# FACTORS RELATED TO THE POST-SECONDARY CHOICES OF HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA

CENTRE FOR NEWFOUNDLAND STUDIES

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# FACTORS RELATED TO THE POST-SECONDARY CHOICES OF HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA

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## ABSTRACT

The primary concern of this study was to compare selected family, school, and personal characteristics of high school graduates from the Burin Peninsula who were attending vocational school with the same characteristics of those graduates who were attending Memorial University, and those who were not attending any post-secondary institution. Further the study compared how the graduates who were attending vocational school differed from those who were attending Memorial University on the importance of selected proximal influences in making their post-secondary decisions.

The population consisted of 182 1973/74 high school graduates from the Burin Peninsula who were either attending vocational school, Memorial University, or not attending any post-secondary institution. Data pertinent to family, school, and personal backgrounds, and proximal influences were obtained from the Committee on 1973 Enrollment, Memorial University.

The analysis revealed that students who were attending vocational school had mothers and fathers with fewer years of schooling, and fathers with lower occupational status, than did fathers and mothers of students who were attending Memorial University. However, on the above factors, the parents of vocational students were significantly better

educated than the parents of nonattenders.

On school related factors, a significantly higher percentage of Memorial University students came from the academic high school program, and perceived themselves as knowing more about the courses of study, costs, and entrance requirements at Memorial University than did the vocational group and the nonattenders. On the other hand, a significantly higher percentage of the vocational group came from the academic high school program than did nonattenders. The vocational students also perceived themselves as knowing more about the courses of study, costs, and entrance requirements at vocational school, and gave a significantly higher positive assessment of the social environment at vocational school than did the Memorial University group and the nonattenders.

On the personal related factors, vocational students had significantly lower aspirations, expectations, and self concept of ability than did the Memorial University students. Yet, the vocational students on the above factors were significantly higher than the nonattenders.

It was also found that vocational students perceived the school being close to home, being paid to attend, the shorter training period, being able to find accommodation with relatives or friends, and the information provided by post-secondary personnel as significantly more important factors than did Memorial University students.

The implications of the study are clear. If we, as educational administrators are to give proper career guidance to our high school students on the Burin Peninsula, then we must be fully cognizant of the environmental forces at work in their decision making.

## ACKNOWLEDGEMENTS

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Finally, special thanks must go to my wife, Mary, for her unfailing patience, encouragement, and support, and to my children, Andre and Natasha, for bearing the sacrifice without knowing why.

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# Chapter 1

## INTRODUCTION

To meet the demands of a more diversified and industrially oriented province, emphasis within the educational community of Newfoundland in recent years has been on the development of a broader range and greater number of educational alternatives. Until recently the Newfoundland high school graduate's choice was essentially limited to attending Memorial University or finding a job. This situation is changing.

The construction of twelve district vocational schools in 1961 was probably one of the chief factors in broadening the post-secondary opportunities of Newfoundland youth. (This number has been increased to eighteen with the addition of six more such schools). These schools were alternatives for many rural Newfoundlanders whose choices otherwise would have been limited after graduation from high school.

To rural Newfoundland youth, the opportunities of the district vocational schools were not immediately obvious, and thus students did not quickly take advantage of them. As a result, for years many district vocational schools operated at only one half or possibly three quarters capacity. Within the last five or six years,

however, vocational education in the rural areas of Newfoundland has come into its own as a necessary and important vehicle to prepare students for the demands of the world of work. This is illustrated by the fact that enrollment in the district vocational schools throughout Newfoundland increased from 1912 students in 1967/68, to an enrollment of 4402 students in 1974/75.[1]

While district vocational schools have enjoyed enrollment prosperity, Memorial University of Newfoundland has not been so fortunate in this regard. The 1973 enrollment figures for Memorial University represented, for the first time in twenty years, a decrease in students from the previous year. This prompted the President of Memorial University on September 21, 1973 to set up a committee for the purpose of investigating changes in the pattern of enrollment at Memorial University and the reasons for such changes.[2]

The studies of that committee have revealed some interesting findings, not only about students' plans

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[1]Letter from Gilbert Pike, Assistant Deputy Minister of Newfoundland, St. John's, March 31, 1975.

[2]Career Decisions of Newfoundland Youth: Committee on 1973 Enrollment, Memorial University of Newfoundland (St. John's: Memorial University of Newfoundland, 1974), p. 2.

for Memorial University, but about students' plans for other post-secondary institutions in the province. One such finding has been that areas outside the Avalon Peninsula have the largest percentage of students with plans for attending district vocational schools.[3]

Of more particular interest and concern to the researcher is the fact, that of the nine districts of the province into which the Report was divided, the district of the Burin Peninsula (including Fortune Bay) had the highest number of students (as a percentage of the students in Grade XI in the district) planning to attend district vocational school.[4]

Since little information at the present time is known about the kinds of people attracted to vocational school on the Burin Peninsula, and even less is known about the factors associated with their choices, the purpose of this study was to provide such information.

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[3] Ibid., p. 162.

[4] Ibid., p. 168.

Statement of the Problem

This study seeks to compare selected social, economic, academic, and other background characteristics of 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school with the same characteristics of graduates who chose to attend Memorial University, and those who chose not to attend any post-secondary school.

Further, this study seeks to identify and compare some of the proximal influences which seem to have influenced students' decisions to choose vocational school, with those influences which seem to have influenced students' decisions to choose Memorial University.

More specifically, the study was concerned with answering the following four research questions:

1. Did 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school differ on selected family related factors from those graduates who chose to attend Memorial University, and from those who chose not to attend any post-secondary school?

2. Did 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school differ on selected school related factors from those graduates who chose to attend Memorial University, and from those

who chose not to attend any post-secondary school?

3. Did 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school differ on selected personal related factors from those graduates who chose to attend Memorial University, and from those who chose not to attend any post-secondary school?

4. Did 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school differ from graduates who chose to attend Memorial University on the importance of selected proximal influences in making their post-secondary choices?

## Significance of the Study

The need for this study was generated by the changing state and importance of vocational education in Newfoundland, and specifically on the Burin Peninsula. This type of post-secondary education has come to be recognized and accepted as a significant function of our total educational program in the province.

As students continue to choose vocational education, and as it continues to grow, the need for information about students served by its programs will become most important. This information will be crucial to educators and politicans, who faced with the pressures of increased vocational enrollments and limited financial resource

development, will be endeavoring to maximize effective educational planning and decision making. The Committee on 1973 Enrollment, Memorial University, summed it up thus:

> Educators and politicans are making policies concerning the programs and operations of various post-secondary institutions. Information about the students involved in particular institutions are essentual if the policies and decisions are to be wise ones and have maximum effect.[5]

Since there is a lack of descriptive information relative to students served by the vocational programs at the Burin District Vocational School, it is hoped that the findings of this study will provide such information. For administrators, teachers, and especially guidance counsellors on the Burin Peninsula, the information from such a study could make them more cognizant of factors related to the decision making of their students. Thus, educators would be in a better position to help students understand themselves, and to choose courses and programs more wisely.

It is expected also that the information could be of benefit to students themselves. In choosing a career or occupation, students must consider the choice of an institution for acquiring needed education and skills.

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[5] Ibid., p. 6.

In selecting an educational institution, the prospective student needs accurate information of various kinds. According to Alexander Astin, information concerning fellow students attending an institution is of primary importance. Regarding this, he states:

> . . . the student choosing a college appears to be least informed about the one aspect of the college - his potential fellow students - that probably will make the greatest difference in his actual college experience.[6]

The Burin District Vocational School could also benefit from such information since understanding the kinds of students who are likely to be attracted to a vocational school, and the forces influencing their decisions to attend, is a logical first step in understanding the type of educational program and the social and psychological setting that would be most conducive to students attending. In the absence of such information, programs and decisions will evolve largely from ignorance rather than from a knowledge of the student population.

Thus, it seems that the value of providing information for use by students, administrators, teachers, and guidance counsellors appears to justify the need for a

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[6]Alexander Astin, Who Goes Where to College? (Chicago: Science Research Associates, Inc., 1965), p. 2.

study specific to the analysis of characteristics of graduate high school students enrolling in vocational education on the Burin Peninsula.

Theoretical Framework

A student's particular post-secondary choice is not a mere coincidence or an arbitrary decision, but rather depends to a large extent on the student's background characteristics. As Paul Anisef put it, in his follow-up survey of the educational and vocational intentions of Grade XII students in Ontario:

> Many adolescents would insist that their educational and vocational decisions are a function of independent and autonomous choice ... this is not so ... The educational and vocational decisions of adolescents are part of an on-going dynamic process. This process begins early in the adolescent's life. Moreover each adolescent encounters a slightly different environment and the latter strongly influences the nature and direction of educational choice.[7]

Thus, the differences in the post-secondary intentions and choices of high school students are not simply a function of variations in students' desires or capabilities, but rather are related to differences in students' social backgrounds, high school activities, and personal assessments. As a result, it is hypothesized that students

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[7] Paul Anisef, The Critical Junction, Summary of Follow-Up Survey, Education and Vocational Intentions of Grade XII Students in Ontario (Toronto: Ministry of Colleges and Universities, 1974), p. 11.

with different background characteristics are likely to choose different post-secondary schools of study.

The present investigation is guided by the above hypothesis and the simple model as outlined in Figure 1. Three categories of background variables termed family related, school related, and personal related are seen as directly influencing students' post-secondary choices, and as indirectly influencing choices by contributing to the importance students attach to various proximal influences, which in turn influences students' post-secondary choices. Therefore, the three groups of factors and the proximal influences are considered to be related to post-secondary choices.

Based on the model and above theory, the present research proposed to determine how students who made the choices to attend vocational school, Memorial University, or not to attend any post-secondary school actually did differ on family related, school related, and personal related factors, and on the perceived importance of various proximal influences in making their post-secondary choices.

Similar research has been conducted by different individuals. James Davie studied the school attendance of 16 and 17 year olds in New Haven, and the social strata

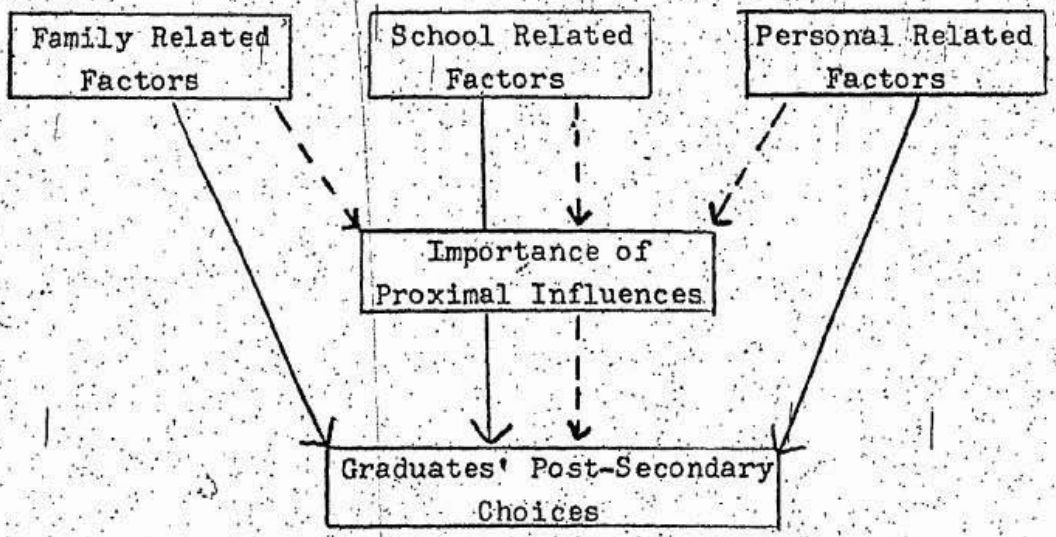



Figure 1. A Model for the Post-Secondary Choices of 1973/74 High School Graduates from the Burin Peninsula.

of their parents. He concluded:

> ... striking differences were found with respect to the proportion of children from different areas who were not in attendance in school, who were enrolled in trade school, high school, private secondary school, liberal arts college and university, and post-secondary vocational school.
>
> ... in the trade school and non-attendant categories the upper classes were under-represented while the lower classes were over-represented.[8]

[8] James Davie, "Social Class Factors and School Attendance", Harvard Educational Review, 33 (Summer, 1953), p. 180.

Philip Perrone compared technical students, college students and terminal students on family, education and aptitude measures. Data from the study led Perrone to conclude:

> ... technical students in this study are between the college student and the terminal student on family, education and aptitude measure.[9]

The belief that a student's post-secondary choice is related to his background characteristics was most recently studied in Newfoundland by the Committee on 1973 Enrollment, Memorial University. It reported that Grade XI students who planned to attend Memorial University were generally from upper middle class with parents who experienced little unemployment, had higher educational levels, and smaller families. Generally such students were enrolled in a matriculation high school program of study and had a high self concept of ability. In contrast, those students who planned to attend vocational school were from lower working class families with parents who experienced more unemployment, had lower educational levels and larger families. Generally such students were enrolled in the general high school program of study

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[9] Philip Perrone, "Technicians Somewhere In-Between", Vocational Guidance Quarterly, 13 (Winter, 1964-65), p. 137.

and had a lower self concept of their ability.[10]

Figure 1 also suggests that students who differ on family related, school related, and personal related factors could be expected to have different perceptions of the importance of various proximal influences in making their post-secondary choices.

L. Smith and L. Lipsett found such a distinction in influences in their study of factors important to the technical student in his choice of a college. They found that the technical institute student was less apt to consider such factors as social contacts, a beautiful campus, renowned athletic teams or distinquished professors than were students at more liberal arts colleges. In contrast, the technical institute student was more interested in a specific course of study leading to an occupational goal.[11]

More recently, and more specifically in Newfoundland, the Committee on 1973 Enrollment reported that those students who planned to attend vocational school perceived influences such as, the post-secondary school being close to home, getting paid to attend, and the length of training,

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[10] Committee on 1973 Enrollment, op. cit., p. 189.

[11] Leo Smith and Laurence Lipsett, The Technical Institute (New York: McGraw Hill, 1956), pp. 163-171.

as being important in making their post-secondary choice. In contrast, those students who planned to attend Memorial University attached less importance to the above influences, and more importance to influences such as, advice from university friends.[12]

The theoretical background will receive further elaboration in the review of the related literature.

Limitations of the Study

This study was limited to 1973/74 Grade XI graduate students from the Burin Peninsula who were verified as attending a post-secondary school, and those who were verified as not attending any post-secondary school. No attempt was made to deal with 1973/74 students who were not graduates.

This study was also concerned with how high school graduates choosing vocational school on the Burin Peninsula differed from or were similar to graduates who chose to attend Memorial University, and those who chose not to attend any post-secondary school. This study was limited to a comparison of Burin Peninsula high school graduates and their choices. No attempt was made to compare graduates' characteristics and choices on the Burin Peninsula with

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[12] Committee on 1973 Enrollment, op. cit., p. 159.

those of graduates elsewhere in the province.

The study was not concerned with questions about what happened to the graduates during and after their vocational training program.

The results of this study must be interpreted in the context of the geographical area in which the study was conducted, since other areas outside the Burin Peninsula may differ greatly in the factors at work in students' decisions to choose a particular post-secondary school. An example could be any relationship, or lack of relationship, that might exist between students' post-secondary choices and their fathers' unemployment level on the peninsula. To apply the relationship to other areas of the province, especially where employment levels might not be as high as the Burin Peninsula, would be grossly unfair and inaccurate.

Further, the study was limited to selected background factors and proximal influences which were thought to be relevant to the graduate's choice of vocational school or Memorial University.

## Definition of Terms

The following definitions will help to clarify their use in the context of this study:

1. Nonattendant: refers to a student who has chosen

not to attend any post-secondary school.

2. Vocational School: refers to any one of the eighteen schools located throughout the province offering training in technical and vocational education. (Excluding the College of Trades and Technology, St. John's).

3. Family Related Factors: refer to the following factors, as defined and operationalized in "Career Decisions of Newfoundland Youth, Report #3 of the Committee on 1973 Enrollment":

a. Fathers' occupations
b. Mothers' occupations
c. Fathers' unemployment
d. Mothers' unemployment
e. Fathers' schooling
f. Mothers' schooling
g. Size of family

4. School Related Factors: refer to the following factors, as defined and operationalized in "Career Decisions of Newfoundland Youth, Report #3 of the Committee on 1973 Enrollment":

a. Students' high school program of study
b. Students' perceived knowledge of courses of study at vocational school and Memorial University
c. Students' perceived knowledge of costs at vocational school and Memorial University
d. Students' perceived knowledge of entrance require-

ments at vocational school and Memorial University

e. Students' assessments of the academic environments at vocational school and Memorial University

f. Students' assessments of the social environments at vocational school and Memorial University

5. Personal Related Factors: refer to the following factors, as defined and operationalized in "Career Decisions of Newfoundland Youth, Report #3 of the Committee on 1973 Enrollment":

a. Students' aspirations
b. Students' expectations
c. Students' self concept of ability as compared with school class
d. Students' self concept of control over environment

6. Proximal Influences: refer to the following factors, as defined and operationalized in "Career Decisions of Newfoundland Youth, Report #3 of the Committee on 1973 Enrollment":

a. The school being close to home
b. Parents' advice
c. The school offered courses that interest me
d. Most of my friends will be going there
e. Financial considerations
f. The school will give job qualifications
g. I can get paid to attend that school
h. Teachers and/or counsellors advised me to go there
i. Graduates from that school can get jobs easily
j. Advice from friends at university
k. Advice from friends at other post-secondary schools

l. The job market for university graduates
m. The shorter training period
n. The money I will earn when I graduate
o. I can find accommodation with relatives or friends
p. Other family members attended that school
q. Information provided by the mass media
r. Information provided by personnel from post-secondary schools

Fundamental Assumptions

The design of this study is based on the assumption that certain characteristics of high school graduates entering vocational school on the Burin Peninsula in the fall of 1974 would be similar to those of high school graduates entering in future years. The validity of this assumption is supported by the work of Astin who cites several studies which show that characteristics of students entering post-secondary institutions remain stable over a period of years.[13]

The researcher, having lived and taught school on the Burin Peninsula for the last seven years, believes that this is essentially the case with high school graduates who are entering the Burin District Vocational School. This belief has been substantiated by the

[13]Astin, op. cit., p. 51.

principal of the school, Mr. Theodore Etchegary, who agreed that within the last four to five years rather identifiable types of students have been attracted to vocational school.[14]

An additional assumption of this study was that the students selected gave accurate responses to the questions designed to elicit necessary information.

## Population

The population for this study consisted of 182 1973/74 high school graduates from the Burin Peninsula who were verified as attending vocational school, Memorial University or not attending any post-secondary school. This was a de-limited population and not a random sample of students drawn from the entire Burin Peninsula student population in a given year. Table 1 shows the frequency and percentage distributions of the population by sex and post-secondary choices.

## Data Collection

The data for this study were gathered at two points in time. The data pertinent to background factors and

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[14]Theodore Etchegary, private interview at Burin District Vocational School, May, 1975.

TABLE 1

DISTRIBUTION OF THE POPULATION BY SEX

| Population Distribution | Students' Sex | | |
|---|---|---|---|
| | Male | Female | Totals |
| | # (%) | # (%) | |
| Memorial University | 16 (59.3) | 11 (40.7) | 27 |
| Vocational School | 41 (43.2) | 54 (56.8) | 95 |
| Nonattendant | 29 (48.3) | 31 (51.7) | 60 |
| Totals | 86 (47.2) | 96 (52.8) | 182 |

proximal influences were obtained on a questionnaire administered by the Committee on Enrollment 1973 to all 1973/74 Grade XI students in Newfoundland.

Further data, indicating the names and numbers of 1973/74 high school graduates from the Burin Peninsula, were obtained from the Burin Peninsula Integrated School and the Roman Catholic School Board for the Burin Peninsula. In addition, data concerning the post-secondary schools the graduates were attending were obtained from the Burin District Vocational School and Memorial University.

## Chapter 2

## REVIEW OF RELATED LITERATURE

In a review of the literature for this study four general areas were investigated: (1) studies of selected family factors related to students' post-secondary choices (2) studies of selected school factors related to students' post-secondary choices (3) studies of selected personal factors related to students' post-secondary choices, and (4) studies of selected proximal influences which students perceived as being important in influencing their post-secondary choices.

### Family Related Factors

There can be little doubt that a student's background characteristics are usually closely related to his vocational choice. Raymond Breton (1969), in summarizing the relationship between the social and family background of Canadian youth and their career aspirations, plans and choices, writes:

> ... the social and family situation of the adolescent has its importance in facilitating or inhibiting his access to existing opportunities. Socioeconomic background, linguistic affilations, family structure and dynamics, birth order in the family, parental bahavior and attitudes - all contribute to shape

> the adolescent's willingness and ability to gain access to the opportunities that present themselves to him.[15]

Prior to Breton's research the importance of the family in career decision making had been studied by many researchers. Hollingshead (1949) conducted a comprehensive study of the sociology of a small New England town, Elmtown. Social class, he found, was the factor most strongly associated with a person's level of education and occupational choice. He divided his subjects into five classes: Class I consisted of the people who were at the highest socioeconomic level in the community and Class V consisted of those at the lowest level. Results of this study indicated that 75% of the youth in Class I and II aspired to enter professional occupations while less than 10% of those in Class V had similar aspirations.[16]

Pavalko and Bishop (1966) investigated factors affecting the plans of Canadian high school youth who go to college. They concluded that the college plans of Canadian students

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[15]Raymond Breton, Social and Academic Factors in the Career Decisions of Canadian Youth (Ottawa: Manpower and Immigration, 1972), p. 385.

[16]August Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, Inc., 1961.

were directly related to the socioeconomic status of their families.[17]

Similarly, Bradfield (1967) summarized several studies which demonstrated that socioeconomic background was an important variable in determining who will attend college. Rates of college attendance were higher among students from the upper socioeconomic levels than among students from lower socioeconomic levels.[18]

Some researchers have been more specific in their studies of the socioeconomic factors as it relates to post-secondary aspirations and choices. Ginzberg, et al., after studying the relationship between the economic status of the family and the student's educational choice, concluded that:

> ... although boys from low income families went through the same stages of vocational development as did high income boys, there was considerable difference in their choices and the reasons for them. In the high income group, the boys, even at an early age, began to assume that they would go to college and as they entered the realistic stage

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[17] Ronald Pavalko and David Bishop, "Socioeconomic Status and College Plans: A Study of Canadian High School Students", Sociology of Education, 39 (Summer, 1966), p. 296.

[18] Eugene Bradfield, "College Adjustment and Performance of Low-Income Freshmen Males", Personnel and Guidance Journal, 46 (October, 1967), p. 123.

> their choices tended to be limited to professions. Low income boys, on the other hand, thought in terms of a job without exposure to serious accidents.[19]

Another important family factor which has been shown to be related to students' post-secondary choices is the occupation which the father holds in the community. Breton's study led him to conclude that:

> ... the higher the occupational status of a boy's father, the more apt is he to choose a high status occupation ... Just over three fourths (78.9%) of the boys whose fathers have white-collar occupations choose professional or managerial occupations whereas this choice is made by slightly more than half (56.2%) of those whose fathers are farmers, farm workers, or unskilled workers.[20]

The educational level of parents has also been shown to be related to a student's particular post-secondary plans. Berdie (1953) studied Minnesota high school students to identify their post-secondary plans, and to determine what background factors might be related to those plans. One such relationship he reported was that:

> ... parents who had progressed far in school, particularly those who had attended college, were more likely to have children planning to attend college. Some evidence suggested that the educational level achieved by the mother perhaps was

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[19] Eli Ginzberg, et al., Occupational Choice, quoted in Laurence Lipsett, "Social Factors in Vocational Development", Personnel and Guidance Journal, 41 (January, 1962), p. 432.

[20] Breton, op. cit., p. 233.

more important in determining the plans of the child than was the educational status of the father.[21]

Similar findings were reported by Ezell and Tate (1955) who found a positive relationship between the educational status of parents and the college expectancy of high school students. They reported that:

> In the college bound group, both parents of 44.5% of the boys and 50.5% of the girls had been graduates from high school. On the other hand, of those who expected to enter a trade or business school, neither parent of 60.8% of the boys and 66.4 % of the girls had finished high school.[22]

The size of the family seems to be a family characteristic that is related to a student's vocational choice. Breton reasoned that:

> ... the larger the number of children in a family, the more difficult it is for a boy to choose realistically the kind of job, particularly if it is a profession, that requires continued expenditure by his family on education beyond the high school level. This of course depends upon other factors as well, such as the family income level, but unless it is high, it should prove more difficult to train children for high status occupations as the number to train increases.[23]

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[21] Ralph Berdie, "Why Don't They Go to College?" Personnel and Guidance Journal, 32 (March, 1953), p. 356.

[22] L. B. Ezell and H. H. Tate, "High School Students Look to the Future", Journal of Educational Research, 49 (November, 1955), p. 222.

[23] Breton. op. cit., p. 240

The strong relationship that researchers have shown to exist between a student's family characteristics and his post-secondary choice has been recently studied in Newfoundland. An analysis of the post-secondary plans of all Grade XI students in the province by the Committee on 1973 Enrollment, Memorial University of Newfoundland, resulted in the following conclusions:

> ... the higher the occupational level of fathers the greater the percentage of students who planned to go to Memorial University and to other universities. The lower the occupational level of fathers the greater the percentage of students who planned to go to vocational schools and the College of Trades and Technology.
>
> ... the more unemployment experienced by the fathers of students during the past two or three years the higher the percentage of students who planned to go to vocational school, the College of Trades and Technology, and the Fisheries College. The lower the unemployment of fathers the higher the percentage of students who planned to attend Memorial University and other universities.
>
> ... the higher the level of fathers' education the greater the percentage of students who planned to attend Memorial University and other universities. The lower the fathers' education the greater the percentage of students who planned to attend vocational schools, and the greater the percentage of students who planned not to continue their education.
>
> ... the larger the family the greater the percentage of students who planned to attend vocational schools and not to continue their education. The smaller the family the larger the percentage of students who planned to go to Memorial University or some other university.[24]

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[24] Committee on 1973 Enrollment, op. cit., pp. 135-138.

The role of the family in relationship to the post-secondary choices of students cannot be underestimated. Ginzberg, et al. summarizes this role as follows:

> ... the family continues to exercise an important influence on the occupational choices of the young generation. For it is as a member of a family that the child first learns about the jobs that exist in the adult world; it may be through the family that he is encouraged to follow one path and discouraged from following another, even if only indirectly through his absorption of familiar attitudes and values.[25]

School Related Factors

One institution that evidently assumes great significance in adolescence, particularly with respect to youth's future career, is the school. The particular significance of the school has been the subject of many studies.

The 1966 Coleman-Campbell study, Equality of Educational Opportunity, found that when socioeconomic characteristics of students were controlled, differences between schools amount for only a small fraction of the differences in students' achievements.[26] Some of the school characteristics they included in their analysis were the quality of personnel and of facilities available to students.

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[25] Ginzberg, et al., op. cit., p. 240.

[26] J. S. Coleman, et al., Equality of Educational Opportunity (Washington: U. S. Government Printing Office, 1966).

McDill, et al. (1969) substantiated the analysis and conclusions of Coleman-Campbell. They found that although the educational and social environment of the school did have a moderate effect on the college plans of students, the characteristics of the community environment - primarily socioeconomic and cultural - were more important determinants of academic outputs and college plans.[27]

In one area of academic structure, however, the school does seem to have significant influence on students' vocational choices. Breton pointed out this influence of the school when he wrote:

> Perhaps the most important aspect of the students' academic experience in relation to his future career is the program of study he selects or in which he is placed.[28]

A positive relationship between a student's high school program of study and his future aspirations and plans is further expanded by Breton:

> The type of program of study is strongly associated with educational intentions: students in programs preparing for post-secondary education are much more likely to have higher educational intentions

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[27] E. L. McDill, et al., "Educational Climates of High Schools: Their Effects and Sources", American Journal of Sociology, 74 (May, 1969), pp. 575-585.

[28] Breton, op. cit., p. 190.

> than those in terminal programs. Also, students in academic programs have higher aspirations than those in vocational programs.[29]

Breton's conclusions have been substantiated by research conducted among Newfoundland students. Parsons (1975), after analyzing data gathered from Grade XI students in the province, found a relationship between students' aspirations and their high school programs of study. He wrote:

> Generally students who were registered in the academic study program aspired to upper middle class occupations; students who were registered in the general study program aspired to working class occupations.[30]

A further relationship was found to exist between Newfoundland students' first choice of a post-secondary school and their high school program of study:

> . . .students in the academic programs were more likely to continue to any of the various post-secondary institutions except vocational schools than were students enrolled in general programs.[31]

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[29] Ibid., p. 390.

[30] G. L. Parsons, Summary of Factors Related to the Occupational Aspirations and Expectations of Newfoundland Grade XI Students (St. John's: Memorial University of Nfld, Department of Educational Administration, 1974), p. 1.

[31] Committee on 1973 Enrollment, op. cit., p. 140.

The school environment has been shown to exert a very profound influence on the post-secondary plans and decisions of high school students. Such a relationship between the school environment and students' future career choices should not and cannot be slighted by educators who play a cruical role in shaping such choices.

Personal Related Factors

Several personal factors have been identified by researchers as having effects on the aspirations, plans, and post-secondary choices of high school students.

Miller (1965) concluded that self-rated leadership ability was important in his Manitoba study. He wrote:

> ... the data indicated clearly that those students with enough self-confidence to rate themselves above average in leadership ability tended to aspire to university educations and highly rated occupations. Conversely, those students rating their leadership ability as below average aspired to a non-university type of post-secondary education, or no further education at all. Also, low leadership estimators indicated low aspiration levels.[32]

Breton, in his analysis of the career decisions of Canadian youth, felt there was a positive relationship between students' particular plans and decisions and their self-concept of control over their environment.

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[32] W. B. Miller, "Cultural Features of an Urban Lower Class Community" (Unpublished M.A. Thesis, University of Manitoba, 1965), p. 19.

He elaborates:

> Closely related to the adolescent's expectations or assessment of his chances of participating in various courses of action, is the extent to which he feels that events are under his own control rather than under the control of others or of impersonal forces. This particular attitude, this sense of competence and power to determine his own destiny in preference to resigning himself to the caprices of external forces, is probably quite significant to his career development and in the career decisions he makes.[33]

Breton further noted that there was a positive relationship between a student's evaluation of his own abilities and his chances of success, either in post-secondary studies or in getting a good job. When students are given an objective ranking of their mental ability, those who had done well on the mental ability test were slightly more influenced in their post-secondary plans by the way they regarded their abilities than those who did not perform as well. This indicates that there seems to be a positive influence on students' post-secondary choices by a favourable self image.[34]

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[33] Breton, op. cit., p. 8.

[34] Ibid., p. 135.

Parsons (1975) reached a similar conclusion with Newfoundland students' expectations and their self concept of ability. He found:

> The higher the student's self concept of ability, the higher were his occupational expectations. The higher the student's sense of control over his environment, the higher were his occupational expectations.[35]

Although personal related factors may originate either directly or indirectly from the home and school environments, they must be studied as strong influencers in the post-secondary decisions and choices of high school students. The impact of such factors on students' post-secondary choices can be most significant and profound.

Perceived Proximal Influences

A student's choice of a particular post-secondary school may be directly influenced by many factors such as, the courses of study offered by the post-secondary school, its proximity to a student's home, the cost to attend, the perceived job opportunities and security offered from training at the school, and the influence of significant others.

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[35]Parsons, op. cit., p. 4.

As early as 1941, E. F. Peters investigated factors which contributed to youth's vocational choice. His findings indicated that the home was the greatest single agency that played a part in young people's determination of a vocation. He found:

> ... the four most influential factors which contribute to the vocational choice of high school seniors were as follows: the parents; a friend; a professional acquaintance; and a relative other than a parent. The second most influential group of factors which contribute to the vocational selection of the high school seniors were as follows: the parent and opportunity for quick employment.[36]

Similar evidence, supporting the influence of parents in career decision making, was revealed by Kahl (1953). In a study of the educational and occupational aspirations of academically able boys, he discovered that those who chose to go to college had been influenced by their fathers. He concluded that fathers who were discontent with their own occupations encouraged their sons to use education as a ladder to a higher occupational status.[37]

Brazziel (1961) tried to identify the influences

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[36] E. F. Peters, "Factors Which Contribute to Youth's Vocational Choice", Journal of Applied Psychology, 25 (1941), p. 429.

[37] J. A. Kahl, "Educational and Occupational Aspirations of Common Man Boys", Harvard Educational Review, 23 (Summer, 1953), p. 183.

having the greatest impact on a student's choice to become a teacher. The persons whom the students perceived as having the most influence in their decisions were parents and public school teachers. In giving reasons for their selection of teaching as a career, the largest percentage of students gave the idea of 'getting a job' as being most important.[38]

Another important influence in the post-secondary choices of students is assumed to be the school counselor. Tennyson (1968), in a review of literature on vocational development, affirmed the importance of the school counselor in shaping general attitudes. He cited as evidence a study by Krumboltz and Varnehorst, and he concluded that since a student's attitude toward occupations is one aspect of his general attitudes, a counselor must be a potential force in shaping students' attitudes toward occupations.[39]

The role of significant others was also studied by Breton (1968) in his consideration of the plans of Canadian

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[38]William F. Brazziel, "Occupational Choices of the Negro College", Personnel and Guidance Journal, 40 (May, 1961), p. 740.

[39]Wesley Tennyson, "Career Development", Review of Educational Research, 38 (October, 1968), p. 356.

youth. One of the conclusions he reached was that:

> Support for high educational attainment from significant others is positively related to both educational intentions and to the level of occupational preference. Support from parents is by far the most important source of encouragement for educational intentions; support from a member of the school faculty is the next most important; and support from friends the least important.[40]

Many researchers have looked at students' value orientations as determinants of post-secondary career choices. Anderson and Dipboye (1959) studied the occupational values of 1181 high school students in Central New York. The students were asked to rank the following according to their importance as influencers of vocational choice: security, prestige, salary, interesting work, advancement, working conditions, relations with others, independence and benefits. It was found that interesting work was ranked highest of the nine items, especially by college bound pupils.[41]

Similar results were obtained by A. A. Dole (1964) who studied student populations in Hawaii from the ninth grade level through to adult levels. The determinant

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[40] Breton, op. cit., p. 388.

[41] W. J. Dipboye and W. F. Anderson, "The Ordering of Occupational Values by High School Freshmen and Seniors", *Personnel and Guidance Journal*, 38 (October, 1959), p. 121.

items were categorized under three headings: general values, external influences, and interests. Under general values 'satisfaction' and 'advancement' were perceived as most influential; under external influences 'experience' and 'friends' were perceived as most influential, while under interests 'working with ideas' was perceived as most influential. When items classified as values, influences, and interests were analyzed for relationships to available educational choices, it was discovered that:

> For both male and female student populations, interests tended to be more closely related to educational choice than values which in turn were slightly higher on the whole than influences.[42]

E. Whitfield (1963), in conjunction with a longitudinal study conducted by Hoyt in 1962, investigated students' reasons for attending trade, technical, and business schools by using open-ended responses to the question, "What finally made you decide to come to this school"? By far the most popular category was 'curriculum and facilities', which was used almost three times as

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[42] Arthur A. Dole, "Reported Determinants of Educational Choice", Personnel and Guidance Journal, 43 (February, 1964), p. 568.

often as the second category.[43]

P. Perrone (1965) discovered the importance of money and security in job and career preferences. In a study of junior high school girls and their fathers, he found that the desire for financial reward was considered by both to be the most important factor to be considered in choosing an occupation.[44]

The latest and probably most comprehensive study of the career plans of Newfoundland youth, conducted by the Committee on 1973 Enrollment, Memorial University, analyzed the perceived importance of various proximal influences in students' career plans. Some of its conclusions are as follows:

> The factor of 'closeness to home' was most important for students who planned to attend vocational school but students who planned to attend other post-secondary schools did not consider this as being very important.
>
> In regard to the factor of the importance of the 'interest of courses offered by the institution' that the student planned to attend, the students who intended to go to the College of Trades and

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[43] Edwin Whitfield, "A Study of Students Enrolled in Post-High School Public Vocational Education in Iowa During the 1964-65 School Year" (unpublished PH.D Dissertation, University of Iowa, 1965).

[44] Philip Perrone, "Values and Occupational Preferences of Junior High School Girls", Personnel and Guidance Journal, 44 (November, 1965), p. 253.

> Technology rated their interest in courses of somewhat higher importance than did students who planned to attend Memorial University.
>
> Students who planned to attend vocational schools, the College of Trades and Technology, The College of Fisheries rated 'being paid to attend' to be of much higher importance than did students who planned to attend Memorial University.
>
> Students who planned to attend the College of Trades and Technology and vocational schools preferred the shorter periods of training at these institutions to the four-or-five year degree programme at the University. Many students felt they could not afford longer periods of training.
>
> 'Staying with friends and relatives' was more important for students who planned to go to vocational schools than for students who planned to attend Memorial University.[45]

It can be seen that the reasons students make various post-secondary choices are as varied as the choices themselves. Research into the many influences that may be important to individuals making various post-secondary choices has and will continue to provide insight into the career decision making of adolescents. Such research will enable politicans, educators, and students themselves to be cognizant of, and understand more fully, the kinds of forces that direct students' post-secondary choices.

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[45] Committee on Enrollment, op. cit., p. 159-160.

Summary

It appears from a review of the literature that the vocational decisions and choices of youth are at least partially influenced by their environment. Two important institutions which are part of that environment, and thus are influencing agencies, are the family and the school. Both in turn, directly and indirectly, help to shape and mold the personal characteristics of the individual.

Thus, it is not surprising that a student's socio-economic orgin, his family structure and supports, his school structure and climate, as well as his self-evaluation which results from the home, school, and community exposure, all interact to produce educational and vocational decisions. As a result, students' post-secondary choices, and the influences which affect those choices, can be expected to be distinguished by the environmental circumstances to which students have been exposed.

Chapter 3

# ANALYSIS OF THE DATA

## Introduction

The investigation was concerned with answering the following four research questions:

1. Did 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school differ on family related factors from those graduates who chose to attend Memorial University, and from those who chose not to attend any post-secondary school?

2. Did 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school differ on school related factors from those graduates who chose to attend Memorial University, and from those who chose not to attend any post-secondary school?

3. Did 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school differ on personal related factors from those graduates who chose to attend Memorial University, and from those who chose not to attend any post-secondary school?

4. Did 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school perceive themselves as being influenced by proximal influences

different from those perceived to have influenced graduates who chose Memorial University?

The students' post-secondary choices served as the dependent variables, while family, school, personal factors and proximal influences were treated as independent variables.

The chi-square ($X^2$) test of significance was used to determine the relationship between the variables under investigation. The significant level for each chi-square value was set at the .05 level.

In this chapter four major sections were used to present the findings of this research. They are:

1. Post-secondary choice and family related factors.
2. Post-secondary choice and school related factors.
3. Post-secondary choice and personal related factors.
4. Post-secondary choice and perceived proximal influences.

Post-Secondary Choice and Family Related Factors

Family factors related to post-secondary choices of 1973/74 high school graduates from the Burin Peninsula are presented in this section. The family factors used in this study include: fathers' occupation, mothers' occupations, fathers' unemployment, mothers' unemployment, fathers' schooling, mothers' schooling, and size of the family.

Of the eight family factors investigated, three showed a significant relationship to students' post-secondary choices. They were fathers' occupations, fathers' schooling, and mothers' schooling.

This section is concerned with determining whether 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school had family characteristics which differed significantly from those graduates who chose to attend Memorial University, and from those graduates who chose not to attend any post-secondary school.

Table 2 shows the distribution of students' post-secondary choices and their fathers' occupations. The responses given by the students to fathers' occupations were classified into three groups: NONMANUAL which included such occupations as owner/manager, professional,

technical, clerical, sales, service and recreation, transportation and communication; MANUAL which included such occupations as fishing, farming, logging, mining, craftsman, laborer, and home duties; OTHER which included such categories as pensioner, unemployed, and deceased.

TABLE 2

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY FATHERS' OCCUPATIONS

| Students' Choices | Fathers' Occupations | | | |
|---|---|---|---|---|
| | Nonmanual | Manual | Other | |
| | % | % | % | Base N |
| Memorial University | 48.2 | 37.0 | 14.8 | 27 |
| Vocational School | 28.0 | 59.1 | 12.9 | 93 |
| Nonattendant | 13.3 | 70.0 | 16.7 | 60 |
| Totals | 26.1 | 59.4 | 14.5 | 180* |

*Missing Cases = 2

$X^2 = 12.34$ d.f. = 4 $p < .05$

Table 2 shows cross tabulations calculated to compare the relationship between fathers' occupations and students' post-secondary choices. The chi-square value was calculated at 12.34 with 4 degrees of freedom. Using the chi-square value at the .05 level of significande it was found that, fathers' occupations were significantly related to students' post-secondary choices.

An analysis of this relationship reveals that of the students who chose to attend vocational school, 28.0 per cent of their fathers had nonmanual occupations as compared with 48.2 per cent of those who chose Memorial University, and 13.3 per cent of those who were nonattenders. Conversely, 59.1 per cent of the students who chose vocational school had fathers with manual occupations, while 37.0 per cent of the students who chose Memorial University and 70.0 per cent of the nonattenders had fathers with similar manual occupations.

It seems that students who chose vocational school had fathers whose occupational levels were more working class than those who chose Memorial University, yet less working class than those students who were nonattenders. Thus, the fathers' occupational levels of students who chose vocational school appeared to be predominately middle working class as compared with the upper working class

levels of fathers of students who chose Memorial University, and the lower working class levels of fathers of students who were nonattenders.

The data presented in Table 3 show a significant relationship between high school graduates' post-secondary choices and their fathers' schooling. The calculated chi-square value of 11.91 with 4 degrees of freedom was found to be significant at the .05 level of significance.

It is also revealed that of the students who chose vocational school, 42.7 per cent responded that their fathers' schooling was Grade VI or less while 24.0 per cent of those who chose Memorial University and 51.7 per cent who were nonattenders had fathers in the same category of schooling. On the other hand, 14.6 per cent of the students in the vocational school group had fathers whose schooling was Grade XI and/or post-secondary training, as compared with 36.0 per cent of the Memorial University group, and 8.3 per cent of the nonattendant group.

The data thus indicate that the fathers of high school graduates who chose vocational school had fewer years of schooling than the fathers of students who chose Memorial University, but more years of schooling than the fathers of students who were not attending any post-secondary school.

TABLE 3

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY FATHERS' SCHOOLING

| Students' Choices | Fathers' Schooling | | | |
|---|---|---|---|---|
| | Grade VI or Less | Grades VII-X | Grades XI or More | |
| | % | % | % | Base N |
| Memorial University | 24.0 | 40.0 | 36.0 | 25 |
| Vocational School | 42.7 | 42.7 | 14.6 | 89 |
| Nonattendant | 51.7 | 40.0 | 8.3 | 60 |
| Totals | 43.1 | 41.4 | 15.5 | 174* |

*Missing Cases = 8

$X^2 = 11.91$ d.f. = 4 $p < .05$

Table 4 shows the relationship between mothers' schooling and students' post-secondary choices. The chi-square was calculated at 25.11 with 4 degrees of freedom. Using the chi-square value at the .05 level of significance it was found that, mothers' schooling was significantly related to students' post-secondary choices.

TABLE 4

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY MOTHERS' SCHOOLING

| Students' Choices | Mothers' Schooling | | | |
|---|---|---|---|---|
| | Grade VI or Less | Grades VII-X | Grades XI or More | |
| | % | % | % | Base N |
| Memorial University | 7.7 | 34.6 | 57.7 | 26 |
| Vocational School | 29.4 | 54.3 | 16.3 | 92 |
| Nonattendant | 35.0 | 51.7 | 13.3 | 60 |
| Totals | 28.0 | 50.6 | 21.4 | 178* |

*Missing Cases = 4

$X^2 = 25.11$ d.f. = 4 $p < .05$

The relationship between students' post-secondary choices and mothers' schooling shows that of those students who chose vocational school, 29.4 per cent indicated their mothers' schooling to be Grade VI or less. This compared with only 7.7 per cent of those students who chose Memorial University and 35.0 per cent of those students who were nonattenders. At the higher schooling level, 16.3 per cent of the respondents in the vocational

school category indicated their mothers' schooling to be Grade XI and/or post-secondary training, while 57.7 per cent and 13.3 per cent indicated similar mothers' schooling in the Memorial University and nonattendant groups respectively.

As was found with fathers' schooling, mothers' grades of schooling for those students who chose vocational school were higher than the mothers' grades of schooling of nonattenders, but were much lower than the mothers' grades of schooling of students who chose Memorial University.

Responses to four of the questionnaire items considered under family related factors showed no significant relationship to students' post-secondary choices. These items were: mothers' occupations, fathers' unemployment, mothers' unemployment, and size of the family.

In the analysis of mothers' occupations and students' post-secondary choices, mothers' occupations classified as NONMANUAL included such categories as owner/manager, professional, technical, clerical, sales, service and recreation, transportation and communication; MANUAL occupations were such categories as fishing, logging, mining, craftsman, laborer, and home duties; OTHER included such occupations as pensioner, unemployed, and deceased.

Table 5 shows cross tabulations calculated to compare the relationship between mothers' occupations and students'

post-secondary choices. The obtained chi-square of 5.23 with 4 degrees of freedom was not significant at the .05 level of significance.

TABLE 5

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY MOTHERS' OCCUPATIONS

| Students' Choices | Mothers' Occupations | | | |
|---|---|---|---|---|
| | Nonmanual | Manual | Other | |
| | % | % | % | Base N |
| Memorial University | 18.5 | 77.8 | 3.7 | 27 |
| Vocational School | 18.3 | 79.6 | 2.1 | 93 |
| Nonattendant | 17.2 | 72.4 | 10.4 | 58 |
| Totals | 18.0 | 77.0 | 5.0 | 178* |

*Missing Cases = 4

$X^2 = 5.23$ d.f. = 4 $p > .05$

The above table also shows that 79.6 per cent of the students who chose vocational school gave their mothers' occupations as manual, while 77.8 per cent of the students who chose Memorial University and 72.4 per cent of the

students in the nonattendant group indicated similar mothers' occupations.

This suggests that regardless of the post-secondary choices of students, whether vocational school, Memorial University or nonattendant, the occupational category of most mothers was manual. This is probably due to the fact that most mothers' occupations were classified as 'home duties'.

Table 6 shows cross tabulations calculated to compare the relationship between fathers' unemployment and students' post-secondary choices. The chi-square value was calculated at 0.99 with 4 degrees of freedom. Using the chi-square value at the .05 level of significance it was found that, fathers' unemployment was not significantly related to students' post-secondary choices.

A further analysis of Table 6 reveals that students who chose vocational school indicated that 65.6 per cent of their fathers had no unemployment, and this compared with 68.0 per cent and 60.4 per cent reported by students in Memorial University and nonattendant categories respectively.

This seems to suggest that with high employment experienced on the Burin Peninsula the levels of fathers' unemployment are not significant, but more importantly, as reported in Table 2, is the level of the occupation

which the father holds in the community.

TABLE 6

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY FATHERS' UNEMPLOYMENT

| Students' Choices | Fathers' Unemployment | | | |
|---|---|---|---|---|
| | None | Some | Not Applicable | |
| | % | % | % | Base N |
| Memorial University | 68.0 | 24.0 | 8.0 | 25 |
| Vocational School | 65.6 | 28.9 | 5.5 | 90 |
| Nonattendant | 60.4 | 34.0 | 5.6 | 53 |
| Totals | 64.3 | 29.8 | 5.9 | 168* |

*Missing Cases = 14

$X^2 = 0.99$ d.f. = 4 $p > .05$

The relationship between mothers' unemployment and students' post-secondary choices is shown in Table 7. The chi-square value for mothers' unemployment as it relates to post-secondary choices was 6.98 with 4 degrees of freedom. Using the chi-square value at the .05 level

of significance it was found that, mothers' unemployment was not significantly related to students' post-secondary choices.

TABLE 7

*POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY MOTHERS' UNEMPLOYMENT*

| Students' Choices | Mothers' Unemployment | | | |
|---|---|---|---|---|
| | None | Some | Not Applicable | |
| | % | % | % | Base N |
| Memorial University | 60.9 | 8.7 | 30.4 | 23 |
| Vocational School | 71.1 | 6.0 | 22.9 | 83 |
| Nonattendant | 47.8 | 13.6 | 38.6 | 44 |
| Totals | 62.7 | 8.7 | 28.6 | 150* |

*Missing Cases = 32

$X^2 = 6.98$ d.f. = 4 $p > .05$

An examination of the relationship between students' post-secondary choices and unemployment experienced by students' mothers shows that mothers with no unemployment

were reported by 71.1 per cent of the students who chose vocational school, 60.9 per cent of those who chose Memorial University, and 47.8 per cent of those who were nonattenders.

Significant and relevant to the results of this table has to be the high number of mothers whose unemployment level was reported as 'not applicable', or had no unemployment level indicated and thus were 'missing cases'. This emanates from the fact that a high per cent of the mothers were housewives and thus unemployment was not applicable to their situation. The large number of missing cases probably comes as well from the fact that many students, whose mothers were housewives, did not perceive unemployment as relevant to them and thus omitted it.

Cross tabulations calculated to compare the relationship between the size of the family and students' post-secondary choices are shown in Table 8. The chi-square value was calculated at 6.91 with 4 degrees of freedom. Using the chi-square value at the .05 level of significance it was found that, size of the family was not significantly related to students' post-secondary choices.

An analysis of Table 8 shows that 26.3 per cent of those students who chose vocational school belonged to families of 8 or more. This compared favourably with

TABLE 8

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY SIZE OF FAMILY

| Students' Choices | Size of Family (4 or less) | (5 to 7) | (8 or more) | |
|---|---|---|---|---|
| | % | % | % | Base N |
| Memorial University | 44.5 | 33.3 | 22.2 | 27 |
| Vocational School | 31.6 | 42.1 | 26.3 | 95 |
| Nonattendant | 31.7 | 28.3 | 40.0 | 60 |
| Totals | 33.5 | 36.3 | 30.2 | 182 |

$X^2 = 6.91$ d.f. = 4 $p > .05$

the 22.2 per cent of the students who chose Memorial University. The percentages of vocational students and Memorial University students who belonged to families of 8 or more differed greatly from the 40.0 per cent of the students in the nonattendant category. With respect to smaller families, however, the 31.6 per cent of the vocational school students with 4 or less in the family was very similar to the 31.7 per cent in the nonattendant

category, but differed more from the 44.5 per cent in the Memorial University category.

Assessing the data on the size of the family, it appears relevant that most students, regardless of their post-secondary choice, tend to come from fairly large families of 5 or more, and smaller families of 2 or less appear less prevalent. This general predominance of large families on the Burin Peninsula may explain the lack of any significant relationship between family size and students' post-secondary choices.

Thus, it has been shown that the three family factors, fathers' occupations, fathers' schooling, and mothers' schooling were significantly related to the post-secondary choices of 1973/74 high school graduates from the Burin Peninsula. It seems that of the three factors, mothers' schooling was most significantly related to choice, and thus probably the most important determinant of the three factors.

Post-Secondary Choice and School Related Factors

School factors related to post-secondary choices of 1973/74 high school graduates from the Burin Peninsula are presented in this section. The school related factors used for this study include: students' high school programs of study, students' perceived knowledge of courses of study at vocational school and Memorial University, students' perceived knowledge of costs at vocational school and Memorial University, students' perceived knowledge of entrance requirements at vocational school and Memorial University, students' assessments of the academic and social environments at vocational school and Memorial University.

Of the eleven questionnaire items investigated, examination of the data reveals that results of eight of the questions showed a significant relationship to students' post-secondary choices. These were students' high school programs of study, students' perceived knowledge of the courses of study at vocational school and Memorial University, students' perceived knowledge of costs at vocational school and Memorial University, students' perceived knowledge of entrance requirements at vocational school and Memorial University, and students' assessments of the social environment at vocational school.

In this section research question #2 was considered

to determine whether 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school differed on school related factors from those graduates who chose to attend Memorial University, and from those who chose not to attend any post-secondary school.

Table 9 shows the cross tabulations calculated to compare the relationship between students' high school programs of study and students' post-secondary choices. The chi-square value was calculated at 11.42 with 2 degrees of freedom. Using the chi-square value at the .05 level of significance it was found that, students' high school programs of study were significantly related to their post-secondary choices.

The data reveal that 83.2 per cent of the students who chose vocational school came from the academic high school program as compared with 100 per cent of the students who chose Memorial University, and 70.0 per cent who were nonattenders. In addition, the vocational group's 16.8 per cent who came from the general program was higher than the 0 per cent in the Memorial University group, and much less than the 30.0 per cent of the nonattenders.

Thus, although all post-secondary groups had high percentages from the academic program, the Memorial University group had significantly more, and the nonattendant group significantly less, than the vocational group.

TABLE 9

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY HIGH SCHOOL PROGRAMS OF STUDY

| Students' Choices | High School Programs of Study | | |
|---|---|---|---|
| | Academic | General | |
| | % | % | Base N |
| Memorial University | 100.0 | - | 27 |
| Vocational School | 83.2 | 16.8 | 95 |
| Nonattendant | 70.0 | 30.0 | 60 |
| Totals | 81.3 | 18.7 | 182 |
| $X^2 = 11.42$ | d.f. = 2 | | $p < .05$ |

Table 10 shows the chi-square value for students' perceived knowledge of courses of study at vocational school as it relates to students' post-secondary choices. The obtained chi-square of 12.11 with 4 degrees of freedom was appropiate to give significant relationship at the .05 level of significance.

A further examination of the table reveals that of the students who chose vocational school, 50.5 per cent felt they knew 'much' about the courses of study

offered at such schools. This compared with 22.2 per cent of Memorial University students who indicated 'much' knowledge and 36.7 per cent in the nonattendant category. The table also shows that only 18.3 per cent of the students who chose vocational school indicated 'little or no' knowledge of the courses of study at vocational school, as compared with 44.5 per cent and 33.3 per cent in the Memorial University and nonattendant categories respectively.

TABLE 10

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT VOCATIONAL SCHOOL

| Students' Choices | Perceived Knowledge of Courses of Study at Vocational School | | | |
|---|---|---|---|---|
| | Little or None | Average | Much | |
| | % | % | % | Base N |
| Memorial University | 44.5 | 33.3 | 22.2 | 27 |
| Vocational School | 18.3 | 31.2 | 50.5 | 93 |
| Nonattendant | 33.3 | 30.0 | 36.7 | 60 |
| Totals | 27.2 | 31.1 | 41.7 | 180* |

*Missing Cases = 2

$X^2 = 12.11$ d.f. = 4 $p < .05$

The analysis of Table 10 suggests that students who chose vocational school perceived themselves as being better informed about the courses of study at vocational school than did students who chose Memorial University, and those who chose not to attend any post-secondary school.

Table 11 reveals that students' perceived knowledge of the courses of study at Memorial University was significantly related to students' post-secondary choices. The chi-square value calculated to compare the relationship was 9.55 with 4 degrees of freedom. Using the chi-square value at the .05 level of significance, it was found to be a significant relationship.

It is revealed that 14.5 per cent of the high school graduates who chose vocational school perceived themselves as knowing 'much' about the courses of study at Memorial University, which was more favourable than the 3.7 per cent in the nonattendant category, but less favourable than the 26.0 per cent in the Memorial University group. Indicating 'little or no' knowledge of the courses of study at Memorial University was 55.5 per cent of the students who chose Memorial University, which was lower than the 63.3 per cent who chose vocational school and the 63.0 per cent of the nonattenders.

TABLE 11

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR PERCEIVED KNOWLEDGE OF COURSES OF STUDY AT MEMORIAL UNIVERSITY

| Students' Choices | Perceived Knowledge of Courses of Study at Memorial University | | | |
|---|---|---|---|---|
| | Little or None | Average | Much | |
| | % | % | % | Base N |
| Memorial University | 55.5 | 18.5 | 26.0 | 27 |
| Vocational School | 63.3 | 22.2 | 14.5 | 90 |
| Nonattendant | 63.0 | 33.3 | 3.7 | 54 |
| Totals | 62.0 | 25.1 | 12.9 | 171* |

*Missing Cases = 11

$X^2 = 9.55$ d.f. = 4 $p < .05$

Thus, it appears that students who chose vocational school perceived themselves as knowing less about the courses of study at Memorial University than those students who chose Memorial University, but perceived themselves as knowing more than students who were nonattenders. It should be noted, however, that 62.0 per cent of the total sample indicated 'little or no' knowledge of the courses of study at Memorial University, as compared with 12.9

per cent who indicated 'much' knowledge.

Table 12 reveals the relationship between students' perceived knowledge of costs at vocational school and their post-secondary choices. The chi-square value was calculated at 9.60 with 4 degrees of freedom. Using the chi-square value at the .05 level of significance it was found that, students' perceived knowledge of costs at vocational school was significantly related to students' post-secondary choices.

TABLE 12

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR PERCEIVED KNOWLEDGE OF COSTS AT VOCATIONAL SCHOOL

| Students' Choices | Perceived Knowledge of Costs at Vocational School | | | |
|---|---|---|---|---|
| | Little or None | Average | Much | |
| | % | % | % | Base N |
| Memorial University | 51.9 | 40.7 | 7.4 | 27 |
| Vocational School | 34.7 | 28.4 | 36.9 | 95 |
| Nonattendant | 41.7 | 28.3 | 30.0 | 60 |
| Totals | 39.6 | 30.2 | 30.2 | 182 |

$X^2 = 9.60$ d.f. = 4 $p < .05$

It is shown that the highest per cent of graduates - 36.9 per cent - who indicated 'much' knowledge about the costs at vocational school were those who chose that type of institution upon graduation from high school. Thirty per cent of the graduates in the nonattendant group and 7.4 per cent of the graduates at Memorial University indicated 'much' knowledge of the costs at vocational school. Of the graduates who chose vocational school, 34.7 per cent considered themselves as having 'little or no' knowledge, while 41.7 per cent of the nonattenders and 51.9 per cent of the Memorial University group indicated a similar lack of knowledge.

The data thus reveal that students who chose vocational school perceived themselves as knowing more about the costs at vocational school than those students who chose Memorial University, and those who chose not to attend any post-secondary school.

Table 13 shows a similar relationship between students' perceived knowledge of costs at Memorial University and their post-secondary choices. The chi-square value was found to be 12.82 with 4 degrees of freedom. Using the chi-square value at the .05 level of significance it was found that, students' perceived knowledge of costs at Memorial University was significantly related to students' post-secondary choices.

TABLE 13

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR PERCEIVED KNOWLEDGE OF COSTS AT MEMORIAL UNIVERSITY

| Students' Choices | Perceived Knowledge of Costs at Memorial University | | | |
|---|---|---|---|---|
| | Little or None | Average | Much | |
| | % | % | % | Base N |
| Memorial University | 33.3 | 14.8 | 51.9 | 27 |
| Vocational School | 57.4 | 23.4 | 19.2 | 94 |
| Nonattendant | 50.0 | 27.8 | 22.2 | 54 |
| Totals | 51.4 | 23.4 | 25.2 | 175* |

*Missing Cases = 7

$X^2 = 12.82$ d.f. = 4 $p < .05$

An analysis of students' perceived knowledge of the costs at Memorial University reveals that only 19.2 per cent of the graduates who chose vocational school perceived themselves as having 'much' knowledge of the costs at Memorial University, as compared with 51.9 per cent of the graduates who chose Memorial University and 22.2 per cent who were nonattenders. In the 'little or no'

category of knowledge the vocational group, with 57.4 per cent of its students indicated little knowledge of costs at Memorial University, appeared less favourable than the 33.3 per cent of the Memorial University graduates and the 50.0 per cent of the nonattenders.

This indicates that graduates who chose vocational school perceived themselves as having less knowledge of the costs at Memorial University than did graduates who chose Memorial University, and even less than graduates who chose not to attend any particular post-secondary school.

Cross tabulations calculated to compare the relationship between students' perceived knowledge of entrance requirements at vocational school are presented in Table 14. The chi-square value was calculated at 9.90 with 4 degrees of freedom. Using the chi-square value at the .05 level of significance it was found that, students' perceived knowledge of entrance requirements at vocational school was significantly related to students' post-secondary choices.

The table also reveals that high school graduates who chose vocational school perceived themselves as knowing more about the entrance requirements at vocational school, than did those students who chose Memorial University or those who chose not to attend any post-secondary school.

In the vocational school group, 57.5 per cent of the students indicated 'much' knowledge about entrance requirements, while 51.6 per cent in the nonattendant group and only 26.0 per cent in the Memorial University group indicated similar levels of knowledge.

TABLE 14

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT VOCATIONAL SCHOOL

| Students' Choices | Perceived Knowledge of Entrance Requirements at Vocational School | | | |
|---|---|---|---|---|
| | Little or None | Average | Much | |
| | % | % | % | Base N |
| Memorial University | 37.0 | 37.0 | 26.0 | 27 |
| Vocational School | 25.5 | 17.0 | 57.5 | 94 |
| Nonattendant | 21.7 | 26.7 | 51.6 | 60 |
| Totals | 26.0 | 23.2 | 50.8 | 181* |

*Missing Cases = 1

$X^2 = 9.90$ , d.f. = 4 $p < .05$

Table 15 shows that the chi-square value for students' perceived knowledge of entrance requirements at Memorial University as it relates to their post-secondary choices was 11.42 with 4 degrees of freedom. Based on the chi-square value at the .05 level of significance it was found that, students' perceived knowledge of entrance requirements at Memorial University was significantly related to students' post-secondary choices.

TABLE 15

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR PERCEIVED KNOWLEDGE OF ENTRANCE REQUIREMENTS AT MEMORIAL UNIVERSITY

| Students' Choices | Perceived Knowledge of Entrance Requirements at Memorial University | | | |
|---|---|---|---|---|
| | Little or None | Average | Much | |
| | % | % | % | Base N |
| Memorial University | 22.2 | 11.1 | 66.7 | 27 |
| Vocational School | 49.5 | 16.1 | 34.4 | 93 |
| Nonattendant | 50.0 | 19.0 | 31.0 | 58 |
| Totals | 45.5 | 16.3 | 38.2 | 178* |

*Missing Cases = 4

$X^2 = 11.42$ d.f. = 4 $p < .05$

An examination of students' perceived knowledge of entrance requirements at Memorial Unversity shows that of the students who chose vocational school, 34.4 per cent considered themselves as having 'much' knowledge of Memorial University's entrance requirements. This was very similar to the 31.0 per cent of the nonattenders who considered their knowledge as 'much'. The vocational group and the nonattenders, however, differed significantly from the 66.7 per cent of the Memorial University students who considered their knowledge as 'much'. In the 'little or no' category of knowledge, there were only 22.2 per cent of the Memorial University students, as compared with 49.5 per cent and 50.0 per cent in the vocational and nonattendant groups respectively.

The data clearly indicate that students who chose vocational school considered themselves much less informed about the entrance requirements at Memorial University, than did students who chose Memorial University, and only slightly better informed than those students who were nonattenders.

The final school related factor found to be significantly related to students' post-secondary choices was students' assessments of the social environment at vocational school (See Table 16). The chi-square value was calculated at 11.60 with 4 degrees of freedom. Using the chi-square value at the .05 level of significance,

it was found to be a significant relationship.

TABLE 16

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR ASSESSMENTS OF THE SOCIAL ENVIRONMENT AT VOCATIONAL SCHOOL

| Students' Choices | Assessments of Social Environment at Vocational School | | | |
|---|---|---|---|---|
| | Fair to Not So Good | Average | Good to Very Good | |
| | % | % | % | Base N |
| Memorial University | 23.0 | 38.5 | 38.5 | 26 |
| Vocational School | 10.8 | 33.3 | 55.9 | 93 |
| Nonattendant | 15.8 | 14.0 | 70.2 | 57 |
| Totals | 14.2 | 27.8 | 58.0 | 176* |

*Missing Cases = 6

$X^2 = 11.60$ d.f. = 4 $p < .05$

An analysis of the above table shows that students who chose vocational school had the lowest per cent - 10.8 per cent - who considered their assessment as only 'fair to not so good'. This compared with 15.8 per cent of the nonattenders and 23.0 per cent of the Memorial

University students. In making their assessments as 'good to very good', 55.9 per cent of the students who chose vocational school compared with 38.5 per cent in the Memorial University group. An unusual result was that 70.2 per cent of the nonattenders considered their assessment of the social environment at vocational school to be 'good to very good'.

Responses to three of the questionnaire items considered under school related factors showed no significant relationship to students' post-secondary choices. These were students' assessment of the academic environment at Memorial University and vocational school, and students' assessment of the social environment at Memorial University.

Data in Table 17 reveal that no significant relationship was found between students' assessments of the academic environment at Memorial University and their post-secondary choices. A chi-square value of 8.69 with 4 degrees of freedom required the rejection of any significant relationship at the .05 level of significance.

An examination of the data, however, shows that 44.0 per cent of the vocational school students gave assessment as 'good to very good'. This was lower than the 66.7 per cent of the Memorial University students and the 53.5 per cent of the nonattenders. When assessing

the academic environment of Memorial University as 'fair to not so good', the Memorial University students were more positive than the vocational school students and the nonattenders.

TABLE 17

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR ASSESSMENTS OF THE ACADEMIC ENVIRONMENT AT MEMORIAL UNIVERSITY

| Students' Choices | Assessments of Academic Environment at Memorial University | | | |
|---|---|---|---|---|
| | Fair to Not So Good | Average | Good to Very Good | |
| | % | % | % | Base N |
| Memorial University | 3.7 | 29.6 | 66.7 | 27 |
| Vocational School | 19.4 | 36.6 | 44.0 | 93 |
| Nonattendant | 24.1 | 22.4 | 53.5 | 58 |
| Totals | 18.5 | 30.9 | 50.6 | 178* |

*Missing Cases = 4

$X^2 = 8.69$ d.f. = 4 $p > .05$

Table 18 shows no significant relationship between students' assessments of the academic environment at vocational school and their post-secondary choices.

A chi-square value of 2.06 with 4 degrees of freedom did not reach the appropiate .05 level of significance.

TABLE 18

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR ASSESSMENTS OF THE ACADEMIC ENVIRONMENT AT VOCATIONAL SCHOOL

| Students' Choices | Assessments of Academic Environment at Vocational School | | | |
|---|---|---|---|---|
| | Fair to Not So Good | Average | Good to Very Good | |
| | % | % | % | Base N |
| Memorial University | 19.2 | 42.3 | 38.5 | 26 |
| Vocational School | 12.9 | 34.4 | 52.7 | 93 |
| Nonattendant | 11.7 | 35.0 | 53.3 | 60 |
| Totals | 13.4 | 35.8 | 50.8 | 179* |

*Missing Cases = 3

$X^2 = 2.06$ d.f. = 4 $p > .05$

An examination of the above table reveals that similar percentages of students in the vocational school category and the nonattendant category gave similar assessments, which differed slightly from the more positive assessment

of the Memorial University group. Academic assessments of 'good to very good' were given by 52.7 per cent of the vocational school students, 53.3 per cent of the nonattenders, and 38.5 per cent of the Memorial University students. Less favourable assessments of 'fair to not so good' were given by 19.2 per cent in the Memorial University group, as compared with 12.9 per cent and 11.7 per cent in the vocational school and the nonattendant groups respectively.

Table 19 presents cross tabulations calculated to compare the relationship between students' assessments of the social environment at Memorial University and their post-secondary choices. The chi-square value was found to be 7.31 with 4 degrees of freedom. Based on the chi-square value at the .05 level of significance it was found that, students' assessments of the social environment at Memorial University were not significantly related to students' post-secondary choices.

It is also revealed that of the students in the vocational school group, 41.4 per cent assessed the social environment at Memorial University as 'good to very good', while 49.1 per cent in the nonattendant group and 66.7 per cent in the Memorial University group gave similar assessments. As well, the vocational group - 29.3 per cent - gave the lowest assessments of the social environment at Memorial University, as compared with 21.8 per

cent and 7.4 per cent in the nonattendant and the Memorial University groups respectively.

TABLE 19

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR ASSESSMENTS OF THE SOCIAL ENVIRONMENT AT MEMORIAL UNIVERSITY

| Students' Choices | Assessments of Social Environment at Memorial University | | | |
|---|---|---|---|---|
| | Fair to Not So Good | Average | Good to Very Good | |
| | % | % | % | Base N |
| Memorial University | 7.4 | 25.9 | 66.7 | 27 |
| Vocational School | 29.3 | 29.3 | 41.4 | 92 |
| Nonattendant | 21.8 | 29.1 | 49.1 | 55 |
| Totals | 23.6 | 28.7 | 47.7 | 174* |

*Missing Cases = 8

$X^2 = 7.31$ d.f. = 4 $p > .05$

Thus, it seems that 1973/74 high school graduates from the Burin Peninsula made post-secondary choices which were significantly related to their high school programs of study, as well as to their perceived knowledge

of courses, costs, and entrance requirements at vocational school and Memorial University. Generally students who chose vocational school perceived themselves as knowing most about that institution, whereas students who chose Memorial University perceived themselves as knowing most about that institution. Nonattenders generally perceived themselves as knowing least about post-secondary institutions.

Post-Secondary Choice and Personal Related Factors

Personal factors related to post-secondary choices of 1973/74 high school graduates from the Burin Peninsula are presented in this section. The factors treated are as follows: students' aspirations, students' expectations, students' self concept of ability as compared with school class, and students' self concept of control over their environment.

Examination of the data revealed that, of the four questionnaire items categorized under personal related factors, three were significantly related to students' post-secondary choices. These were students' aspirations, students' expectations, and students' self concept of ability as compared with school class.

The objective of this section is to determine whether 1973/74 high school graduates from the Burin Peninsula

who chose vocational school differed on school related factors from those graduates who chose to attend Memorial University, and from those who chose not to attend any post-secondary school.

Table 20 shows the distribution of students' aspirations by their post-secondary choices. The responses given by the students to their aspirations were classified into three groups: UPPER WORKING CLASS which were such occupations as owner/manager of business, professional, and technical; MIDDLE WORKING CLASS which included occupations such as clerical, sales, service and recreation, and transportation and communication; LOWER WORKING CLASS which were such occupations as fishing, farming, logging, mining, craftsman, laborer, and home duties.

The table also shows a significant relationship between students' post-secondary choices and their aspirations. The chi-square value of 18.44 with 4 degrees of freedom was significant at the .05 level of significance.

Further analysis of the data reveals that of the students who chose vocational school, 39.5 per cent aspired to upper working class occupations, which was very similar to the 38.0 per cent of the nonattenders who aspired to similar occupations. These percentages varied significantly from the 84.6 per cent of the Memorial University students who aspired to upper working class occupations. Aspirations

of lower working class were held by 22.2 per cent of the vocational school group, as compared with 20.0 per cent of the nonattenders and only 7.7 per cent of the Memorial University group.

TABLE 20

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR ASPIRATIONS

| Students' Choices | Students' Aspirations | | | |
|---|---|---|---|---|
| | Upper Working Class % | Middle Working Class % | Lower Working Class % | Base N |
| Memorial University | 84.6 | 7.7 | 7.7 | 26 |
| Vocational School | 39.5 | 38.3 | 22.2 | 81 |
| Nonattendant | 38.0 | 42.0 | 20.0 | 50 |
| Totals | 46.5 | 34.4 | 19.1 | 157* |

*Missing Cases = 25

$X^2 = 18.44$ d.f. = 4 $p < .05$

The above table shows that students who chose vocational school mostly had middle working class and lower working class aspirations, which were similar to the aspirations of the nonattendant group. This varied significantly

from the Memorial University group who aspired to mostly upper working class occupations.

The distribution of students' expectations and their post-secondary choices are presented in Table 21. The calculated chi-square value of 23.93 with 4 degrees of freedom confirmed a significant relationship between students' expectations and their post-secondary choices at the .05 level of significance.

TABLE 21

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR EXPECTATIONS

| Students' Choices | Students' Expectations | | | |
|---|---|---|---|---|
| | Upper Working Class % | Middle Working Class % | Lower Working Class % | Base N |
| Memorial University | 72.0 | 12.0 | 16.0 | 25 |
| Vocational School | 25.0 | 51.2 | 23.8 | 84 |
| Nonattendant | 22.0 | 54.0 | 24.0 | 50 |
| Totals | 31.5 | 45.9 | 22.6 | 159* |

*Missing Cases = 23

$X^2 = 23.93$ d.f. = 4 $p < .05$

The responses of students to their expectations were classified into three groups, upper working class, middle working class, and lower working class, similar to those for students' aspirations. Only 25.0 per cent of the vocational school students expected to reach upper working class occupations which compared favourably with the 22.0 per cent of the nonattenders, but was significantly lower than the 72.0 per cent of the Memorial University group.

Thus, as with students' aspirations, vocational school students had lower expectations of success comparable only to those held by nonattenders, but significantly different from Memorial University students who mostly expected upper working class occupations.

An examination of the results contained in Table 22 shows that a significant relationship existed between students' post-secondary choices and their self concept of ability as compared with their school class. A calculated chi-square value of 16.72 with 4 degrees of freedom was appropiate to give a significant relationship at the .05 level of significance.

The table further reveals that of the students who chose vocational school, 27.7 per cent perceived their self concept of ability to be 'high', while 48.3 per cent of the nonattenders and 66.7 per cent of the Memorial University students had similar perceptions. The 12.8

per cent of the vocational school students rating their self concept of ability as 'low', compared with 8.6 per cent of the nonattenders and 0 per cent of the Memorial University group.

TABLE 28

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR SELF CONCEPTS OF ABILITY

| Students' Choices | Students' Self Concepts of Ability | | | |
|---|---|---|---|---|
| | Low | Average | High | |
| | % | % | % | Base N |
| Memorial University | - | 33.3 | 66.7 | 27 |
| Vocational School | 12.8 | 59.5 | 27.7 | 94 |
| Nonattendant | 8.6 | 43.1 | 48.3 | 58 |
| Totals | 9.5 | 50.3 | 40.2 | 179* |

*Missing Cases = 3

$X^2 = 16.72$ d.f. = 4 $p < .05$

The data suggests that more vocational school students perceived their ability as being 'low' to 'average', even lower than the nonattenders. The vocational group

and the nonattenders were significantly lower than Memorial University students who mostly rated their ability as 'high'.

It was found in analyzing the personal related factors that students' self concepts of control over their environment was not significantly related to students' post-secondary choices (See Table 23). The chi-square value calculated to compare the relationship was 7.61 with 4 degrees of freedom. Using the chi-square value at the .05 level of significance, it was found not to be a significant relationship.

The table reveals that most students, whether Memorial University, vocational school, or nonattenders, tended to rate their self concept of control as 'low'. In rating their control as 'high', the 44.5 per cent of the vocational school students who did so were noticeably higher than the 29.3 per cent of the nonattenders and the 19.1 per cent of the Memorial University group.

Thus, it appears that the post-secondary choices of 1973/74 high school graduates from the Burin Peninsula were strongly related to students' aspirations, students' expectations, and their self concept of ability. Generally, students who chose Memorial University ranked highest on such characteristics, followed by students who chose vocational school, and then by students who chose not to attend any post-secondary school.

TABLE 23

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY THEIR SELF CONCEPTS OF CONTROL OVER ENVIRONMENT

| Students' Choices | Students' Self Concepts of Control Over Environment | | | |
|---|---|---|---|---|
| | Low | Average | High | |
| | % | % | % | Base N |
| Memorial University | 47.9 | 33.0 | 19.1 | 94 |
| Vocational School | 37.0 | 18.5 | 44.5 | 27 |
| Nonattendant | 41.4 | 29.3 | 29.3 | 58 |
| Totals | 44.1 | 29.6 | 26.3 | 179* |

*Missing Cases = 3

$X^2 = 7.61$ d.f. = 4 $p > .05$

Post-Secondary Choice and Perceived Proximal Influences

Proximal influences and the perceived importance of each in the post-secondary choices of 1973/74 high school graduates from the Burin Peninsula are presented in this section. Table 24 shows the eighteen proximal influences considered, and the percentages of graduates who perceived each as being 'average to very important' in their choice of vocational school or Memorial University.

TABLE 24

PERCEIVED IMPORTANCE OF PROXIMAL INFLUENCES BY POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA

| Proximal Influences | Percentage of Graduates who Perceived Influences as being 'Average to Very Important' in their Post-Secondary Decisions | |
|---|---|---|
| | Vocational School | Memorial University |
| | % | % |
| The school is close to home | 50.0 | 14.8 |
| Parents' advice | 40.2 | 30.8 |
| School will give job qualifications | 93.3 | 92.6 |
| The money I will earn | 82.4 | 85.2 |
| School offers courses that interest | 91.2 | 92.3 |
| Graduates get jobs easily | 82.6 | 78.3 |
| The shorter training period | 51.1 | 20.0 |
| Financial considerations | 74.7 | 56.0 |
| Teacher/counselor advice | 39.3 | 42.3 |
| Advice from friends at university | 31.9 | 44.0 |
| Information from post-secondary personnel | 62.6 | 40.0 |
| Job market for university graduates | 47.2 | 68.0 |
| Paid to attend | 59.8 | 26.9 |
| Accommodation with relatives or friends | 45.7 | 23.1 |
| Friends are going | 45.7 | 38.5 |
| Information by mass media | 42.7 | 34.6 |
| Advice from friends at post-secondary school | 48.4 | 28.0 |
| Other relatives attended the school | 35.9 | 23.1 |

The analysis of this section proposes to determine whether high school graduates from the Burin Peninsula who chose to attend vocational school perceived themselves as being influenced by proximal influences that were significantly different from those perceived to have influenced graduates who chose to attend Memorial University. It was hypothesized that if students who make different post-secondary decisions vary on family related, school related, and personal related factors, then they are likely to vary in the importance they attach to various proximal influences.

Of the eighteen proximal influences investigated, there was a significant difference in the importance of five as rated by students who chose vocational school and Memorial University. The five were: the school being close to home, the shorter training period, information provided by post-secondary personnel, being paid to attend, and being able to find accommodation with relatives or friends.

Cross tabulations calculated to compare the relationship between the perceived importance of the school being close to home and students' post-secondary choices are shown in Table 25. The chi-square value was calculated at 9.21 with 1 degree of freedom. Based on the chi-square value at the .05 level of significance it was found that, the perceived importance of the school being close to

home was significantly related to students' post-secondary choices.

TABLE 25

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY IMPORTANCE OF SCHOOL BEING CLOSE TO HOME

| Students' Choices | Importance of the School Being Close to Home | | |
|---|---|---|---|
| | Little to No Importance | Average to Very Important | |
| | % | % | Base N |
| Memorial University | 85.2 | 14.8 | 27 |
| Vocational School | 50.0 | 50.0 | 92 |
| Totals | 57.9 | 42.1 | 119* |

*Missing Cases = 3

$X^2 = 9.21$ d.f. = 1 $p < .05$

The above table reveals that fifty per cent of the students who chose to attend vocational school considered the school being close to home to be 'average to very important' in making that decision. This compared with only 14.8 per cent of those students who chose Memorial University. In rating the influence as 'little to no

importance', 50.0 per cent of the vocational school students compared with 85.2 per cent of the Memorial University students.

This indicates that students who chose vocational school considered the school being close to home as significantly more important in making their post-secondary decision, than did students who chose Memorial University.

Table 26 shows the relationship between students' post-secondary choices and the perceived importance of the shorter period of training. The chi-square value for this relationship was 6.49 with 1 degree of freedom. Using the chi-square value at the .05 level of significance, it was found to be a significant relationship.

An analysis of Table 26 shows there was a significant difference in the importance of the shorter training period for the high school graduates who chose vocational school, and for those who chose Memorial University. Of the students who chose vocational school, 51.1 per cent rated the shorter training period as 'average to very important', while only 20.0 per cent of the Memorial University students made similar ratings. 'Little to no importance' was indicated by 48.9 per cent of the vocational school students and 80.0 per cent of the Memorial University students.

This suggests that students who chose vocational

school were significantly more influenced by the shorter training period, than were students who chose Memorial University.

TABLE 26

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY IMPORTANCE OF SHORTER TRAINING PERIOD

| Students' Choices | Importance of Shorter Training Period | | |
|---|---|---|---|
| | Little to No Importance | Average to Very Important | |
| | % | % | Base N |
| Memorial University | 80.0 | 20.0 | 25 |
| Vocational School | 48.9 | 51.1 | 92 |
| Totals | 55.6 | 44.4 | 117* |

*Missing Cases = 5

$X^2 = 6.49$ d.f. = 1 $p < .05$

The chi-square value for the importance of information provided by post-secondary personnel as it relates to students' post-secondary choices was 4.07 with 1 degree of freedom (See Table 27). Using the chi-square value at the .05 level of significance it was found that, the

importance of information provided by post-secondary personnel was significantly related to students' post-secondary choices.

TABLE 27

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY IMPORTANCE OF INFORMATION PROVIDED BY POST-SECONDARY PERSONNEL

| Students' Choices | Importance of Information Provided by Post-Secondary Personnel | | |
|---|---|---|---|
| | Little to No Importance | Average to Very Important | |
| | % | % | Base N |
| Memorial University | 60.0 | 40.0 | 25 |
| Vocational School | 37.4 | 62.6 | 88 |
| Totals | 42.5 | 57.5 | 113* |

*Missing Cases = 9

$X^2 = 4.07$ d.f. = 1 $p < .05$

It can be seen from the above table that 62.6 per cent of the vocational school students considered the influence of information provided by post-secondary personnel to be 'average to very important' in making their post-secondary choice, while 40.0 per cent of the Memorial

University students gave similar ratings. Sixty per cent of the Memorial University group perceived the influence as having 'little or no importance' in their choice, which compared with 37.4 per cent of the vocational school group.

This indicates that the information provided by post-secondary personnel was perceived as significantly more important to students who chose vocational school, than to those students who chose Memorial University.

Table 28 shows the significant relationship between students' post-secondary choices and the importance of being paid to attend. The obtained chi-square of 7.51 with 1 degree of freedom was significant at the .05 level of significance.

An examination of the data shows that in rating the influence of being paid to attend as 'average to very important', 59.8 per cent of the vocational school students compared with 26.9 per cent of the Memorial University students. 'Little to no importance' was rated by 40.2 per cent of the vocational school students as compared with 73.1 per cent of the Memorial University students.

Thus, it appears that students who chose vocational school attached significantly more importance to being paid to attend, than did students who chose Memorial University.

TABLE 28

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY IMPORTANCE OF BEING PAID TO ATTEND

| Students' Choices | Importance of Being Paid to Attend | | |
|---|---|---|---|
| | Little to No Importance | Average to Very Important | |
| | % | % | Base N |
| Memorial University | 73.1 | 26.9 | 26 |
| Vocational School | 40.2 | 59.8 | 92 |
| Totals | 47.4 | 52.6 | 118* |

*Missing Cases = 4

$X^2 = 7.51$ d.f. = 1 $p < .05$

An analysis of Table 29 shows a relationship between students' post-secondary choices and the importance of being able to find accommodation with relatives or friends. The chi-square was found to be 4.33 with 1 degree of freedom. Based on the chi-square value at the .05 level of significance, it was found to be a significant relationship.

A further examination of the table reveals that of the students who chose vocational school, 44.4 per cent

considered being able to find accommodation with relatives or friend as 'average to very important' in making their post-secondary choice. This compared with 23.1 per cent of the Memorial University students. In rating the influence as being 'little to no importance', 55.6 per cent of the vocational school students compared with 76.9 per cent of the Memorial University students.

TABLE 29

POST-SECONDARY CHOICES OF 1973/74 HIGH SCHOOL GRADUATES FROM THE BURIN PENINSULA BY IMPORTANCE OF BEING ABLE TO FIND ACCOMMODATION WITH RELATIVES OR FRIENDS

| Students' Choices | Importance of Being Able to Find Accommodation with Relatives or Friends | | |
|---|---|---|---|
| | Little to No Importance | Average to Very Important | |
| | % | % | Base N |
| Memorial University | 76.9 | 23.1 | 26 |
| Vocational School | 55.6 | 44.4 | 92 |
| Totals | 59.3 | 40.7 | 118* |

*Missing Cases = 4

$X^2 = 4.33$ d.f. = 1 $p < .05$

Thus, Table 29 indicates that students who chose vocational school considered being able to find accommodation with relatives or friends as significantly more important in making their post-secondary choice, than did students who chose Memorial University.

Consideration of proximal influences has shown that 1973/74 high school graduates from the Burin Peninsula who chose vocational school placed great importance on the school being close to home, being paid to attend, the shorter training period, being able to find accommodation with relatives or friends, and the information provided by post-secondary personnel. It appears that four of the significant influences are related to the financial advantage of students attending vocational school on the Peninsula, rather than leaving home to study at Memorial University.

Summary

Of the eight questionnaire items investigated under family related factors, three showed a significant relationship to students' post-secondary choices. They were fathers' occupations, fathers' schooling, and mothers' schooling.

It was revealed that students who were attending vocational school had fathers whose occupational levels were more working class than the fathers of students who

were attending Memorial University. Also, those students attending vocational school had fathers and mothers with significantly fewer years of schooling, than did the fathers and mothers of those students who were attending Memorial University. When compared with the nonattenders, however, the students who were attending vocational school had fathers with higher occupational levels, and fathers and mothers with significantly more years of schooling.

Eleven questionnaire items were examined under school related factors, and eight questions showed a significant relationship to students' post-secondary choices. They were students' high school programs of study, students' perceived knowledge of the courses of study at vocational school and Memorial University, students' perceived knowledge of costs at vocational school and Memorial University, students' perceived knowledge of entrance requirements at vocational school and Memorial University, and students' assessments of the social environment at vocational school.

The investigation showed that the highest percentage of the students who graduated from the 'general' high school program were in the nonattendant category, with the vocational group having the next highest, and the Memorial University group having the lowest percentage. With respect to students' perceived knowledge of the courses of study, the costs, and the entrance requirements at vocational school, the students who chose to attend

vocational school perceived themselves as significantly more informed than students who chose to attend Memorial University, and those who chose not to attend any post-secondary school. On the other hand, the students who chose to attend vocational school perceived themselves as knowing significantly less about the courses of study, the costs, and the entrance requirements at Memorial University, than those students who chose to attend Memorial University. In assessing the social environment at vocational school, those students who chose to attend vocational school gave slightly higher assessments than those who were nonattenders, and significantly higher assessments than those students who chose to attend Memorial University.

Of the four questionnaire items considered under personal related factors, students' aspirations, students' expectations, and students' self concepts of ability as compared with school class were significantly related to students' post-secondary choices.

Students who chose to attend vocational school had lower aspirations and expectations than those students who chose to attend Memorial University. However, the vocational school students had higher aspirations and expectations than those students who were nonattenders. In assessing their self concepts of ability, students who chose to attend vocational school gave lower assessments

than those students who chose to attend Memorial University, and those students who chose not to attend any post-secondary school.

Of the eighteen proximal influences considered, five were found to be significantly related to students' post-secondary choices. They were the school being close to home, the shorter training period, information provided by post-secondary personnel, being paid to attend, and being able to find accommodation with relatives or friends. Students who chose to attend vocational school perceived the five influences as being significantly more important in making their post-secondary decision, than did students who chose to attend Memorial University.

Chapter 4

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## Summary

The primary concern of this study was to compare selected social, economic, academic, and background characteristics of 1973/74 high school graduates from the Burin Peninsula who chose to attend vocational school with the same characteristics of graduates who chose to attend Memorial University, and those who were not attending any post-secondary school.

Further, the study identified and compared selected proximal influences which seem to have influenced students' decisions to chose vocational school, with those influences which seem to have influenced students' decisions to attend Memorial University.

For the purpose of analysis and interpretation of the data, the characteristics of the 1973/74 high school graduates were grouped into four categories, namely: family related, school related, personal related, and proximal influences.

Thus, the objectives of the investigation were as follows:

1. To compare selected family related factors of 1973/74 high school graduates from the Burin Peninsula

who were attending vocational school, with the same factors of those graduates who were attending Memorial University, and those who were not attending any post-secondary school.

2. To compare selected school related factors of 1973/74 high school graduates from the Burin Peninsula who were attending vocational school, with the same factors of those graduates who were attending Memorial University, and those who were not attending any post-secondary school.

3. To compare selected personal related factors of 1973/74 high school graduates from the Burin Peninsula who were attending vocational school, with the same factors of those graduates who were attending Memorial University, and those who were not attending any post-secondary school.

4. To compare the importance of selected proximal influences of 1973/74 high school graduates from the Burin Peninsula who were attending vocational school with the importance of the same influence to those graduates who were attending Memorial University.

The data pertinent to family, school, and personal factors, and proximal influences were obtained on a questionnaire administrated by the Committee on Enrollment 1973 to all 1973/74 Grade XI students in Newfoundland.

Further data, indicating the names and numbers of 1973/74 high school graduates from the Burin Peninsula, were obtained through the co-operation of the Burin

Peninsula Integrated School Board and the Roman Catholic School Board for the Burin Peninsula. In addition, data concerning the post-secondary schools the graduates were attending were obtained through the co-operation of the Burin District Vocational School and Memorial University of Newfoundland.

Statistical procedures used for analyzing the data were number and percentage distributions and the chi-square test of significance.

The findings of this research are summarized as follows:

Post-Secondary Choice and Family Related Factors

1. The fathers of students who chose vocational school had higher occupational levels than fathers of students who chose not to attend any post-secondary school, but lower occupational levels than fathers of students who chose Memorial University.

2. The fathers of students who chose vocational school had completed more years of schooling than fathers of students who chose not to attend any post-secondary school, but had completed fewer years of schooling than fathers of students who chose Memorial University.

3. The mothers of students who chose vocational school had completed more years of schooling than mothers of students who chose not to attend any post-secondary school, but had completed fewer years of schooling than mothers of students who chose Memorial University.

Post-Secondary Choice and School Related Factors

1. Students who chose vocational school were more likely to have come from the 'general' high school program of study than were students who chose Memorial University, but were less likely than those students who chose not to attend any post-secondary school.

2. Students who chose vocational school perceived themselves as being much better informed about the courses of study at vocational school, than did those students who chose Memorial University and those who chose not to attend any post-secondary school.

3. Students who chose vocational school perceived themselves as knowing less about the courses of study at Memorial University than did those students who chose Memorial University, but knowing more than those students who chose not to attend any post-secondary school.

4. Students who chose vocational school perceived themselves as knowing more about the costs at vocational school, than those students who chose Memorial University and those who chose not to attend any post-secondary school.

5. Students who chose vocational school perceived themselves as knowing less about the costs at Memorial University, than those students who chose Memorial University and those who chose not to attend any post-secondary school.

6. Students who chose vocational school perceived

themselves as knowing more about the entrance requirements at vocational school, than did those students who chose Memorial University and those who chose not to attend any post-secondary school.

7. Students who chose vocational school perceived themselves as being much less informed about the entrance requirements at Memorial University than did those students who chose Memorial University, and only slightly better informed than those students who chose not to attend any post-secondary school.

8. Students who chose vocational school were more positive in their assessment of the social environment at vocational school, than those students who chose not to attend any post-secondary school and those who chose Memorial University.

Post-Secondary Choice and Personal Related Factors

1. Students who chose vocational school had occupational aspirations higher than those of students who chose not to attend any post-secondary school, but significantly lower than those students who chose Memorial University.

2. Students who chose vocational school had occupational expectations higher than those of students who chose not to attend any post-secondary school, but significantly lower than those students who chose Memorial University.

3. Students who chose vocational school perceived their ability as compared with their school class to be lower than students who chose not to attend any post-secondary, and students who chose Memorial University.

Post-Secondary Choice and Perceived Proximal Influences

1. Students who chose vocational school considered the school being close to home as significantly more important in making their post-secondary choice, than did students who chose Memorial University.

2. Students who chose vocational school considered the shorter training period as significantly more important in making their post-secondary choice, than did students who chose Memorial University.

3. Students who chose vocational school considered information provided by post-secondary personnel as significantly more important in making their post-secondary choice, than did students who chose Memorial University.

4. Students who chose vocational school considered being paid to attend as significantly more important in making their post-secondary choice, than did students who chose Memorial University.

5. Students who chose vocational school considered being able to find accommodation with relatives or friends as significantly more important in making their post-secondary choice, than did students who chose Memorial University.

Conclusions

The following conclusions were reached regarding 1973/74 high school graduates from the Burin Peninsula and their particular post-secondary choices.

1. A high percentage of all students, regardless of their post-secondary choices, indicated a lack of knowledge of the courses of study, costs, and entrance requirements at Memorial University. Students from all groups, however, indicated a higher level of knowledge of the courses of study, costs, and entrance requirements at vocational school. This may indicate that students are not getting the same level of exposure to information about Memorial University as they are about vocational school.

2. Vocational school students also considered the information provided by post-secondary personnel to be very important in making their post-secondary decisions, whereas the same importance of information was not perceived by Memorial University students. This seems to indicate as well that students' exposure to vocational information, through the efforts of the vocational school in the district, is more in-depth, more effective, and influencing students more than exposure to Memorial University information.

3. The vocational school on the Burin Peninsula

appears to be attracting mostly middle to lower class high school graduates, while Memorial University appears to be attracting mostly upper class graduates. Thus, social stratification seems to be very much a part of the selection process of both vocational school and Memorial University.

4. The vocational school on the Burin Peninsula appears to be an attractive place for such reasons as its closeness to home, its shorter training period, and students being able to find accommodation with relatives or friends. School counseling services must endeavor to make students fully aware of the post-secondary opportunities available, and have students fully examine their motives and reasons for making particular post-secondary choices. The immediate and short-term attractiveness of a particular post-secondary institution must not blind the student to other post-secondary opportunities which might be more appropiate to the student's interests, wishes, and future desires.

5. Being paid to attend vocational school is certainly an important influence in attracting vocational students, which is understandable since most of their fathers are manual workers and not financially independent. Memorial University students, however, tend to have fathers more in the professional and manager/owner categories and thus are more likely to be financially able. Thus, it seems

that equality of post-secondary opportunity might not be available to high school graduates because of the financial attractiveness of vocational school and the lack of the same at Memorial University.

6. Students on the Burin Peninsula do not suffer from low aspirations or expectation levels. The fact is that most students, regardless of their post-secondary choice, tend to have middle to upper class aspirations and expectations. Unfortunately, intervening forces and factors must be operating which are preventing the achievement of those aspirations and expectations.

7. High schools, through their 'general' and 'academic' programs of study, are tending to stream students into various post-secondary areas. The high schools are playing a very significant role as a selection agent of students' post-secondary choices.

Recommendations

1. Memorial University must assume a greater responsibility in providing information about the opportunities and programs it offers high school graduates.

2. Counseling services, as well as administrators and teachers, must recognize there is a deficiency in the information they are providing students concerning various post-secondary institutions, and thus should concentrate on providing maximum information about all

post-secondary opportunities.

3. There is a definite need for politicians and decision makers to recognize and do something about the inequality of post-secondary educational opportunities caused by discriminatory financial aid to students attending various post-secondary institutions.

4. Parents must become more actively involved in providing advice and information to their high school adolescents. Students must receive maximum encouragement to make post-secondary decisions based on long-term interests, wishes, and desires rather than based on immediate advantages and conveniences.

5. The vocational school on the Burin Peninsula should be very cognizant of the middle to lower class high school graduates it is attracting, and some of the influencing factors that seem to be the attractive force. There is need for strong counseling services at the vocational school level to guide those students.

6. It is recommended that further research be encouraged on the population of this study to ascertain the success of the students' endeavors, and their placement in the world of work.

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# APPENDIX

# CAREER DECISIONS OF NEWFOUNDLAND YOUTH

## Grade XI Students 1973/74

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

* * * * * * * * *

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

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

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

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

NAME: _____ _____ _____
SURNAME FIRST NAME SECOND NAME

DATE OF BIRTH: _____ _____ _____
DAY MONTH YEAR

1. **SEX**

| | |
|---|---|
| male | ☐ 1 |
| female | ☐ 2 |

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

| | father | mother |
|---|---|---|
| Owner/manager of a large business (e.g. employs three or more people) | ☐ 1 | ☐ 1 |
| Owner/manager of a small business (e.g. employs less than three people) | ☐ 2 | ☐ 2 |
| Professional/technical (e.g., lawyer, doctor, teacher, etc.) | ☐ 3 | ☐ 3 |
| Clerical (e.g., clerk, bookkeeper, office worker, etc.) | ☐ 4 | ☐ 4 |
| Home duties (housewife) | ☐ 5 | ☐ 5 |
| Sales (e.g., insurance, real estate salesman, etc.) | ☐ 6 | ☐ 6 |
| Service and recreation (e.g., policeman, cook, barber, etc.) | ☐ 7 | ☐ 7 |
| Transport and communication (e.g., bus driver, radio announcer) | ☐ 8 | ☐ 8 |
| Fishing | ☐ 9 | ☐ 9 |
| Farmers and farm workers (e.g., farmer, farm laborer, etc.) | ☐10 | ☐10 |
| Logging and mining (e.g., lumberman, miner etc.) | ☐11 | ☐11 |
| Craftsman (e.g., carpenter, plumber, electrician, machinist, etc.) | ☐12 | ☐12 |
| Laborer (e.g., construction laborer, etc.) | ☐13 | ☐13 |
| Unemployed | ☐14 | ☐14 |
| Other (Please specify): father _____ | ☐15 | ☐15 |
| mother _____ | ☐16 | ☐16 |
| Deceased | ☐17 | ☐17 |

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

| | father | mother |
|---|---|---|
| none at all | ☐ 1 | ☐ 1 |
| once or twice for short periods | ☐ 2 | ☐ 2 |
| frequently for short periods | ☐ 3 | ☐ 3 |
| for long periods of time | ☐ 4 | ☐ 4 |
| most of the time | ☐ 5 | ☐ 5 |
| not applicable | ☐ 6 | ☐ 6 |

4. **HOW FAR DID YOUR PARENTS GO IN SCHOOL?**

| | father | mother |
|---|---|---|
| grade five or less | ☐ 1 | ☐ 1 |
| grade six | ☐ 2 | ☐ 2 |
| grade seven | ☐ 3 | ☐ 3 |
| grade eight | ☐ 4 | ☐ 4 |
| grade nine | ☐ 5 | ☐ 5 |
| grade ten | ☐ 6 | ☐ 6 |
| grade eleven | ☐ 7 | ☐ 7 |
| some university | ☐ 8 | ☐ 8 |
| graduated from university | ☐ 9 | ☐ 9 |
| other post-secondary school (e.g., college of fisheries, etc.) | ☐10 | ☐10 |
| post-secondary technical training (e.g., armed forces training, apprenticeship training, etc.) | ☐11 | ☐11 |
| nursing school | ☐12 | ☐12 |
| other (please specify: father _____ | ☐13 | ☐13 |
| mother _____ | ☐14 | ☐14 |

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

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

6. HOW MANY BROTHERS AND SISTERS DO YOU HAVE?

| | |
|---|---|
| none | ☐ 1 |
| one | ☐ 2 |
| two | ☐ 3 |
| three | ☐ 4 |
| four | ☐ 5 |
| five | ☐ 6 |
| six | ☐ 7 |
| seven | ☐ 8 |
| eight or more | ☐ 9 |

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

| | |
|---|---|
| none | ☐ 1 |
| one | ☐ 2 |
| two | ☐ 3 |
| three | ☐ 4 |
| four | ☐ 5 |
| five | ☐ 6 |
| six | ☐ 7 |
| seven | ☐ 8 |
| eight or more | ☐ 9 |

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

| | university | other post-secondary schools | job |
|---|---|---|---|
| none | ☐ 1 | ☐ 1 | ☐ 1 |
| one | ☐ 2 | ☐ 2 | ☐ 2 |
| two | ☐ 3 | ☐ 3 | ☐ 3 |
| three | ☐ 4 | ☐ 4 | ☐ 4 |
| four | ☐ 5 | ☐ 5 | ☐ 5 |
| five | ☐ 6 | ☐ 6 | ☐ 6 |
| six | ☐ 7 | ☐ 7 | ☐ 7 |
| seven | ☐ 8 | ☐ 8 | ☐ 8 |
| eight or more | ☐ 9 | ☐ 9 | ☐ 9 |

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

| | |
|---|---|
| Academic | ☐ 1 |
| General | ☐ 2 |

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

| | nothing | | | | a lot |
|---|---|---|---|---|---|
| College of Trades and Technology | 1 | 2 | 3 | 4 | 5 |
| College of Fisheries | 1 | 2 | 3 | 4 | 5 |
| Vocational Schools | 1 | 2 | 3 | 4 | 5 |
| Memorial University | 1 | 2 | 3 | 4 | 5 |
| Other universities (outside the Province) | 1 | 2 | 3 | 4 | 5 |
| Nursing School | 1 | 2 | 3 | 4 | 5 |
| Other (Please specify) _____ | 1 | 2 | 3 | 4 | 5 |

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

| | nothing | | | | a lot |
|---|---|---|---|---|---|
| College of Trades and Technology | 1 | 2 | 3 | 4 | 5 |
| College of Fisheries | 1 | 2 | 3 | 4 | 5 |
| Vocational Schools | 1 | 2 | 3 | 4 | 5 |
| Memorial University | 1 | 2 | 3 | 4 | 5 |
| Other Universities (outside the Province) | 1 | 2 | 3 | 4 | 5 |
| Nursing School | 1 | 2 | 3 | 4 | 5 |
| Other (please specify) _____ | 1 | 2 | 3 | 4 | 5 |

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

| | nothing | | | | a lot |
|---|---|---|---|---|---|
| College of Trades and Technology | 1 | 2 | 3 | 4 | 5 |
| College of Fisheries | 1 | 2 | 3 | 4 | 5 |
| Vocational Schools | 1 | 2 | 3 | 4 | 5 |
| Memorial University | 1 | 2 | 3 | 4 | 5 |
| Other Universities (outside the Province) | 1 | 2 | 3 | 4 | 5 |
| Nursing School | 1 | 2 | 3 | 4 | 5 |
| Other (please specify) _____ | 1 | 2 | 3 | 4 | 5 |

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

| | difficult | | | | easy |
|---|---|---|---|---|---|
| College of Trades and Technology | 1 | 2 | 3 | 4 | 5 |
| College of Fisheries | 1 | 2 | 3 | 4 | 5 |
| Vocational Schools | 1 | 2 | 3 | 4 | 5 |
| Memorial University | 1 | 2 | 3 | 4 | 5 |
| Other universities (outside the Province) | 1 | 2 | 3 | 4 | 5 |
| Nursing School | 1 | 2 | 3 | 4 | 5 |
| Other (please specify) _____ | 1 | 2 | 3 | 4 | 5 |

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

| | difficult | | | | easy |
|---|---|---|---|---|---|
| Bachelor of Arts | 1 | 2 | 3 | 4 | 5 |
| Bachelor of Science | 1 | 2 | 3 | 4 | 5 |
| Bachelor of Commerce | 1 | 2 | 3 | 4 | 5 |
| Bachelor of Nursing | 1 | 2 | 3 | 4 | 5 |
| Bachelor of Physical Education | 1 | 2 | 3 | 4 | 5 |
| Bachelor of Arts (Education) – Primary | 1 | 2 | 3 | 4 | 5 |
| Bachelor of Arts (Education) – Elementary | 1 | 2 | 3 | 4 | 5 |
| Bachelor of Education/Bachelor of Arts | 1 | 2 | 3 | 4 | 5 |
| Bachelor of Education/Bachelor of Physical Education | 1 | 2 | 3 | 4 | 5 |
| Bachelor of Education/Bachelor of Science | 1 | 2 | 3 | 4 | 5 |
| Bachelor of Engineering | 1 | 2 | 3 | 4 | 5 |
| Pre-Forestry | 1 | 2 | 3 | 4 | 5 |
| Bachelor of Medical Science | 1 | 2 | 3 | 4 | 5 |

15. You have probably heard by now something about the type of environment that exists in the various post-secondary schools in this Province. Consider one aspect of this environment, the ACADEMIC ENVIRONMENT. By this we mean the set of experiences that one would get from participating in the school's educational program. PLEASE RATE THE QUALITY OF THE ACADEMIC ENVIRONMENT OFFERED BY EACH OF THE POST-SECONDARY SCHOOLS LISTED BELOW. (Circle the appropriate number to indicate your response in each case.)

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

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

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

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

| | low | | | | high |
|---|---|---|---|---|---|
| Your ability compared with that of your close friends | 1 | 2 | 3 | 4 | 5 |
| Your ability compared with other members of your school class | 1 | 2 | 3 | 4 | 5 |
| Your ability to complete a university degree | 1 | 2 | 3 | 4 | 5 |
| Your ability to complete a post-graduate university degree like an M.A. | 1 | 2 | 3 | 4 | 5 |
| The quality of your own work at present | 1 | 2 | 3 | 4 | 5 |
| The kind of grades (marks) you are capable of getting | 1 | 2 | 3 | 4 | 5 |

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

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

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

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

ALSO, IN THE SPACE PROVIDED BESIDE EACH OCCUPATIONAL CATEGORY, PLEASE WRITE IN THE SPECIFIC OCCUPATION YOU WOULD LIKE TO HAVE, AND THE ONE YOU EXPECT TO HAVE. (e.g., teacher, plumber, fisherman, real estate salesman, etc.). If the occupation you would like to have and the one you expect to have are the same, write in only one name.

| | LIKE | EXPECT |
|---|---|---|
| Owner/manager of a large business | ☐ 1 | ☐ 1 |
| Owner/manager of a small business | ☐ 2 | ☐ 2 |
| Professional/technical | ☐ 3 | ☐ 3 |
| Clerical | ☐ 4 | ☐ 4 |
| Sales | ☐ 5 | ☐ 5 |
| Service and recreation | ☐ 6 | ☐ 6 |
| Transport and communication | ☐ 7 | ☐ 7 |
| Fishing | ☐ 8 | ☐ 8 |
| Farmers and farm workers | ☐ 9 | ☐ 9 |
| Logging and mining | ☐ 10 | ☐ 10 |
| Craftsman | ☐ 11 | ☐ 11 |
| Laborer | ☐ 12 | ☐ 12 |
| Other | ☐ 13 | ☐ 13 |
| Home Duties | ☐ 14 | ☐ 14 |

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

NO ☐ PLEASE TURN TO PAGE AND CONTINUE ON 1

YES ☐ PLEASE CONTINUE ON AND ANSWER THE QUESTIONS IMMEDIATELY BELOW 2

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

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

| | first choice | second choice |
|---|---|---|
| College of Trades and Technology | ☐ 1 | ☐ 1 |
| College of Fisheries | ☐ 2 | ☐ 2 |
| Vocational School (which one? _____) | ☐ 3 | ☐ 3 |
| Memorial University | ☐ 4 | ☐ 4 |
| Other university (which one? _____) | ☐ 5 | ☐ 5 |
| Nursing School | ☐ 6 | ☐ 6 |
| Other (please specify) _____ | ☐ 7 | ☐ 7 |

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

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

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

| | not important | | | | very important |
|---|---|---|---|---|---|
| The school is close to my home | 1 | 2 | 3 | 4 | 5 |
| My parents advised me to go there | 1 | 2 | 3 | 4 | 5 |
| The school offers courses that interest me | 1 | 2 | 3 | 4 | 5 |
| Most of my friends will be going there | 1 | 2 | 3 | 4 | 5 |
| Financial considerations | 1 | 2 | 3 | 4 | 5 |
| The school will give me the job qualifications I need | 1 | 2 | 3 | 4 | 5 |
| I can get paid to attend that school | 1 | 2 | 3 | 4 | 5 |
| Teachers and/or guidance counsellors advised me to go there | 1 | 2 | 3 | 4 | 5 |
| Graduates from that school can get jobs easily | 1 | 2 | 3 | 4 | 5 |
| Advice from friends at university | 1 | 2 | 3 | 4 | 5 |
| Advice from friends at other post-secondary schools | 1 | 2 | 3 | 4 | 5 |
| The job market for university graduates | 1 | 2 | 3 | 4 | 5 |
| The shorter period of training | 1 | 2 | 3 | 4 | 5 |
| The money I will earn when I graduate | 1 | 2 | 3 | 4 | 5 |
| I can find accommodation with relatives or family friends | 1 | 2 | 3 | 4 | 5 |
| Other family members or relatives attended that school | 1 | 2 | 3 | 4 | 5 |
| Information provided by the mass media (e.g., T.V., radio, newspapers, etc.) | 1 | 2 | 3 | 4 | 5 |
| Information provided by personnel from post-secondary schools | 1 | 2 | 3 | 4 | 5 |
| Other (please specify) _____ | 1 | 2 | 3 | 4 | 5 |
| Other (please specify) _____ | 1 | 2 | 3 | 4 | 5 |
| Other (please specify) _____ | 1 | 2 | 3 | 4 | 5 |

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

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

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

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

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

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

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

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

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

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

| | not important | | | | very important |
|---|---|---|---|---|---|
| Undecided about the type of occupation I want | 1 | 2 | 3 | 4 | 5 |
| Waiting to see what happens to the job market | 1 | 2 | 3 | 4 | 5 |
| Want to broaden my experiences through travel | 1 | 2 | 3 | 4 | 5 |
| Need to get a job to save money for more education | 1 | 2 | 3 | 4 | 5 |
| Need to help out at home for a while | 1 | 2 | 3 | 4 | 5 |
| Disillusioned with school | 1 | 2 | 3 | 4 | 5 |
| Need to be independent for a while | 1 | 2 | 3 | 4 | 5 |
| Unwilling to borrow money (e.g., Canada Student Loan) | 1 | 2 | 3 | 4 | 5 |
| Want to broaden my experiences by working for a while | 1 | 2 | 3 | 4 | 5 |
| I do not plan on continuing my education | | | | | ☐ 6 |
| I have not yet completed grade eleven | | | | | ☐ 7 |

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

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