Two years
4 ☐ Three years
5 ☐ Four years
6 ☐ More than four years

42. How well can you carry on a conversation in French?

66
1 ☐ I speak French well
2 ☐ I can carry on a basic conversation
3 ☐ I can hardly speak French
4 ☐ I do not speak French at all

43. Do you plan to take any formal credit courses this summer?

67
1 ☐ No, I do not.
2 ☐ Yes, I plan to take at least one high school course.
3 ☐ Yes, I plan to take at least one post-secondary course.

44. Do you plan to work this summer?

68
1 ☐ I do not plan to work.
2 ☐ I already have a full-time summer job.
3 ☐ I already have a part-time summer job.
4 ☐ I hope to find either a full- or part-time summer job.
5 ☐ Other (specify) _____

45. If you plan to be working this summer and continue your education, would you consider giving up your plans for full-time study if the work available to you pays well or is personally satisfying?

69
1 ☐ Yes 2 ☐ No

TABLE A

Fields of Study in the Atlantic Provinces

Degree Granting Institutions

(01) Arts: (a) Humanities and related; e.g. english, foreign languages, history, philosophy.

(02) Arts: (b) Social Sciences; e.g. economics, geography, sociology, anthropology political science.

(03) Sciences: e.g. physics, chemistry, geology, mathematics, biological sciences.

(04) Agriculture

(05) Architecture

(06) Business Administration/Commerce

(07) Education

(08) Engineering

(09) Fine and Performing Arts

(10) Forestry

(11) Health (a) Dental Hygiene

(12) (b) Dentistry (Pre-Dent)

(13) (c) Medicine (Pre-Med)

(14) (d) Medical Lab Science

(15) (e) Nursing

(16) (f) Pharmacy

(17) (g) Rehabilitation Medicine

(18) (h) Other (specify on the questionnaire)

(19) Household Economics

(20) Law (Pre-Law)

(21) Physical Education

(22) Social Welfare

(23) Other (specify on the questionnaire)

Institutes of Technology and other Post-Secondary Institutions

(24) Agriculture

(25) Arts and Science Diploma

(26) Business and related (stenographic, clerk typist, etc.)

(27) Community Services; e.g. social worker, correctional officer

(28) Data Processing

(29) Drafting

(30) Fine and Applied Arts/Design

(31) Household Economics

(32) Journalism

(33) Nautical Science

(34) Nursing

(36) Surveying

(37) Technologies (specify on the questionnaire) e.g. electrical engineering, marine engineering, medical, dental, laboratory

(38) University Transfer

(39) Vocational Trades; e.g. plumbing, mechanics, fishing

(40) Other (specify on the questionnaire)

TABLE B

Post-Secondary Institutions in the Atlantic Provinces

Degree Granting Institutions (Universities and Colleges)

(01) Acadia University

(02) Atlantic Institute of Education

(03) Dalhousie University

(04) Memorial University of Newfoundland

(05) Mount Allison University

(06) Mount Saint Vincent University

(07) Nova Scotia College of Art and Design

(08) Nova Scotia Technical College

(09) St. Francis Xavier University, Antigonish

(10) St. Francis Xavier University, Sydney

(11) Saint Mary's University

(12) Saint Thomas University

(13) University of King's College

(14) Université de Moncton, and its affiliates

(15) University of New Brunswick, Fredericton

(16) University of New Brunswick, St. John

(17) University of Prince Edward Island

(18) Others (specify on the questionnaire)

Institutes of Technology and Other Post-Secondary Institutions

(19) College of Fisheries, Navigation, Marine Engineering and Electronics (St. John's)

(20) College of Trades and Technology (St. John's)

(21) Collège Sainte-Anne (Church Point)

(22) Holland College (Charlottetown)

(23) Maritime Forest Ranger School (Fredericton)

(24) New Brunswick Institute of Technology (Moncton)

(25) Nova Scotia Agricultural College (Truro)

(26) Nova Scotia Eastern Institute of Technology (Sydney)

(27) Nova Scotia Institute of Technology (Halifax)

(28) Nova Scotia Land Survey Institute (Lawrencetown)

(29) Nova Scotia Nautical Institute (Halifax)

(30) Nova Scotia Teachers' College (Truro)

(31) Saint John Institute of Technology (Saint John)

(32) Schools of Nursing

(33) Bathurst Trade School

(34) Campbellton Trade School

(35) Carleton County Vocational School (Woodstock)

(36) Edmundston Trade School

(37) Grand Falls Trade School

(38) Lady Dunn Trade School (St. Andrews)

(39) District Vocational Schools of Newfoundland

(40) Others in this province (specify on the questionnaire)

(41) Others in other provinces or countries; (specify on the questionnaire)

TABLE C

Programmes of Study

New Brunswick	Newfoundland
1305 College preparatory	1016 Academic
1306 General educational and occupational preparatory programme	1017 General