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ABSTRACT

A random survey of 2,951 grade 12 students in Ontario was conducted to ascertain student characteristics relative to their educational and vocational plans. A total of 2,555 usable questionnaires were collected, coded, and processed. The report concludes that educational and vocational plans of students depend primarily on their social origin, their present experience, and their preparedness with respect to the future. A profile of the grade 12 student is included. (Author/HMV)

Educational and Vocational Intentions of Grade 12 Students in Ontario

The Critical Juncture

PRELIMINARY SURVEY

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MINISTRY OF COLLEGES AND UNIVERSITIES

THE CRITICAL JUNCTURE

Preliminary survey

Education and Vocational Intentions of Grade 12 Students in Ontario

The Critical Juncture is being published in two volumes of which this is the first.

This preliminary study, in its unabridged form, has been sent to college and university libraries throughout Ontario. A few copies are available from Information Branch, Ministry of Colleges and Universities, 6th floor, Mowat Block, 900 Bay Street, Toronto M7A 1B9, Ontario. More readily available, however, is a concise sixteen-page summary of this study.

By mid-1974, both unabridged and summary versions of Dr. Anisef's follow-up survey will be distributed and the Ministry will publish its interpretation of the entire two-part study.

PREFACE

This study was initiated in 1973 and was carried forward under the auspices of the Ministry of Colleges and Universities in Ontario. The Survey Research Centre at York University deserves a special note of gratitude for its able implementation of the project. Associated with the Centre are C.M. Lanphier, Shan Ross, and Oleh Iwanyshyn who devoted considerable time and energy to insure the successful completion of the project.

Special thanks are extended to Ms. Janet Abelson and Mr. Peter Glynn of the Ministry of Colleges and Universities who labored long and hard to coordinate the project and offered invaluable but practical insights concerning the nature of the problem.

Gratitude is also extended for the programming assistance of Mrs. Eleanor Segalowitz; her efficiency and patience were vital ingredients for the project's successful completion.

Special thanks go to Professor Bernard Blishen who offered comments on the student questionnaire and permitted us to obtain his survey data in this report.

We also acknowledge the editorial work of Ms. Etta Baichman who read a draft version of this report and Mrs. Jean Liebman who typed the final report.

The primary credit for such helpful information that may be contained in this study is directly attributed to the enthusiasm and

cooperation of the high school staff - and students, who generously volunteered their time and thought in providing research data. We hope that the results reported will prove interesting and profitable to them.

Although this study is being published under the auspices of the Ministry of Colleges and Universities, the views expressed are solely those of the author.

Paul Anisef
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November, 1973

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INTRODUCTION

The Problem:

The recent report of the Commission on Post-Secondary Education reflects an increased awareness that accessibility to higher education and the maximum realization of Canadian talent are among the major objectives of policy makers. Implementation of these objectives requires knowledge concerning the educational intentions of high school students who often face a bewildering choice of vocational alternatives when they plan for their future. A knowledge of future educational and vocational plans is not sufficient information for the formulation and implementation of educational policy. An understanding of the context or more specifically, the contexts, in which adolescents consciously or unconsciously make decisions that shape their future, is also required. The adolescent's career development and his intentions and decisions with respect to a future career depend on several factors: his social origin, his present experience, and his attitudes (motivations, sense of self) and preparedness with respect to the future. Obviously one can not speak of the adolescent because the context in which one group of adolescents [illegible]ch decisions may radically differ from the context of another group.

The general purpose of this report on a survey of Grade 12 students in Ontario is twofold; (1) what are the educational and vocational plans of grade 12 students for the fall 1974 and (2) given

that adolescents select different educational and vocational alternatives, what similarities and/or differences in social origin, present experiences and preparedness characterize different groups of adolescents (e.g. those that intend to enrol in university, going to work, etc.)

Grade 12 students in Ontario were selected for study because they are at a 'critical' juncture of their life cycle. At this stage, these adolescents must decide whether to remain in high school and complete grade 13, enter the labour force, or select some form of post-secondary education that will eventually prepare them for the vocational marketplace.

Objectives of the Report:

The specific objectives of our project to survey grade 12 students may be listed in point form:

1. Assess the future education and vocational plans of Grade 12 students in Ontario.

2. Identify the motivations (reasons) given for future educational and vocational plans. Are there differences (in reasons) among adolescents who plan to go to university, or a college of Applied Arts and Technology, or work?

3. Identify not only the expectations of adolescents, but also their aspirations for the future.

4. Assess the influence of geographical location on adolescents' education and vocational intentions.

5. Assess the influence of demographic factors (e.g. population size of community) on adolescents' education and vocational intentions.

6. Assess the financial means by which adolescents plan to cover their expenses while at a post-secondary institution.

7. Identify those factors (e.g. social background, influence of parents, teachers, peers) that aid (or hinder) adolescents in making educational and vocational decisions concerning their future.

8. Assess the perceived reliability and presence of information sources concerning post-secondary institutions for high school students.

9. Compare the results of our survey with those obtained in a comparable survey performed by James Porter and Bernard Blishen in 1971; this comparison may provide valuable insights into shifts in attitudes concerning educational and vocational intentions.

Source of the Data:

To collect the types of information needed, a representative sample of 3059 grade 12 students in 97 secondary schools in Ontario were selected for study. A questionnaire consisting mostly of close-ended items was developed in the pretest phase of the project and took on the average a half hour to complete. The self administration of the questionnaire was conducted in groups of selected students at the 97 schools. The complete process was supervised by a field interviewer employed and trained by the Survey Research Centre, York University. Of the 3059 grade 12 students included in the sampling frame, 90 were found to have left school and 18 were classified as ineligible; this left a base of 2951.

Questionnaires were administered May - June, 1973. A total

of 2555 usable questionnaires were collected from the 97 schools - resulting in a completion ratio of 87 percent. Included are schools located in large urban areas (e.g. Toronto), other large metropolitan areas in Ontario (e.g. Sudbury), smaller cities, towns and urban fringe areas (e.g. Lakehead) and rural areas (e.g. Elgin County). These schools also range from small to large in terms of class size and include both public and private schools.

Analysis of the Data

The analysis of the data for this report consists largely of cross-tablulations between groups of adolescents that have certain educational and vocational plans for the fall 1974 and other selected variables. All tables that are referred to in the text may be located at the end of each chapter. The "groups" refer to the labels listed horizontally and are derived from Question 8 of the student questionnaire (Appendix 11, p.5). For example, the fuller definition of groups in Tables I.1 - I.11 in Chapter One, reading from left to right, is (1) Get a full-time job (2) Go directly to university (3) Go directly to a college of applied arts and technology (4) take at least one year or more off to work or travel before beginning full-time studies at a post-secondary educational institution (5) go to nursing school (6) study part-time at a university or college of applied arts and technology while holding a full-time job or part-time job (7) go into apprenticeship or go to a private, commercial, business or trade school (8) those that don't yet know what

their plans are for fall, 1974.

Cross-tabulations are based on a weighted sample of 92,670. This weighted sample approximates the frame population of Grade 12 students in Ontario in 1972-73 and permits the analyst to adjust for errors or deviations from the sample to the population (see Appendix I for a fuller and more detailed explanation of this procedure). Any one cell of a table will usually contain 4 pieces of information. From top to the bottom of the cell they are: (1) number of students in the cell upon which percentages are based (2) the row percentage (3) the column percentage and (4) the total percentage (that is, number of students in a particular cell divided by the total number of students to whom the table applies).

Organization of the Report

The first chapter of this report examines the relationship between social origins (e.g. social class, religion, etc.) demographic characteristics (e.g. birth order) and students' future educational and vocational plans.

The second chapter examines the influence and impact of significant others (e.g. family, peers, and school agents) on the educational and vocational intentions of grade 12 students.

In the third chapter we relate a student's self-evaluation (i.e. type of self-image) to his or her future intentions. In addition we examine the motivations (or reasons) that grade 12 students might have

for continuing their education beyond the secondary school level. Finally, we look at the aspirations of students. What would students (who offer realistic expectations) actually like to do if they had the chance?

In a fourth chapter we briefly examine the relationship between future plans and academic achievement in high school. The relationship between attitudes toward school and future plans is also explored.

Chapter V examines the reasons why certain adolescents do not elect (at this stage of their lives) to pursue higher education. More specifically three groups are compared: those who intend to get a job, those who wish to take time off and those who are presently unsure of their plans for fall, 1974.

In Chapter VI two groups are singled: those students who plan to go to university and students who intend to enrol in colleges of applied arts and technology. These groups are then compared on their reasons for going, their perception of certain information sources (concerning post-secondary institutions) accuracy, the sources they will employ to finance future education, and a number of other dimensions concerning major area of study, time of decision, etc.

Chapter VII deals with the changes in educational and vocational intentions from 1971 to the present. Our survey results are compared with those of James Porter and Bernard Blishen.

A final chapter attempts to portray the highlights of the proceeding chapters.

Two appendices are attached to the report. Appendix I consists of a detailed discussion of the sample design employed in the survey of grade 12 students in Ontario and it is written by Mr. Oleh Iwanyshyn of the Survey Research Centre, York University. Appendix II consists of the student questionnaire itself.

CHAPTER ONE

Background Characteristics And Future Educational And Vocational Plans

There are many factors influencing educational and vocational-related behaviours and decisions; but those that are most visible in the social science literature are the characteristics of an individual's background in terms of social class membership, ethnic identity, religious affiliation, sex, family size and birth order. To label these factors background characteristics is somewhat misleading - misleading in the sense that basic to social scientific investigations is the premise that where an individual winds up in society's stratification system depends largely on his starting point. Moreover, a description of the social origins of Grade 12 students is particularly relevant in that, at present, they either come from small or large families, their socio-economic origins have high or low standing and the impact of family is likely to be quite strong.

Several factors related to the adolescent's background are included in this study. Our analysis in this chapter is restricted to those variables that serve to identify the position of the adolescent's family in the social structure, as well as his own position in the family. The most important of these variables include family income, father's occupational status, father's educational level, and the work status of mother. Also included are the birthplace of father, the

ethnic identity of respondents and their religious affiliation. These variables relate not so much to one's place in the social structure but to cultural values. Thus, for example, the emphasis and socialization for achievement values varies significantly among different ethnic groups. Finally we shall describe the adolescent's position within his or her family in terms of family size and birth order.

Our purpose in this chapter and the chapters that follow is to develop 'profiles' of adolescents in terms of their educational and vocational plans for the fall of 1974.[1] A total of eight 'groups' resulted from posing this question to Grade 12 students in Ontario: "Which statement best describes what you plan to do in the fall of 1974?" The groups are composed of adolescents who plan on: (1) getting a full-time job (2) going directly into university (3) going directly into a college of applied arts and technology (4) taking at least one year or more to work or travel before beginning full-time study at a post-secondary educational institution (5) going to nursing school (6) studying part-time while holding either a part-time or full-time job (7) going into apprenticeship or going to a private commercial, business or trade school and (8) adolescents who, at this point in time, are unsure concerning their future educational or vocational plans.

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1. These plans for the fall of 1974 incorporate or include an extension of their plans for the fall 1973.

The profiles that we develop are based on the information gathered in the survey. Basically we are interested in identifying similarities and differences among the eight groups identified above in terms of social background, etc. This interest is based on the assumption that an adolescent's future intention is not arbitrary but is strongly influenced by a set of inter-related and autonomous factors that may be but need not be consciously recognized.

Demographic Factors:

In this section three factors are examined. They are sex of respondent, degree of urbanization of the school[2], and birthplace of father.

Approximately equal proportions of the sample are male and female. (Table 1.1) When Grade 12 students are compared in terms of their plans for fall 1974, a number of sharp contrasts are revealed. Proportionately more females (56.9%) than males are planning on entering the labour market. The reverse is true for university-bound adolescents in that 53.5% are male and for adolescents who intend to take up part-time studies (55.6% are male). A greater proportion of females are

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2. Four strata were defined on the basis of size and location of school At the outset of the survey it was agreed that part of our objectives was to compare our results with those of Porter and Blishen. Therefore, their four level stratification on the basis of size and degree of urbanization was adopted by us. Crudely speaking, Strata 1 consists of school boards in a highly urban setting while Strata 4 consists of boards in a rural setting.

attracted to the programmes offered by Colleges of Applied Arts and Technology[3] (54.9%). Finally, it is interesting to note that confusion is not self-specific in that equal proportions of males and females don't know what they will do in 1974

Table 1.2 indicates a relationship between the degree of urbanization and the type of decision adolescents make concerning their future education and careers. Quite generally, adolescents who intend on going directly to university in 1974 are more likely to reside in 'urban' areas while adolescents who plan on entering the labour force, enrolling in C.A.A.T.S. entering either nursing or trade schools or simply don't know are more likely to reside in 'rural' areas. Adolescents who intend to study part-time or take time off before seeking some form of post-secondary education are evenly divided among the four strata. Thus, 47.5% of those adolescents who intend on entering the labour force are from stratum 4 (rural) 30.4% of university-bound adolescents come from stratum 1 (urban); of those planning on apprenticeship or trade schools, 50.4% live in rural areas (stratum 4) while of those adolescents planning on C.A.A.T.S. or nursing schools (33.0% and 37.9% respectively) now reside in rural areas.

A majority (70.7%) of the respondent's fathers were born in Canada (Table 1.3). Although there are some variations by father's birthplace across the eight groupings, we will not discuss them at this time because

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3. Hereafter we shall refer to these colleges as C.A.A.T.S.

its link with these groupings appears tenuous.

Ethnic Identity

Table 1.4 reveals that an overwhelming majority of Grade 12 students in Ontario identify themselves first and foremost as Canadians (81.4%).

Religious Affiliation

A majority (53.4%) of the students in the survey identified themselves as Protestants; 31.3% as Roman Catholics; 1.3% as Jews, 8.9% claimed that they possessed no religious affiliation and 5.0% stated 'other' religious preferences. (Table 1.5) When the major groupings are compared in terms of religious affiliation, we note that while fully 60.8% of those who intend entering nursing schools identify themselves as Protestant only 48.5% of those entering the labour market and 43.8% of those who intend to study part-time made similar claims. For the latter group, Roman Catholicism was the primary identity (44.5%). It is interesting to note that of those who stated a Jewish identity, 58.3% are university-bound. Finally, a lack of religious affiliation would appear to distinguish the 'time-off' students from our other groupings; fully 18.6% stated that they possessed no religious affiliation.

Socio-economic origins

In this section we will deal with four socio-economic dimensions of family: perceived total income of family, father's occupational prestige, father's obtained educational level and the work status of mother.

Total family income

Fully 16.6% of the Grade 12 students perceive that their total family income is less than $10,000 a year. While 19.1% perceive that total income exceeds $16,000 a year. It is important to also note that 28.8% of students in the survey have no idea what their family income is. (Table 1.6). If the high end of the income scale ($16,001 and above) is examined, we find that 29.2% of 'time-off' students, 17.4% of university-bound, 16.9% of C.A.A.T.S.-bound and 15.4% of part-time studies students occupy these income categories. When the low end is examined ($7,000 and below), 24.1% of trade-school, 15.8% of part-time studies and 12.7% of full-time job students occupy these income categories. The advantaged groups are therefore time-off, university and C.A.A.T.S. Grade 12 students while the disadvantaged are trade-school and full-time job Grade 12 students. Those who plan on part-time studies appear to occupy both categories.

Father's occupational prestige

An index of one's social class is usually based on the father's occupation. Bernard Blishen has developed a social class index consisting of six levels[4]; we employed this index in measuring the prestige of father's occupation.

Table 1.7 reveals that university and time-off Grade 12 students are more likely to originate from upper or upper-middle class families while

4. Blishen et al., Canadian Society, Macmillan of Canada, 1968, Toronto page 752.

that work full-time, of those grade 12 students who plan on entering trade schools or apprenticeship programmes, only 16.8% stated that their mothers are working full-time. These two groups represent 'high' and 'low' groups in terms of mothers' full-time employment.

Family Characteristics:

Number of children in the family

Nearly half of grade 12 students in Ontario come from families in which there are three or less brothers and sisters (including the respondent); almost 20% of the respondents are situated in families where there are 6 or more siblings. The average family size for the different groupings (and including the respondents) ranged from 4.1 to 3.4. Those grade 12 students who plan on directly entering the labour force reside with the largest families and students who plan on going directly into university live within the context of the smallest families. We may also arrange the following groups in terms of family size (from large to small): study part-time, C.E.A.T.S., Don't know, trade school, time-off and nursing schools.

Birth order

Over one third of grade 12 students come from families in which they are first born (Table 1.11). Of those students that are headed for universities and plan to take time off, 38.4% and 40.0% respectively, are first born. Of those students that are job and trade school oriented, 29.0% and 13.8% respectively are first born.

Grade 12 students in other categories are more likely to originate from working-class families. Thus, fully 31.8% and 29.0% of the university and time-off students, respectively, appear in Blishen one and two (upper and upper middle class) while over 55% of those in other groupings (students who plan on directly entering the labour force, etc.) appear in Blishen five and six (working class).

Father's educational level

The majority (53.3%) of Grade 12 students come from families in which fathers have obtained less than a high school diploma (Table 1.8). However, almost 23% of fathers have had some university training or completed a university degree. When father's educational level is related to future plans of Grade 12 students, we observe that university-bound and time-off students differ markedly from their peers. Fully 36.7% of university and 32.1% of time-off Grade 12 students' fathers have obtained and/or completed university training. Those students who plan on entering the labour market, entering trade schools or studying part-time are more likely to come from families where the father has only completed an elementary school education.

Work status of mother

Nearly a third of mothers of Grade 12 students are presently working at full-time jobs; another 16.7% are engaged in part-time work. (Table 1.9). Of those students who plan on taking time off in 1974, 33.8% have mothers

Table 1.1: Sex and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools etc.	Don't Know	
Male	8120	14341	7572	5082	0	2407	732	4888	43141
	18.8	33.2	17.6	11.8	0.0	5.6	1.7	11.3	48.9
	43.1	53.5	45.1	64.7	0.0	55.6	95.7	49.5	
	9.2	16.3	8.6	5.8	0.0	2.7	0.8	5.5	
Female	10719	12458	9222	2770	2914	1920	33	4988	45023
	23.8	27.7	20.5	6.2	6.5	4.3	0.1	11.1	51.1
	56.9	46.5	54.9	35.3	100.0	44.4	4.3	50.5	
	12.2	14.1	10.5	3.1	3.3	2.2	0.0	5.7	
	18839	26798	16794	7852	2914	4327	765	9875	88164
	21.4	30.4	19.0	8.9	3.3	4.9	0.9	11.2	100.0

Table I.2: Degree of Urbanization and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Known	
Urban	2079	8148	3544	1977	444	1159	170	2372	19894
	10.5	41.0	17.8	9.9	2.2	5.8	0.9	11.9	22.5
	11.0	30.4	21.1	25.1	15.2	26.8	22.3	24.0	
	2.4	9.2	4.0	2.2	0.5	1.3	0.2	2.7	
	3595	6522	3770	1866	577	1071	70	2098	19570
	18.4	33.3	19.3	9.5	2.9	5.5	0.4	10.7	22.2
	19.0	24.3	22.4	23.7	19.8	24.8	9.1	21.2	
	4.1	7.4	4.3	2.1	0.7	1.2	0.1	-2.4	
	4235	6649	3969	1843	788	1049	139	1994	20666
	20.5	32.2	19.2	8.9	3.8	5.1	0.7	9.6	23.4
	22.4	24.8	23.6	23.4	27.0	24.3	18.2	20.2	
	4.8	7.5	4.5	2.1	0.9	1.2	0.2	2.3	
	8970	5479	5547	2199	1105	1047	385	3411	28144
	31.9	19.5	19.7	7.8	3.9	3.7	1.4	12.1	31.9
	47.5	20.4	33.0	27.9	37.9	24.2	50.4	34.5	
Rural	10.2	6.2	6.3	2.5	1.3	1.2	0.4	3.9	
	18879	26799	16830	7885	2914	4327	765	9875	88273
	21.4	30.4	19.1	8.9	3.3	4.9	0.9	11.2	100.0

Table I.3: Father's Birthplace and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Canada	14559	17686	11872	5517	2124	2595	512	7114	61978
	23.5	28.5	19.2	8.9	3.4	4.2	0.8	11.5	70.7
	77.7	66.2	70.7	70.6	72.9	60.5	66.9	73.3	
	16.6	20.2	13.5	6.3	2.4	3.0	0.6	8.1	
All other countries	4109	8832	4924	2269	746	1661	253	2518	25314
	16.2	34.9	19.5	9.0	2.9	6.6	1.0	9.9	28.9
	21.9	33.1	29.3	29.0	25.6	38.7	33.1	25.9	
	4.7	10.1	5.6	2.6	0.9	1.9	0.3	2.9	
Don't know	66	184	0	33	44	33	0	72	431
	15.4	42.6	0.0	7.5	10.2	7.5	0.0	16.8	0.5
	0.4	0.7	0.0	0.4	1.5	0.8	0.0	0.7	
	0.1	0.2	0.0	0.0	0.1	0.0	0.0	0.1	
	18735	26701	16796	7819	2914	4288	765	9705	87723
	21.4	30.4	19.1	8.9	3.3	4.9	0.9	11.1	100.0

Table I.4: Ethnic Identity of Students and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Canadian	15230	21046	13988	6468	2513	3382	696	7518	70842
	21.5	29.7	19.7	9.1	3.5	4.8	1.0	10.6	81.4
	82.3	79.0	83.8	82.8	78.8	94.9	79.4		
	17.5	24.2	16.1	7.4	2.9	3.9	0.8	8.6	
All other ethnic groups	2306	4797	2300	1134	302	707	37	1432	13016
	17.7	36.9	17.7	8.7	2.3	5.4	0.3	11.0	15.0
	12.5	18.0	13.8	14.5	10.6	16.5	5.1	15.1	
	2.7	5.5	2.6	1.3	0.3	0.8	0.0	1.6	
Don't know or multiple response	965	795	397	214	31	201	0	521	3124
	30.9	25.5	12.7	6.8	1.0	6.4	0.0	16.7	3.6
	5.2	3.0	2.4	2.7	1.1	4.7	0.0	5.5	
	1.1	0.9	0.5	0.2	0.0	0.2	0.0	0.6	
	18501	26638	16686	7816	2847	4290	734	9471	86982
	21.3	30.6	19.2	9.0	3.3	4.9	0.8	10.9	100.0

Table I.5: Religious Affiliation of Students and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Protestant	9109	14768	9452	4086	1757	1863	364	5299	46699
	19.5	31.6	20.2	8.8	3.8	4.0	0.8	11.3	53.4
	48.5	55.5	56.7	52.0	60.3	43.8	47.6	54.7	
	10.4	16.9	10.8	4.7	2.0	2.1	0.4	6.1	
Roman Catholic	7272	7242	5587	1763	912	1890	240	2470	27376
	26.6	26.5	20.4	6.4	3.3	6.9	0.9	9.0	31.3
	38.7	27.2	33.5	22.5	31.3	44.5	31.3	25.5	
	8.3	8.3	6.4	2.0	1.0	2.2	0.3	2.8	
Jewish	98	656	98	105	0	0	0	169	1125
	8.7	58.3	8.7	9.3	0.0	0.0	0.0	15.0	1.3
	0.5	2.5	0.6	1.3	0.0	0.0	0.0	1.7	
	0.1	0.7	0.1	0.1	0.0	0.0	0.0	0.2	
No religion	1194	2398	997	1457	101	419	63	1147	7775
	15.4	30.8	12.8	18.7	1.3	5.4	0.8	14.8	8.9
	6.4	9.0	6.0	18.6	3.5	9.9	8.3	11.8	
	1.4	2.7	1.1	1.7	0.1	0.5	0.1	1.3	
Other	1075	1496	508	440	145	78	98	567	4406
	24.4	34.0	11.5	10.0	3.3	1.8	2.2	12.9	5.0
	5.7	5.6	3.0	5.6	5.0	1.8	12.8	5.8	
	1.2	1.7	0.6	0.5	0.2	0.1	0.1	0.6	
D.K.	33	36	37	0	0	0	0	38	144
	22.9	25.2	25.5	0.0	0.0	0.0	0.0	26.4	0.2
	0.2	0.1	0.2	0.0	0.0	0.0	0.0	0.4	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	18781	26597	16678	7852	2914	4250	765	9690	87529
	21.5	30.4	19.1	9.0	3.3	4.9	0.9	11.1	100.0

Table I.6: Total Family Income and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
$4,000 and less	522	443	484	115	0	170	36	252	2021
	25.8	21.9	23.9	5.7	0.0	8.4	1.8	12.5	2.3
	2.8	1.7	2.9	1.5	0.0	3.9	4.7	2.6	
	0.6	0.5	0.6	0.1	0.0	0.2	0.0	0.3	
$4,001-7,000	1832	1221	1342	341	170	515	148	662	6232
	29.4	19.6	21.5	5.5	2.7	8.3	2.4	10.6	7.2
	9.9	4.6	8.1	4.4	5.8	11.9	19.4	6.8	
	2.1	1.4	1.5	0.4	0.2	0.6	0.2	0.8	
$7,001-10,000	3911	3614	2893	1432	606	1003	144	1295	14899
	26.3	24.3	19.4	9.6	4.1	6.7	1.0	8.7	17.1
	21.1	13.7	17.4	18.6	20.8	23.2	18.9	13.3	
	4.5	4.2	3.3	1.6	0.7	1.2	0.2	1.5	
$10,001-13,000	2354	3444	2558	907	387	572	138	1170	11530
	20.4	29.9	22.2	7.9	3.4	5.0	1.2	10.1	13.2
	12.7	13.0	15.4	11.8	13.3	13.2	18.0	12.1	
	2.7	4.0	2.9	1.0	0.4	0.7	0.2	1.3	
$13,001-16,000	1554	3661	2260	929	358	428	128	1276	10594
	14.7	34.6	21.3	8.8	3.4	4.0	1.2	12.0	12.2
	8.4	13.8	13.6	12.0	12.3	9.9	16.7	13.2	
	1.8	4.2	2.6	1.1	0.4	0.5	0.1	1.5	
$16,001-19,000	802	2570	1624	810	145	214	0	650	6814
	11.8	37.7	23.8	11.9	2.1	3.1	0.0	9.5	
	4.3	9.7	9.8	10.5	5.0	4.9	0.0	6.7	
	0.9	3.0	1.9	0.9	0.2	0.2	0.0	0.7	
$20,000 and over	993	4695	1175	1442	147	454	66	868	9840
	10.1	47.7	11.9	14.7	1.5	4.6	0.7	8.8	11.3
	5.4	17.7	7.1	18.7	5.0	10.5	8.6	8.9	
	1.1	5.4	[illegible]	1.7	0.2	0.5	0.1	1.0	
D.K.	6528	6821	4297	1741	1100	970	105	3531	25093
	26.0	27.2	17.1	6.9	4.4	3.9	0.4	14.1	28.8
	35.3	25.8	25.8	22.6	37.7	22.4	13.8	26.4	
	7.5	7.8	4.9	2.0	1.3	1.1	0.1	4.1	
	18496	26468	16631	7218	2914	4327	765	9704	87023
	21.3	30.4	19.1	8.9	3.3	5.0	0.9	11.2	100.0

Table I.7: Father's Occupational Prestige and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Blishen one	426	3447	812	793	155	114	0	936	6684
	6.4	51.6	12.2	11.9	2.3	1.7	0.0	14.0	8:1
	2.4	13.6	5.1	10.8	5.5	2.8	0.0	10.2	
	0.5	4.2	1.0	1.0	0.2	0.1	0.0	1.1	
Blishen two	914	4613	1826	1334	194	194	65	859	10000
	9.1	46.1	18.3	13.3	1.9	1.9	0.6	8.6	12.1
	5.2	18.2	11.4	18.2	6.9	4.7	8.9	9.4	
	1.1	5.6	2.2	1.6	0.2	0.2	0.1	1.0	
Blishen three	1167	3085	1771	1009	279	494	102	887	8795
	13.3	35.1	20.1	11.5	3.2	5.6	1.2	10.1	10.6
	6.7	12.2	11.1	13.8	9.9	12.0	14.0	9.7	
	1.4	3.7	2.1	1.2	0.3	0.6	0.1	1.1	
Blishen four	2417	4535	2518	1337	442	708	103	1471	13530
	17.9	33.5	18.6	9.9	3.3	5.2	0.8	10.9	16.3
	13.8	17.9	15.8	18.2	15.7	17.2	14.2	16.1	
	2.9	5.5	3.0	1.6	0.5	0.9	0.1	1.8	
Blishen five	8919	7133	6102	1946	1046	1713	385	3462	30708
	29.0	23.2	19.9	6.3	3.4	5.6	1.3	11.3	37.0
	51.1	28.2	38.2	26.6	37.2	41.5	52.8	37.9	
	10.8	8.6	7.4	2.3	1.3	2.1	2.1	0.5	4.2
Blishen six	3619	2506	2954	908	693	902	73	1528	13178
	27.5	19.0	22.4	6.9	5.3	6.8	0.6	11.6	
	20.7	9.9	18.5	12.4	24.7	21.9	10.1	16.7	
	4.4	3.0	3.6	1.1	0.8	1.1	0.1	1.8	
	17463	25313	15984	7327	2809	4126	789	9143	82893
	21.1	30.5	19.3	8.8	3.4	5.0	0.9	11.0	100.0

Table I.8: Father's Education and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
No schooling and some elementary	3380	1985	1664	893	441	764	63	1048	10240
	33.0	19.4	16.3	8.7	4.3	7.5	0.6	10.2	11.9
	18.2	7.6	10.1	11.5	15.5	18.3	8.2	11.0	
	3.9	2.3	1.9	1.0	0.5	0.9	0.1	1.2	
Completed elementary	4596	3029	3460	710	464	878	294	1796	15228
	30.2	19.9	22.7	4.7	3.0	5.8	1.9	11.8	17.7
	24.8	11.6	21.0	9.2	16.3	21.1	38.5	18.8	
	5.3	3.5	4.0	0.8	0.5	1.0	0.3	2.1	
Some secondary	5116	5347	4196	1417	658	926	205	2573	20440
	25.0	26.2	20.5	6.9	3.2	4.5	1.0	12.6	23.7
	27.6	20.5	25.5	18.3	23.2	22.2	26.8	26.9	
	5.9	6.2	4.9	1.6	0.8	1.1	0.2	3.0	
Completed secondary	2160	4675	2866	1656	596	584	36	1386	13958
	15.5	33.5	20.5	11.9	4.3	4.2	0.3	9.9	16.2
	11.6	18.0	17.4	21.4	21.0	14.0	4.7	14.5	
	2.5	5.4	3.3	1.9	0.7	0.7	0.0	1.6	
Some University and completed university degree	1421	9557	3160	2491	513	637	131	1700	19609
	7.2	48.7	16.1	12.7	2.6	3.2	0.7	8.7	22.8
	7.7	36.7	19.2	32.1	18.1	15.3	17.1	17.8	
	1.7	11.1	3.7	2.9	0.6	0.7	0.2	2.0	
D.K.	1878	1439	1096	589	166	382	36	1054	6642
	28.3	21.7	16.5	8.9	2.5	5.8	0.5	15.9	7.7
	10.1	5.5	6.7	7.6	5.9	9.2	4.8	11.0	
	2.2	1.7	1.3	0.7	0.2	0.4	0.0	1.2	
	18552	26034	16442	7757	2839	4171	765	9558	86116
	21.5	30.2	19.1	9.0	3.3	4.8	0.9	11.1	100.0

Table I.9: Work Status of Mother and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Yes, full-time job	5375	7170	4558	2651	717	1032	129	2702	24333
	22.1	29.5	18.7	10.9	2.9	4.2	0.5	11.1	27.7
	28.8	26.9	27.1	33.8	24.6	24.1	16.8	27.8	
	6.1	8.2	5.2	3.0	0.8	1.2	0.1	3.1	
Yes, part-time job	2390	4680	2977	1151	417	894	69	2110	14689
	16.3	31.9	20.3	7.8	2.8	6.1	0.5	14.4	16.7
	12.8	17.5	17.7	14.7	14.3	20.9	9.1	21.7	
	2.7	5.3	3.4	1.3	0.5	1.0	0.1	2.4	
No, not working	10299	13801	8820	3584	1676	2288	536	4693	45698
	22.5	30.2	19.3	7.8	3.7	5.0	1.2	10.3	52.1
	55.1	51.7	52.5	45.6	57.5	53.4	70.1	48.3	
	11.7	15.7	10.1	4.1	1.9	2.6	0.6	5.4	
Inapplicable	629	1040	438	466	104	69	30	203	2980
	21.1	34.9	14.7	15.6	3.5	2.3	1.0	6.8	3.4
	3.4	3.9	2.6	5.9	3.6	1.6	4.0	2.1	
	0.7	1.2	0.5	0.5	0.1	0.1	0.0	0.2	
	18694	26691	16793	7852	2914	4383	765	9707	87700
	21.3	30.4	19.1	9.0	3.3	4.9	0.9	11.1	100.0

Table I.10: Family Size and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
1-2	3476	7333	3999	1798	620	1142	238	1928	20536
	16.9	35.7	19.5	8.8	3.0	5.6	1.2	9.4	23.4
	18.6	27.4	23.8	22.9	21.3	26.4	32.7	19.7	
	4.0	8.3	4.6	2.0	0.7	1.3	0.3	2.2	
3	4011	7723	4036	2432	1072	745	100	2566	22686
	17.7	34.0	17.8	10.7	4.7	3.3	0.4	11.3	25.8
	21.4	28.9	24.0	31.0	36.8	17.2	13.8	26.2	
	4.6	8.8	4.6	2.8	1.2	0.8	0.1	2.9	
4	2973	5064	3666	1622	414	649	102	2082	16573
	17.9	30.6	22.1	9.8	2.5	3.9	0.6	12.6	18.9
	15.9	18.9	21.8	20.7	14.2	15.0	14.0	21.3	
	3.4	5.8	4.2	1.8	0.5	0.7	0.1	2.4	
5	2497	2956	2096	1013	414	637	66	1269	10949
	22.8	27.0	19.1	9.2	3.8	5.8	0.6	11.6	12.5
	13.3	11.1	12.5	12.9	14.2	14.7	9.1	13.0	
	2.8	3.4	2.4	1.2	0.5	0.7	0.1	1.4	
6 or more	5746	3650	2997	987	394	1153	221	1933	17080
	33.6	21.4	17.5	5.8	2.3	6.7	1.3	11.3	19.4
	30.7	13.7	17.8	12.6	13.5	26.6	30.3	19.8	
	6.5	4.2	3.4	1.1	0.4	1.3	0.3	2.2	
	18704	26726	16794	7852	2914	4327	728	9778	87823
	21.3	30.4	19.1	8.9	3.3	4.9	0.8	11.1	100.0

Table I.11: Birth Order and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
First born	5469	10269	5914	3140	814	1255	106	3136	30103
	18.2	34.1	19.6	10.4	2.7	4.2	0.4	10.4	34.2
	29.0	38.4	35.1	40.0	27.9	29.0	13.8	32.0	
	6.2	11.7	6.7	3.6	0.9	1.4	0.1	3.6	
Second	5180	8017	4742	2255	827	1241	409	2864	25536
	20.3	31.4	18.6	8.8	3.2	4.9	1.6	11.2	29.0
	27.4	30.0	28.2	28.7	28.4	28.7	53.5	29.2	
	5.9	9.1	5.4	2.6	0.9	1.4	0.5	3.2	
Third	3572	5291	3023	1355	932	834	100	1804	16910
	21.1	31.3	17.9	8.0	5.5	4.9	0.6	10.7	19.2
	18.9	19.8	18.0	17.3	32.0	19.3	13.0	18.4	
	4.1	6.0	3.4	1.5	1.1	0.9	0.1	2.0	
Fourth or more	4657	3186	3151	1101	342	997	150	2009	15593
	29.9	20.4	20.2	7.1	2.2	6.4	1.0	12.9	17.7
	24.7	11.9	18.7	14.0	11.7	23.0	19.7	20.5	
	5.3	3.6	3.6	1.2	0.4	1.1	0.2	2.3	
	18879	26762	16830	7852	2914	4327	765	9813	88141
	21.4	30.4	19.1	8.9	3.3	4.9	0.9	11.1	100.0

CHAPTER TWO

The Role of Significant Others in Educational and Vocational Decision-Making

An adolescent's intentions and decisions with respect to his future career involves a complex process and depend on interrelated sets of factors. We pointed out in Chapter One that where one starts in society strongly influences where one winds up. But one's initial starting point in a social structure is not the only factor to consider. As people mature they come in contact and interact with an increasing number of different types of people and institutions. This contact or interaction (in combination with initial starting points) facilitate the development of diverse drives, attitudes and motivations.

It is our premise in this chapter that an adolescents' decision concerning his future career is influenced by contact with a variety of different people. In the case of Grade 12 students we are interested in examining the influence and impact of three categories of people: family, peers and school agents.

Grade 12 students were asked to respond to the following question: "To what extent have each of the following people encouraged or discouraged you to continue your education after high school?". We then asked this question "Of the people mentioned above who have encouraged or discouraged you respecting your plans for future education, which of them has had the most impact on your decisions concerning future education and which has had the least." In the following sections we will consider

(I) the impact of various people on Grade 12 students' decisions concerning future education and (II) the extent to which family, peers and school agents encourage and/or discourage Grade 12 students concerning their future education.

I.

Before discussing the impact of various types of people on Grade 12 students' decisions concerning future educational plans, we should indicate that a relatively large proportion of respondents (over 30%) offered multiple responses to the questions cited above. That is, many adolescents could not single out any one type of person that had the most impact on their decisions regarding future educational plans. Therefore, our discussion is limited to those adolescents that responded to the question in an appropriate manner.

Of the various types of people (i.e. family, peers, school agents) listed, Grade 12 students mostly perceive that their immediate family has the most impact on decisions concerning future education; 33.0% selected mothers, 30.6% selected fathers and 7.0% selected brothers and/or sisters. This represents over 70% of the total response (excluding multiple responses).

Students who plan on entering nursing schools are particularly susceptible to the influence of their mothers (54.6%) while students who plan on taking time off are least susceptible (23.8%) (Table 11.1). Fathers play a negligible role in influencing those who plan on nursing

as a career (13.5%) but strongly influence university-bound students (35.6%). But it is also true that mothers have a nearly equal impact (30.8%). Mothers have a stronger impact (36.6%) than fathers (28.7%) on students that plan on entering C.A.A.T.S. Let us remember, however, that in the case of those Grade 12 students who are planning on C.A.A.T.S. and nursing, the sex ratio is in favour of females. The impact of sisters and brothers is particularly strong for those adolescents who plan to enter trade schools and apprenticeship programmes (22.0%). The impact of friends in either universities or C.A.A.T.S. is stronger for those adolescents who plan to take time off (10.7%) than for any other grouping. This suggests that the information and advice given by friends may help such adolescents in reaching their decision to take time off before beginning some form of post-secondary education.

It is interesting to note that teachers and guidance counsellors account for only 9.8% of the total impact on future educational decisions. The impact of friends is slightly higher (11.2%) but not significantly so. Our results are essentially consonant with those obtained by Breton for 150,000 Canadian secondary school students drawn from all grade levels.[1] In 1965 Breton found that support from parents is by far the most important source of encouragement for post-secondary education; support from a member of the school faculty ranks next; and support from friends is the least important. Our results would indicate that friends and faculty have almost equal impact.

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1. Raymond Breton, Social and Academic Factors in the Career Decisions of Canadian Youth, Manpower and Immigration, 1972, p. 332.

II

Family

In this section we will deal with the encouragement or discouragement given by mother and father to Grade 12 students concerning their future education. Both sisters and/or brothers' and 'other relatives' are excluded because a high proportion of adolescents either did not know or designated these kin as inappropriate for consideration.

Of those adolescents that intend to enroll in universities, C.A.A.T.S., nursing schools, take time off, or pursue part-time studies, over forty percent have received strong encouragement by their mothers to continue their education after high school. On the other hand, 35.7% of those who plan to directly enter the labour force in 1973 or 1974 were actually discouraged from continuing their education. Of those students who are uncertain concerning their future plans, 27.2% claimed that their mothers strongly discouraged them in continuing education after high school. (Table 11.2).

When we turn to a consideration of fathers, Table 11.3 reveals that the 'pattern' of relationships between extent of encouragement and plans for 1974 are essentially similar to that in Table 11.2. It should be noted, however, that fathers are weaker than mothers in their encouragement that daughters enter nursing school. Similarly they are weaker than mothers in their endorsement of part-time students but more strongly discourage entry into trade schools and apprenticeship programmes.

Peers

In this section we will consider the influence of friends outside the context of universities and C.A.A.T.S.; the latter is excluded because a high proportion of adolescents could not identify their influence or felt they were inapplicable to their own particular situation.

Generally friends were more likely to discourage respondents in continuing their education after high school (38.8%) than to encourage (25.8%) (Table 11.4). Those adolescents that plan on entering nursing schools receive stronger encouragement than adolescents who intend adopting other alternatives. Those adolescents that plan to obtain a job, enter a C.A.A.T. or simply don't know what they want in the future are more strongly discouraged by friends to continue their education after high school than adolescents that are choosing alternative routes.

School agents

Grade 12 students see teachers as fairly encouraging with regard to continuing their education after high school; only 22.0% claimed that their teachers discouraged them in any way (Table 11.5). Adolescents that plan on either entering universities, nursing schools, part-time studies or take time off perceived greater encouragement than adolescents in other groupings. In fact 31.2% of those who plan on obtaining a job and 34.7% of those who plan on entering trade schools stated that teachers discouraged them from continuing their education after high school.

The pattern is somewhat similar when guidance counsellors are considered. They too are viewed as fairly encouraging; only 22.3%

of Grade 12 students perceive them as discouraging (Table 11.6). Students planning on nursing careers or on entering part-time studies are more likely to view guidance counsellors as encouraging than students with different plans. Thus, 28.2% of students who plan on taking a job after high school and 29.9% of those planning on entering trade schools felt that their guidance counsellors discouraged them in seeking additional education after high school.

Table II.1: Most Impact on Decisions and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Mother	4001	6450	4349	1272	1120	1039	175	1950	20356
	19.7	31.7	21.4	6.2	5.5	5.1	0.9	9.6	33.0
	34.0	30.8	36.6	23.8	54.6	38.5	35.8	29.8	
	6.5	10.5	7.1	2.1	1.8	1.7	0.3	3.2	
Father	2843	7453	3409	1960	277	792	98	2037	18870
	15.1	39.5	18.1	10.4	1.5	4.2	0.5	10.8	30.6
	24.2	35.6	28.7	36.7	13.5	29.3	20.0	31.1	
	4.6	12.1	5.5	3.2	0.4	1.3	0.2	3.3	
Sisters, brothers	881	1680	603	409	89	177	108	364	4311
	20.4	39.0	14.0	9.5	2.1	4.1	2.5	8.5	7.0
	7.5	8.0	5.1	7.7	4.3	6.6	22.0	5.6	
	1.4	2.7	1.0	0.7	0.1	0.3	0.2	0.6	
Other relatives	564	647	178	151	75	68	0	223	1907
	29.6	33.9	9.3	7.9	3.9	3.6	0.0	11.7	3.1
	4.8	3.1	1.5	2.8	3.7	2.5	0.0	3.4	
	0.9	1.0	0.3	0.2	0.1	0.1	0.0	0.4	
University or C.A.A.T. friends	451	1048	881	573	146	116	0	550	3766
	12.0	27.8	23.4	15.2	3.9	3.1	0.0	14.6	6.1
	3.8	5.0	7.4	10.7	7.1	4.3	0.0	8.4	
	0.7	1.7	1.4	0.9	0.2	0.2	0.0	0.9	
Other friends	963	681	590	368	66	110	66	311	3155
	30.5	21.6	18.7	11.7	2.1	3.5	2.1	9.9	5.1
	8.2	3.3	5.0	6.9	3.2	4.1	13.5	4.8	
	1.6	1.1	1.0	0.6	0.1	0.2	0.1	0.5	
Teachers	614	1151	535	189	0	181	0	227	2898
	21.2	39.7	18.5	6.5	0.0	6.3	0.0	7.8	4.7
	5.2	5.5	4.5	3.5	0.0	6.7	0.0	3.5	
	1.0	1.9	0.9	0.3	0.0	0.3	0.0	0.4	
Guidance counsellors	655	837	668	244	144	183	0	439	3170
	2017	26.4	21.1	7.7	4.5	5.8	0.0	13.9	5.1
	5.6	4.0	5.6	4.6	7.0	6.8	0.0	6.7	
	1.1	1.4	1.1	0.4	0.2	0.3	0.0	0.7	
Others	786	969	664	177	133	32	42	451	3254
	24.2	29.8	20.4	5.4	4.1	1.0	1.3	13.8	5.3
	6.7	4.6	5.6	3.3	6.5	1.2	8.6	6.9	
	1.3	1.6	1.1	0.3	0.2	0.1	0.1	0.7	
	11759	20916	11878	5343	2050	2700	488	6553	61687
	19.1	33.9	19.3	8.7	3.3	4.4	0.8	10.6	100.0

Table.II.2: Encouragement by Mother and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Encouraged very much	4425	13901	7064	3508	1647	1950	148	2953	35597
	12.4	39.1	19.8	9.9	4.6	5.5	0.4	8.3	41.2
	24.4	52.2	42.7	46.0	57.8	45.4	19.4	31.0	
	5.1	16.1	8.2	4.1	1.9	2.3	0.2	3.4	
	2460	5529	3656	1269	686	794	211	1922	16526
	14.9	33.5	22.1	7.7	4.1	4.8	1.3	11.6	19.1
	13.6	20.8	22.1	16.6	24.1	18.5	27.6	20.2	
	2.8	6.4	4.2	1.5	0.8	0.9	0.2	2.2	
	3201	3669	2205	1148	265	509	78	1536	12610
	25.4	29.1	17.5	9.1	2.1	4.0	0.6	12.2	14.6
	17.7	13.8	13.3	15.0	9.3	11.9	10.2	16.1	
	3.7	4.2	2.6	1.3	0.3	0.6	0.1	1.8	
	4926	2344	2770	1013	138	737	164	1941	14034
	35.1	16.7	19.7	7.2	1.0	5.3	1.2	13.8	16.3
	27.2	8.8	16.8	13.3	4.8	17.2	21.5	20.4	
	5.7	2.7	3.2	1.2	0.2	0.9	0.2	2.2	
Discouraged very much	1546	478	336	340	31	153	0	645	3529
	43.8	13.5	9.5	9.6	0.9	4.3	0.0	18.3	4.1
	8.5	1.8	2.0	4.5	1.1	3.6	0.0	6.8	
	1.8	0.6	0.4	0.4	0.0	0.2	0.0	0.7	
Don't know or inapplicable	1571	712	499	356	81	150	163	517	4050
	38.8	17.6	12.3	8.8	2.0	3.7	4.0	12.8	4.7
	8.7	2.7	3.0	4.7	2.9	3.5	21.3	5.4	
	1.8	0.8	0.6	0.4	0.1	0.2	0.2	0.6	
	18128	26632	16530	7635	2848	4294	765	9514	86345
	21.0	30.8	19.1	8.8	3.3	5.0	0.9	11.0	100.0

Table II.3: Encouragement by Father and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Encouraged very much	3587	13801	7088	3683	1193	1457	148	3083	34040
	10.5	40.5	20.8	10.8	3.5	4.3	0.4	9.1	39.9
	20.1	52.2	44.0	48.2	41.9	34.5	20.4	32.5	
	4.2	16.2	8.3	4.3	1.4	1.7	0.2	3.6	
	2174	5050	3313	1266	776	924	0	1333	14836
	14.7	34.0	22.3	8.5	5.2	6.2	0.0	9.0	17.4
	12.2	19.1	20.6	16.6	27.2	21.9	0.0	14.0	
	2.5	5.9	3.9	1.5	0.9	1.1	0.0	1.6	
	2618	3110	1611	785	368	644	134	1511	10780
	24.3	28.8	14.9	7.3	3.4	6.0	1.2	14.0	12.6
	14.7	11.8	10.0	10.3	12.9	15.3	18.4	15.9	
	3.1	3.6	1.9	0.9	0.4	0.8	0.2	1.8	
	4741	2513	2953	849	246	448	184	2212	14145
	33.5	17.8	20.9	6.0	1.7	3.2	1.3	15.6	16.6
	26.6	9.5	18.3	11.1	8.6	10.6	25.2	23.3	
	5.6	2.9	3.5	1.0	0.3	0.5	0.2	2.6	
Discouraged very much	2029	767	501	438	110	415	67	405	4732
	42.9	16.2	10.6	9.3	2.3	8.8	1.4	8.6	5.5
	11.4	2.9	3.1	5.7	3.9	9.8	9.1	4.3	
	2.4	0.9	0.6	0.5	0.1	0.5	0.1	0.5	
Don't know or inapplicable	2654	1199	652	613	158	332	196	954	6758
	39.3	17.7	9.6	9.1	2.3	4.9	2.9	14.1	7.9
	14.9	4.5	4.0	8.0	5.5	7.9	26.8	10.0	
	3.1	1.4	0.8	0.7	0.2	0.4	0.2	1.1	
	17803	26441	16116	7633	2851	4219	729	9499	85290
	20.9	31.0	18.9	8.9	3.3	4.9	0.9	11.1	100.0

Table II.4: Encouragement by Friends and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Encouraged very much	1697	3580	2415	784	534	681	33	817	10541
	16.1	34.0	22.9	7.4	5.1	6.5	0.3	7.7	12.8
	9.9	14.0	15.2	10.9	19.5	16.9	4.5	8.8	
	2.1	4.3	2.9	0.9	0.6	0.8	0.0	1.0	
	1519	4286	2058	732	590	461	42	1042	10730
	14.2	39.9	19.2	6.8	5.5	4.3	0.4	9.7	13.0
	8.9	16.7	13.0	10.2	21.6	11.4	5.8	11.2	
	1.8	5.2	2.5	0.9	0.7	0.6	0.1	1.3	
	2199	5770	3065	1391	353	922	97	1476	15273
	14.4	37.8	20.1	9.1	2.3	6.0	0.6	9.7	18.5
	12.9	22.5	19.3	19.3	12.9	22.8	13.3	15.9	
	2.7	7.0	3.7	1.7	0.4	1.1	0.1	1.8	
	4858	5843	4547	1947	512	762	206	2416	21091
	23.0	27.7	21.6	9.2	2.4	3.6	1.0	11.5	25.5
	28.4	22.8	28.7	27.1	18.7	18.8	28.2	25.9	
	5.9	7.1	5.5	2.4	0.6	0.9	0.2	2.9	
Discouraged very much	3345	1902	2103	842	308	544	107	1804	10955
	30.5	17.4	19.2	7.7	2.8	5.0	1.0	16.5	13.3
	19.6	7.4	13.3	11.7	11.3	13.5	14.6	19.4	
	4.1	2.3	2.5	1.0	0.4	0.7	0.1	2.2	
Don't know or ippli-cable	3476	4235	1655	1496	437	673	244	1757	13973
	24.9	30.3	11.8	10.7	3.1	4.8	1.7	12.6	16.9
	20.3	16.5	10.4	20.8	16.0	16.6	33.5	18.9	
	4.2	5.1	2.0	1.8	0.5	0.8	0.3	2.1	
	17094	25615	15843	7193	2734	4044	729	9313	82563
	20.7	31.0	19.2	8.7	3.3	4.9	0.9	11.3	100.0

Table II.5: Encouragement by Teachers and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Encouraged very much	2943	6945	3495	1752	747	1408	0	1448	18739
	15.7	37.1	18.7	9.4	4.0	7.5	0.0	7.7	22.8
	17.4	27.2	22.4	24.3	27.2	33.0	0.0	15.5	
	3.6	8.4	4.2	2.1	0.9	1.7	0.0	1.8	
	2765	5400	3110	1674	573	1011	95	1607	16235
	17.0	33.3	19.2	10.3	3.5	6.2	0.6	9.9	19.7
	16.3	21.1	19.9	23.2	20.9	23.7	13.7	17.2	
	3.4	6.6	3.8	2.0	0.7	1.2	0.1	2.0	
	2926	4029	2922	1378	287	490	187	1893	14112
	20.7	28.6	20.7	9.8	2.0	3.5	1.3	13.4	17.1
	17.3	15.8	18.7	19.1	10.4	11.5	27.0	20.2	
	3.6	4.9	3.5	1.7	0.3	0.6	0.2	2.3	
	3897	3870	2822	1280	671	687	131	1804	15164
	25.7	25.5	18.6	8.4	4.4	4.5	0.9	11.9	18.4
	23.0	15.2	18.1	17.8	24.5	16.1	18.9	19.3	
	4.7	4.7	3.4	1.6	0.8	0.8	0.2	2.2	
Discouraged very much	1383	1031	978	167	74	197	110	820	4761
	29.1	21.7	20.6	3.5	1.6	4.1	2.3	17.2	5.8
	8.2	4.0	6.3	2.3	2.7	4.6	15.8	8.8	
	1.7	1.3	1.2	0.2	0.1	0.2	0.1	1.0	
Don't know or inapplicable	3013	4263	2264	958	392	470	170	1781	13311
	22.6	32.0	17.0	7.2	2.9	3.5	1.3	13.4	16.2
	17.8	16.7	14.5	13.3	14.3	11.0	24.5	19.0	
	3.7	5.2	2.8	1.2	0.5	0.6	0.2	2.2	
	16927	25539	15592	7209	2744	4262	693	9353	82320
	20.6	31.0	18.9	8.8	3.3	5.2	0.8	11.4	100.0

Table II.6: Encouragement by Guidance Counsellors and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Encouraged very much	3611	7107	4625	1866	1073	1390	42	1639	21354
	16.9	33.3	21.7	8.7	5.0	6.5	0.2	7.7	25.9
	21.2	27.6	29.8	25.7	40.2	33.4	5.8	17.5	
	4.4	8.6	5.6	2.3	1.3	1.7	0.1	2.0	
	2291	4504	3006	1346	425	948	126	1703	14350
	16.0	31.4	20.9	9.4	3.0	6.6	0.9	11.9	17.4
	13.5	17.5	19.3	18.6	15.9	22.8	17.3	18.2	
	2.8	5.5	3.6	1.6	0.5	1.1	0.2	2.1	
	2951	3937	2561	1017	335	663	139	1661	13264
	22.2	29.7	19.3	7.7	2.5	5.0	1.1	12.5	16.1
	17.4	15.3	16.5	14.0	12.6	16.0	19.1	17.8	
	3.6	4.8	3.1	1.2	0.4	0.8	0.2	2.0	
	3217	4257	2589	1067	554	380	218	1561	13843
	23.2	30.7	18.7	7.7	4.0	2.7	1.6	11.3	16.8
	18.9	16.5	16.7	14.7	20.8	9.1	29.9	16.7	
	3.9	5.2	3.1	1.3	0.7	0.5	0.3	1.9	
Discouraged very much	1590	892	877	346	31	95	0	705	4537
	35.0	19.7	19.3	7.6	0.7	2.1	0.0	15.5	5.5
	9.3	3.5	5.6	4.8	1.2	2.3	0.0	1.5	
	1.9	1.1	1.1	0.4	0.0	0.1	0.0	0.9	
Don't know or inapplicable	3343	5075	1878	1610	252	679	203	2074	15116
	22.1	33.6	12.4	10.7	1.7	4.5	1.3	13.7	18.3
	19.7	19.7	12.1	22.2	9.4	16.3	27.9	22.2	
	4.1	6.2	2.3	2.0	0.3	0.8	0.2	2.5	
	17004	25772	15538	7252	2671	4155	729	9344	82464
	20.6	31.3	18.8	8.8	3.2	5.0	0.9	11.3	100.0

CHAPTER THREE

Educational and Vocational Plans as They Relate to Self-Evaluation, Motivations and Future Aspirations

An adolescents' starting place in the social order and his interaction with 'significant others' are important dimensions to consider in understanding educational and vocational behaviour. No less important is the adolescent's comparison of self with peers. Many studies in social science have shown a strong correlation between self concept and educational and/or vocational behaviours.

Our purpose in this chapter is not to explain how favorable or unfavorable self-evaluations are formed but to examine their relationship, if any, to the educational and vocational plans of adolescents in 1974. Grade 12 students were asked two types of questions; the first required the student to evaluate his or her present abilities in comparison with peers. The second type of question required the student to evaluate his or her present academic abilities with reference to some future educational goal (e.g. graduate from a university). In the following section we will examine both areas and refer to specific items in the questionnaire that provide measures of these areas.

Differences among adolescents in their educational and vocational plans may also be traced to variations in motivation. Adolescents that seek to extend their education beyond high school do so for a variety of reasons and the emphasis placed on any one reason may vary

with the type of education. Grade 12 students in this survey were required to assume that they would continue their education after high school. They were then offered a number of different reasons for continuing education and asked to indicate how important each reason was to them personally. A second section of this chapter will examine the relationships between emphasis on reasons and educational/vocational plans for 1974.

In a final section the aspirations of Grade 12 students will be related to their actual plans. Is it true that the adolescents' desires coincide with their future educational and vocational plans?

I.

A. Present ability in comparison with peers.

Grade 12 students were asked to rate themselves on a number of items; these items include school compared with close friends and classmates; rank in their high school year; opinion of their own work and real abilities. An examination of the relationship between self-ratings (on all items) and plans for 1974 revealed basically similar trends (Tables III.1 - III.5).

Grade 12 students who plan on directly entering university in 1974 would appear to possess the most favorable academic self-image while students who plan on entering trade schools or apprenticeship programs have the poorest self-image. For instance, 61.1% of those planning to attend university rate themselves well above or somewhat above average in school ability compared with their classmates while

only 14.3% of those planning on trade schools expressed similar feelings (Table 111.2). It is also true that the academic self-image of university-bound students is higher than for C.A.A.T. -bound students. Thus, fully 68.3% of university and only 44.2% of C.A.A.T.S. - bound students rate their own work as well or somewhat above average (Table 111.4). Students who plan to enrol in part-time studies appear to possess an academic self-image similar to students who plan to study at C.A.A.T.S. They do differ in one respect; 55.3% of the latter group and 44.2% of the former group feel that they are well above or somewhat above average in their assessment of own work.

The academic self-appraisal of students who plan to enter the labour force is generally lower than for students planning any other alternative excepting those who intend to enter trade schools. Thus, while only 26.7% of students planning to get jobs, rate themselves as well above or somewhat above average compared with classmates, 61.1% of Grade 12 students planning on university training express similar feelings.

Over two-thirds of Grade 12 students believe that their grades do not match their real abilities. They feel that they could perform much better or better than they actually do. This is especially true for students who plan to take time off in that 45.4% state they could do get much better marks if they wanted. Only 23.6% of those planning to take nursing and 14.2% that plan on entering trade schools share this feeling.

B. Self-evaluation with respect to future goals

Grade 12 students were also asked to evaluate their chances of graduating from university or C.A.A.T. In addition, they were required to evaluate the liklihood of completing advanced study beyond the bachelor degree level. (Tables 111.6 - 111.8).

Those who are university directed are also quite confident of their ability to graduate from university (93.0%). Students who plan to take time off are next in line in terms of confidence (68.3%) while only 20.2% of those who plan on trade schools feel that they have the academic ability to graduate from university (Table 111.8).

While over ninety percent of students who intend either to enrol in universities or C.A.A.T.S. express confidence in their ability to graduate from a C.A.A.T., only 46.2% of the latter group feel confident in their ability to graduate from a university. The fact that students planning on direct entry into the labour force feel more confident concerning their ability to graduate from C.A.A.T.S. (67.5%) than universities (31.3%) lends support to the notion that high school students see higher standards operating in universities than in C.A.A.T.S. Further support for this notion is gained when we note that 78.3% of students who plan on entering trade schools believe they have the ability to graduate from a C.A.A.T. (Table 111.6)

Approximately two-thirds of those planning on university feel confident concerning their ability to complete advanced study beyond

the B.A. level; 37.3% of those who plan on taking time off expressed similar feelings. Only 4.7% of students planning on trade schools claimed that they possessed the ability to complete advanced study (Table 111.7).

II. A Reasons for continuing education after high school

'Getting' a satisfying 'job' is emphasized as a very important reason for continuing education beyond high school by most (77.4%) grade 12 students (Table 111.9). Students who plan on trade schools are least likely to stress the importance of a satisfying job (69.0%) while students who intend to take up nursing as a career are most likely to emphasize this reason in continuing education beyond high school.

Over one third of Grade 12 students would consider a high income job a very important reason for extending their education (Table 111.10). Both students who are job oriented and part-time studies oriented are most likely to stress this feature as very important (44.8% and 45.8% respectively) while students who have selected a nursing career are least likely to emphasize this reason (24.0%).

Most students (50.2%) view marriage as a very unimportant reason for pursuing a higher education (Table 111.11). Those who plan on taking time off (56.3%) or enter universities (52.1%) are most likely to dismiss marriage as unimportant while students who are either job-oriented (45.9%), part-time studies oriented (46.0%) or headed for trade-schools (47.0%) are least likely to frown upon this reason.

'Learning how to get along with people' is not considered a very important reason for continuing education beyond the high school level (30.2%). Those that are planning on entering trade schools or apprenticeship programs are least likely (13.0%) to stress this reason as very important (Table 111.12). However, students who have opted for nursing careers (where the stress on patient care is strong) are most likely to emphasize this reason as crucial (49.8%) for entering one's education beyond high school.

Over 40.0% of Grade 12 students personally believe that providing the 'opportunity for self-improvement' constitutes a very important reason for enrolling in a post-secondary institution (Table 111.13). Students who plan on nursing as a career (57.2%) and part-time studies (55.5%) are most likely to emphasize the importance of this reason while students who plan to get a job (37.9%) are least likely to claim that self-improvement is an important reason for seeking a higher education.

It is interesting to note that only 39.6% of students who are planning to enrol in universities stated that being 'better able to understand and appreciate ideas' is a very important reason for obtaining a higher education while over 40.0% of our part-time studies, nursing and time-off groups stressed the importance of this reason (Table 111.14).

A majority of grade 12 students consider 'delaying a career choice' as a not at all important reason for seeking a higher education (Table 111.15). However, students who are planning on part-time studies (24.3%) or don't

know what they plan to do (17.2%) are most likely to view this as an important reason; students planning on nursing (5.0%) or trade school (4.7%) are least likely to stress the importance of delaying career choice for continuing their education.

Over 40.0% of all grade 12 students view an increase in status or prestige as an unimportant reason for extending their education beyond high school (Table 111.16). Students planning on nursing (53.5%) and university (47.0%) are most likely to de-emphasize this reason while students planning on trade schools (30.9%) or getting a job (34.6%) are least likely to view an increase in status or prestige as unimportant for continuing their education beyond high school.

B. Thought of taking time off

All grade 12 students were asked the following question: "After you graduate from high school have you ever thought seriously of staying out of school for one or two years, and then going to a college of applied arts and technology, university or other educational institution?" Table 111.17 reveals that fully 33.1% of all grade 12 students are now considering taking time off for one or two years before continuing their education. Of this 33.1%, 11.0% is comprised of grade 12 students that plan on some form of post-secondary education (e.g. university, C.A.A.T., nursing, trade schools). A greater proportion of students planning to enrol in C.A.A.T.S. are considering taking time off (28.0%) than students

planning on universities (16.3%). It is significant to note that 54.7% of those students who are now unsure of their future plans are seriously thinking of staying out of school for one or two years. This could mean that a majority of "don't knows" will wind up, in one or two years, training in a post-secondary institution.

III. Aspirations of grade 12 students

Grade 12 students were asked what they would like to do after graduating from high school. By cross-tabulating aspirations (likes) with actual plans or intentions, we can achieve some notion of the congruency between aspirations and plans for different groups of adolescents. Table III.18 reveals a high degree of congruency or consistency for 4 groups. That is, over 80.0% of those grade 12 students who plan on either enrolling in universities, nursing schools, trade schools, or taking time off before enrolling in a post-secondary institution, state that they would like to follow the very same course after graduating from high school. Of those students who intend to enroll in a C.A.A.T., only 63.8% would actually like to select this alternative; 22.4% would like to take time off after high school before enrolling. This fits with the findings in Table III.17 where 28.0% of students planning on entering a C.A.A.T. are also considering taking time off.

Only 67.7% of students planning to get jobs after high school would actually like to do so; 9.6% would like to enter a trade school, 8.7% would like to take time off and 5.3% would like to enroll in a C.A.A.T.

Those students who are planning to do part-time studies appear least satisfied with decision in that 52.8% would like to select another type of alternative after graduation. Thus, 16.4% would like a full-time job; 16.1% wish to take time off and then enrol in a post-secondary institution; 6.1% desire to enrol in a university and 7.4% would like to attend a C.A.A.T.

Although 27.3% of students who are unsure of their future intentions also don't know what they would like to do after graduation, a large proportion do have aspirations. Thus, 24.5% would like a full-time job, 19.8% wish to take time off, and 18.5% wish to pursue some form of post-secondary education.

Grade 12 students were also asked this question: "If you had your choice what sort of job or occupation would you most like to aim for? Think about what you would like to be doing 15 or 20 years from now." The responses of students were then categorized using Blishen's occupational rating scale. Blishen one means high occupational prestige and Blishen six stands for low occupational prestige. Table 111.19 represents a cross-tabulation of occupational prestige (of students' occupational aspirations) and their plans for 1974.

When the occupational prestige of the father's jobs are compared with the aspirations of their children, we observe that Grade 12 students set higher goals for themselves than those obtained by their fathers. Thus, while fully 52.9% of fathers occupy Blishen five and six, only 14.4% of Grade 12 students aspire to perform comparable occupational roles.

Students who plan on entering university have the highest occupational aspirations in that 71.1% are located in Blishen one and two; 52.1% of those students who intend to take time off also possess similar aspirations. The occupational aspirations of students who plan on either directly entering the labour force, nursing schools or studying part-time is low relative to students with alternative plans (less than 18.0% of these students were classified in Blishen one and two).

Table III.1: School Ability Compared with Close Friends and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Well above average	502	3241	589	640	107	258	42	489	5868
	8.5	55.2	10.0	10.9	1.8	4.4	0.7	8.3	6.7
	2.7	12.1	3.5	8.1	3.7	6.0	5.5	5.0	
	0.6	3.7	0.7	0.7	0.1	0.3	0.0	0.6	
Somewhat above average	4823	11640	5262	2300	792	1480	67	2668	29031
	16.6	40.1	18.1	7.9	2.7	5.1	0.2	9.2	33.0
	25.7	43.5	31.5	29.2	27.2	34.2	8.8	27.3	
	5.5	13.2	6.0	2.6	0.9	1.7	0.1	3.0	
Average	12159	11175	9972	4386	1805	2233	591	5772	48093
	25.3	23.2	20.7	9.1	3.8	4.6	1.2	12.0	54.7
	64.8	41.8	59.7	55.6	61.9	51.6	77.3	59.0	
	13.8	12.7	11.3	5.0	2.1	2.5	0.7	6.6	
Somewhat below average	1245	676	809	522	143	355	64	848	4663
	26.7	14.5	17.4	11.2	3.1	7.6	1.4	18.2	5.3
	6.6	2.5	4.8	6.6	4.9	8.2	8.4	8.7	
	1.4	0.8	0.9	0.6	0.2	0.4	0.1	1.0	
Well below average	42	0	77	36	67	0	0	0	222
	18.9	0.0	34.6	16.2	30.3	0.0	0.0	0.0	0.3
	0.2	0.0	0.5	0.5	2.3	0.0	0.0	0.0	
	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0	
	18771	26732	16709	7885	2914	4327	765	9776	87878
	21.4	30.4	19.0	9.0	3.3	4.9	0.9	11.1	100.0

Table III.2: School Ability Compared to Classmates and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Well above average	642	5160	747	594	156	360	0	452	8112
	7.9	63.6	9.2	7.3	1.9	4.4	0.0	5.6	9.2
	3.4	19.3	4.4	7.6	5.3	8.3	0.0	4.6	
	0.7	5.9	0.8	0.7	0.2	0.4	0.0	0.5	
Somewhat above average	4393	11184	5468	2792	966	1166	219	3102	29290
	15.0	38.2	18.7	9.5	3.3	4.0	0.7	10.6	33.2
	23.3	41.8	32.6	35.6	33.2	26.9	28.7	31.5	
	5.0	12.7	6.2	3.2	1.1	1.3	0.2	3.5	
Average	12516	9762	9324	3762	1511	2443	478	5516	45311
	27.6	21.5	20.6	8.3	3.3	5.4	1.1	12.2	51.4
	66.3	36.5	55.5	47.9	51.8	56.5	62.5	56.1	
	14.2	11.1	10.6	4.3	1.7	2.8	0.5	6.3	
Somewhat below average	1219	657	1224	588	214	358	68	733	5061
	24.1	13.0	24.2	11.6	4.2	7.1	1.3	14.5	5.7
	6.5	2.5	7.3	7.5	7.3	8.3	8.9	7.4	
	1.4	0.7	1.4	0.7	0.2	0.4	0.1	0.8	
Well below average	108	0	33	46	67	0	0	37	290
	37.1	0.0	11.3	15.7	23.2	0.0	0.0	12.7	0.3
	0.6	0.0	0.2	0.6	2.3	0.0	0.0	0.4	
	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.0	
Don't know	0	0	0	66	0	0	0	0	66
	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0
	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.0	
	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	
	18879	26762	16797	7847	2914	4327	765	9839	88128
	21.4	30.4	19.1	8.9	3.3	4.9	0.9	11.2	100.0

Table III.3: Rank in Year and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Well above average	609	4712	825	548	291	251	0	279	7515
	8.1	62.7	11.0	7.3	3.9	3.3	0.0	3.7	8.5
	3.2	17.6	4.9	7.0	10.0	5.8	0.0	2.8	
	0.7	5.3	0.9	0.6	0.3	0.3	0.0	0.3	
Somewhat above average	4298	11774	4790	2196	583	1258	110	2479	27489
	15.6	42.8	17.4	8.0	2.1	4.6	0.4	9.0	31.2
	22.8	44.0	28.5	27.9	20.0	29.1	14.4	25.1	
	4.9	13.3	5.4	2.5	0.7	1.4	0.1	2.8	
Average	11580	933	9508	4066	1769	2402	582	5702	44941
	25.8	20.8	21.2	9.0	3.9	5.3	1.3	12.7	51.0
	61.3	34.9	56.6	51.6	60.7	55.5	76.1	57.7	
	13.1	10.6	10.8	4.6	2.0	2.7	0.7	6.5	
Somewhat below average	2206	804	1641	858	271	415	73	1271	7540
	29.3	10.7	21.8	11.4	3.6	5.5	1.0	16.9	8.5
	11.7	3.0	9.8	10.9	9.3	9.6	9.6	12.9	
	2.5	0.9	1.9	1.0	0.3	0.5	0.1	1.4	
Well below average	186	139	33	151	0	0	0	144	653
	28.5	21.3	5.0	23.1	0.0	0.0	0.0	22.1	0.7
	1.0	0.5	0.2	1.9	0.0	0.0	0.0	1.5	
	0.2	0.2	0.0	0.2	0.0	0.0	0.0	0.2	
Don't know	0	0	0	66	0	0	0	0	66
	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.1
	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.0	
	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	
	18879	26762	16797	7885	2914	4327	765	9875	88203
	21.4	30.3	19.0	8.9	3.3	4.9	0.9	11.2	100.0

Table II.4: Opinion of Own Work and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Well above average	794 12.4 4.2 0.9	3421 53.4 12.9 3.9	632 9.9 3.8 0.7	421 6.6 5.4 0.5	228 3.6 7.8 0.3	449 7.0 10.4 0.5	0 0.0 0.0 0.0	463 7.2 4.7 0.5	6408 7.3
Somewhat above average	6783 18.0 36.0 7.7	14719 39.0 55.4 16.7	6800 18.0 40.4 7.7	2989 7.9 38.2 3.4	1136 3.0 39.0 1.3	1943 5.1 44.9 2.2	220 0.6 28.8 0.3	3184 8.4 32.4 3.6	37773 43.0
Average	10250 27.1 54.4 11.7	7294 19.3 27.5 8.3	8139 21.5 48.4 9.3	3506 9.3 44.9 4.0	1413 3.7 48.5 1.6	1495 4.0 34.5 1.7	544 1.4 71.2 0.6	5169 13.7 52.5 5.9	37810 43.0
Somewhat below average	1017 18.6 5.4 1.2	1016 18.6 3.8 1.2	1258 23.1 7.5 1.4	722 13.2 9.2 0.8	137 2.5 4.7 0.2	322 5.9 7.5 0.4	0 0.0 0.0 0.0	985 18.0 10.0 1.1	5458 6.2
Well below average	0 0.0 0.0 0.0	97 22.6 0.4 0.1	0 0.0 0.0 0.0	178 41.6 2.3 0.2	0 0.0 0.0 0.0	118 27.5 2.7 0.1	0 0.0 0.0 0.0	36 8.3 0.4 0.0	429 0.5
	18844 21.4	26547 30.2	16830 19.2	7816 8.9	2914 3.3	4327 4.9	765 0.9	9836 11.2	87878 100.0

Table III.5: Present Grades Compared to Real Ability and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Could do much better	5641	9402	5777	3492	670	1646	100	2879	29607
	19.1	31.8	19.5	11.8	2.3	5.6	0.3	9.7	34.2
	30.5	35.6	34.6	45.5	23.6	39.0	14.2	30.0	
	6.5	10.9	6.7	4.0	0.8	1.9	0.1	3.3	
Could do better	5526	9537	5795	2038	1034	1436	266	3504	29137
	19.0	32.7	19.9	7.0	3.5	4.9	0.9	12.0	33.6
	29.9	36.1	34.7	26.5	36.4	34.1	38.0	36.6	
	6.4	11.0	6.7	2.4	1.2	1.7	0.3	4.0	
About right	5548	6125	3971	1979	835	896	293	2483	22130
	25.1	27.7	17.9	8.9	3.8	4.1	1.3	11.2	25.5
	30.0	23.2	23.8	25.7	29.4	21.3	41.8	25.9	
	6.4	7.1	4.6	2.3	1.0	1.0	0.3	2.9	
Must work somewhat harder	1583	954	1019	182	166	163	42	619	4729
	33.5	20.2	21.6	3.9	3.5	3.4	0.9	13.1	5.5
	8.6	3.6	6.1	2.4	5.8	3.9	6.0	6.5	
	1.8	1.1	1.2	0.2	0.2	0.2	0.0	0.7	
Must work harder	206	341	132	0	135	76	0	98	988
	20.8	34.5	13.3	0.0	13.7	7.7	0.0	9.9	1.1
	1.1	1.3	0.8	0.0	4.8	1.8	0.0	1.0	
	0.2	0.4	0.2	0.0	0.2	0.1	0.0	0.1	
Don't know	0	41	0	0	0	0	0	0	41
	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	18504	26401	16694	7691	2840	4217	701	9584	86631
	21.4	30.5	19.3	8.9	3.3	4.9	0.8	11.1	100.0

Table III.6: Ability to Graduate from C.A.A.T. and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Yes, definitely	3417	14532	7983	3420	1127	1743	180	2827	35229
	9.7	41.2	22.7	9.7	3.2	4.9	0.5	8.0	41.2
	18.1	59.5	47.6	44.6	38.7	41.0	23.5	28.9	
	4.0	17.0	9.3	4.0	1.3	2.0	0.2	3.3	
Yes, probably	8955	8314	8188	3490	1038	2134	419	4442	36980
	24.2	22.5	22.1	9.4	2.8	5.8	1.1	12.0	43.3
	47.4	34.0	48.9	45.5	35.6	50.1	54.8	45.5	
	10.5	9.7	9.6	4.1	1.2	2.5	0.5	5.2	
Not sure either way	4183	1362	554	580	632	335	166	1995	9808
	42.7	13.9	5.7	5.9	6.4	3.4	1.7	20.3	11.5
	22.2	5.6	3.3	7.6	21.7	7.9	21.6	20.4	
	4.9	1.6	0.6	0.7	0.7	0.4	0.2	2.3	
Probably not	1587	101	30	113	86	43	0	275	2236
	71.0	4.5	1.4	5.0	3.9	1.9	0.0	12.3	2.6
	8.4	0.4	0.2	1.5	3.0	1.0	0.0	2.8	
	1.9	0.1	0.0	0.1	0.1	0.1	0.0	0.3	
Definitely not	737	33	0	33	30	0	0	231	1064
	69.2	3.1	0.0	3.1	2.8	0.0	0.0	21.7	1.2
	3.9	0.1	0.0	0.4	1.0	0.0	0.0	2.4	
	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.3	
Don't know	0	76	0	36	0	0	0	0	112
	0.0	67.9	0.0	32.1	0.0	0.0	0.0	0.0	0.1
	0.0	0.3	0.0	0.5	0.0	0.0	0.0	0.0	
	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	
	18879	24419	16756	7673	2914	4255	765	9770	85430
	22.1	28.6	19.6	9.0	3.4	5.0	0.9	11.4	100.0

Table III.7: Likeliness of Graduate School and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Very likely	467	8604	959	1442	107	391	0	583	12554
	3.7	68.5	7.6	11.5	0.9	3.1	0.0	4.6	14.4
	2.5	32.3	5.9	18.5	3.7	9.2	0.0	5.9	
	0.5	9.9	1.1	1.7	0.1	0.4	0.0	0.7	
Somewhat likely	1503	8651	2279	1461	684	612	36	1047	16273
	9.2	53.2	14.0	9.0	4.2	3.8	0.2	6.4	18.6
	8.0	32.4	13.9	18.8	23.8	14.4	4.7	10.6	
	1.7	9.9	2.6	1.7	0.8	0.7	0.0	1.2	
Not sure	4820	6906	4292	2546	646	1396	258	2937	23801
	20.3	29.0	18.0	10.7	2.7	5.9	1.1	12.3	27.3
	25.7	25.9	26.2	32.7	22.4	32.9	33.7	29.8	
	5.5	7.9	4.9	2.9	0.7	1.6	0.3	3.4	
Unlikely	6206	1934	5242	1649	913	1169	202	3110	20424
	30.4	9.5	25.7	8.1	4.5	5.7	1.0	15.2	23.4
	33.1	7.3	32.0	21.2	31.7	27.5	26.4	31.6	
	7.1	2.2	6.0	1.9	1.0	1.3	0.2	3.6	
Most unlikely	5728	564	3567	690	529	678	268	2166	14191
	40.4	4.0	25.1	4.9	3.7	4.8	1.9	15.3	16.3
	30.6	2.1	21.8	8.9	18.4	16.0	35.1	22.0	
	6.6	0.6	4.1	0.8	0.6	0.8	0.3	2.5	
Don't know	0	0	37	0	0	0	0	0	37
	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	18723	26660	16375	7787	2879	4246	765	9843	87279
	21.5	30.5	18.8	8.9	3.3	4.9	0.9	11.3	100.0

Table III.8: Ability to Graduate from University and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Yes, definitely	1143	12380	1446	2284	487	729	0	1397	19866
	5.8	62.3	7.3	11.5	2.4	3.7	0.0	7.0	22.7
	6.1	46.4	8.8	29.4	16.9	17.5	0.0	14.3	
	1.3	14.2	1.7	2.6	0.6	0.8	0.0	1.6	
Yes, probably	4739	12439	6168	3029	1081	1639	154	2943	32192
	14.7	38.6	19.2	9.4	3.4	5.1	0.5	9.1	26.9
	25.2	46.6	37.4	38.9	37.5	39.3	20.2	30.1	
	5.4	14.2	7.1	3.5	1.2	1.9	0.2	3.4	
Not sure either way	6722	1773	5039	1873	918	1184	371	3427	21308
	31.5	8.3	23.7	8.8	4.3	5.6	1.7	16.1	24.4
	35.7	6.6	30.6	24.1	31.9	28.4	48.5	35.1	
	7.7	2.0	5.8	2.1	1.1	1.4	0.4	3.9	
Probably not	4790	100	2895	564	335	511	240	1377	10812
	44.3	0.9	26.8	5.2	3.1	4.7	2.2	12.7	12.4
	25.5	0.4	17.6	7.2	11.6	12.3	31.4	14.1	
	5.5	0.1	3.3	0.6	0.4	0.6	0.3	1.6	
Definitely not	1410	0	933	32	61	108	0	633	3177
	44.4	0.0	29.4	1.0	1.9	3.4	0.0	19.9	3.6
	7.5	0.0	5.7	0.4	2.1	2.6	0.0	6.5	
	1.6	0.0	1.1	0.0	0.1	0.1	0.0	0.7	
	18804	26691	16483	7781	2882	4171	765	9776	87353
	21.5	30.6	18.9	8.9	3.3	4.8	0.9	11.2	100.0

Table III.9: Importance of Satisfying Job and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Very important	13679	21372	13776	5696	2477	3312	528	7115	67955
	20.1	31.5	20.3	8.4	3.6	4.9	0.8	10.5	77.4
	73.3	80.0	81.9	72.9	85.0	77.1	69.0	72.8	
	15.6	24.4	15.7	6.5	2.8	3.8	0.6	8.1	
	2979	3545	2144	1023	299	703	204	1660	12557
	23.7	28.2	17.1	8.1	2.4	5.6	1.6	13.2	14.3
	16.0	13.3	12.7	13.1	10.3	16.4	26.7	17.0	
	3.4	4.0	2.4	1.2	0.3	0.8	0.2	1.9	
	1367	1195	471	790	68	40	33	642	4607
	29.7	25.9	10.2	17.2	1.5	0.9	0.7	13.9	5.3
	7.3	4.5	2.8	10.1	2.3	0.9	4.3	6.6	
	1.6	1.4	0.5	0.9	0.1	0.0	0.0	0.4	
	411	308	336	94	40	33	0	141	1364
	30.2	22.6	24.7	6.9	2.9	2.4	0.0	10.4	1.6
	2.2	1.2	2.0	1.2	1.4	0.8	0.0	1.4	
	0.5	0.4	0.4	0.1	0.0	0.0	0.0	0.2	
Not at all important	220	282	102	213	30	206	0	219	1273
	17.3	22.2	8.0	16.7	2.4	16.2	0.0	17.2	1.5
	1.2	1.1	0.6	2.7	1.0	4.8	0.0	2.2	
	0.3	0.3	0.1	0.2	0.0	0.2	0.0	0.2	
	18657	26702	16829	7817	2914	4294	765	9778	87755
	21.3	30.4	19.2	8.9	3.3	4.9	0.9	11.1	100.0

Table III.10: Importance of High Income Job and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Very important	8360	8593	6329	2602	690	1952	238	3208	31972
	26.1	26.9	19.8	8.1	2.2	6.1	0.7	10.0	36.6
	44.8	32.3	37.8	33.3	24.0	45.8	31.1	33.3	
	9.6	9.8	7.2	3.0	0.8	2.2	0.3	3.7	
	6007	9120	5958	2395	1045	953	325	3228	29031
	20.7	31.4	20.5	8.3	3.6	3.3	1.1	11.1	33.2
	32.2	34.3	35.6	30.6	36.3	22.4	42.5	33.5	
	6.9	10.4	6.8	2.7	1.2	1.1	0.4	3.7	
	3093	5412	3037	1623	645	681	202	1968	16661
	18.6	32.5	18.2	9.7	3.9	4.1	1.2	11.8	19.1
	16.6	20.3	18.2	20.8	22.4	16.0	26.4	20.4	
	3.5	6.2	3.5	1.9	0.7	0.8	0.2	2.3	
	695	2104	759	426	328	378	0	542	5233
	13.3	40.2	14.5	8.1	6.3	7.2	0.0	10.4	6.0
	3.7	7.9	4.5	5.4	11.4	8.9	0.0	5.6	
	0.8	2.4	0.9	0.5	0.4	0.4	0.0	0.6	
Not at all important	526	1372	646	770	171	296	0	699	4481
	11.7	30.6	14.4	17.2	3.8	6.6	0.0	15.6	5.1
	2.8	5.2	3.9	9.9	5.9	7.0	0.0	7.3	
	0.6	1.6	0.7	0.9	0.2	0.3	0.0	0.8	
	18682	26601	16729	7817	2878	4261	765	9646	87378
	21.4	30.4	19.1	8.9	3.3	4.9	0.9	11.0	100.0

Table III.11: Importance of Getting Married and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Very important	1509	897	900	380	167	502	64	452	4871
	31.0	18.4	18.5	7.8	3.4	10.3	1.3	9.3	5.6
	8.2	3.4	5.4	4.9	5.8	11.9	8.4	4.8	
	1.7	1.0	1.0	0.4	0.2	0.6	0.1	0.5	
	1723	2459	1875	504	339	360	31	736	8029
	21.5	30.6	23.4	6.3	4.2	4.5	0.4	9.2	9.3
	9.4	9.3	11.3	6.5	11.8	8.5	4.1	7.8	
	2.0	2.8	2.2	0.6	0.4	0.4	0.0	0.9	
	3452	4758	3243	1398	493	751	277	1915	16286
	21.2	29.2	19.9	8.6	3.0	4.6	1.7	11.8	18.8
	18.8	18.0	19.5	18.1	17.1	17.8	36.2	20.2	
	4.0	5.5	3.8	1.6	0.6	0.9	0.3	2.2	
	3256	4526	2519	1097	389	668	33	1419	13908
	23.4	32.5	18.1	7.9	2.8	4.8	0.2	10.2	16.1
	17.7	17.2	15.2	14.2	13.5	15.8	4.3	15.0	
	3.8	5.2	2.9	1.3	0.5	0.8	0.0	1.6	
Not at all important	8436	13750	8065	4360	1490	1943	360	4969	43373
	19.4	31.7	18.6	10.1	3.4	4.5	0.8	11.5	50.2
	45.9	52.1	48.6	56.3	51.8	46.0	47.0	52.4	
	9.8	15.9	9.3	5.0	1.7	2.2	0.4	5.7	
	18376	26390	16603	7740	2878	4225	765	9491	86467
	21.3	30.5	19.2	9.0	3.3	4.9	0.9	11.0	100.0

Table III.12: Importance of Getting Along with People and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Very important	5872	8135	4945	2027	1451	1414	96	2355	26294
	22.3	30.9	18.8	7.7	5.5	5.4	0.4	9.0	30.2
	31.5	30.6	29.7	26.0	49.8	33.5	13.0	24.5	
	6.7	9.3	5.7	2.3	1.7	1.6	0.1	2.7	
	4737	8477	5669	2483	963	1373	238	2992	26932
	17.6	31.5	21.0	9.2	3.6	5.1	0.9	11.1	30.9
	25.4	31.8	34.0	31.9	33.1	32.5	32.5	31.1	
	5.4	9.7	6.5	2.8	1.1	1.6	0.3	3.4	
	4623	6212	3438	2047	294	813	251	2431	20108
	23.0	30.9	17.1	10.2	1.5	4.0	1.2	12.1	23.1
	24.8	23.3	20.6	26.3	10.1	19.3	34.2	25.3	
	5.3	7.1	3.9	2.3	0.3	0.9	0.3	2.8	
	1806	2409	1630	760	173	343	70	1109	8300
	21.8	29.0	19.6	9.2	2.1	4.1	0.8	13.4	9.5
	9.7	9.1	9.8	9.8	6.0	8.1	9.6	11.5	
	2.1	2.8	1.9	0.9	0.2	0.4	0.1	1.3	
Not at all important	1619	1389	970	469	33	281	78	728	5567
	29.1	25.0	17.4	8.4	0.6	5.1	1.4	13.1	6.4
	8.7	5.2	5.8	6.0	1.1	6.7	10.6	7.6	
	1.9	1.6	1.1	0.5	0.0	0.3	0.1	0.8	
	18657	26622	16651	7785	2914	4225	733	9618	87201
	21.4	30.5	19.1	8.9	3.3	4.8	0.8	11.0	100.0

Table III.13: Importance of Self-Improvement and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Very important	7030	12054	7726	3217	1666	2366	304	4147	38511
	18.3	31.3	20.1	8.4	4.3	6.1	0.8	10.8	44.1
	37.9	45.3	46.1	41.3	57.2	55.5	41.4	43.0	
	8.1	13.8	8.9	3.7	1.9	2.7	0.3	4.8	
	6488	9877	5551	2660	928	1079	274	3003	29861
	21.7	33.1	18.6	8.9	3.1	3.6	0.9	10.1	34.2
	35.0	37.1	33.1	34.2	31.9	25.3	37.3	31.2	
	7.4	11.3	6.4	3.0	1.1	1.2	0.3	3.4	
	3526	3195	2293	1331	243	400	84	1829	12903
	27.3	24.8	17.8	10.3	1.9	3.1	0.7	14.2	14.8
	19.0	12.0	13.7	17.1	8.4	9.4	11.5	19.0	
	4.0	3.7	2.6	1.5	0.3	0.5	0.1	2.1	
	913	1129	712	288	42	313	36	297	3730
	24.5	30.3	19.1	7.7	1.1	8.4	1.0	8.0	4.3
	4.9	4.2	4.2	3.7	1.4	7.4	4.9	3.1	
	1.0	1.3	0.8	0.3	0.0	0.4	0.0	0.3	
Not at all important	595	345	476	290	34	102	36	358	2236
	26.6	15.4	21.3	13.0	1.5	4.6	1.6	16.0	
	3.2	1.3	2.8	3.7	1.2	2.4	5.0	3.7	
	0.7	0.4	0.5	0.3	0.0	0.1	0.0	0.4	
	18553	26600	16759	7785	2914	4261	733	9635	87240
	21.3	30.5	19.2	8.9	3.3	4.9	0.8	11.0	100.0

Table III.14: Importance of Understanding Ideas Better and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off.	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Very important	6177	10574	5787	3468	0293	2011	240	3306	32856
	18.8	32.2	17.6	10.6	3.9	6.1	0.7	10.1	37.6
	33.3	39.6	34.5	44.5	44.4	47.2	31.4	34.3	
	7.1	12.1	6.6	4.0	1.5	2.3	0.3	3.8	
	6493	9561	6280	2589	838	1240	282	3460	30744
	21.1	31.1	20.4	8.4	2.7	4.0	0.9	11.3	35.2
	35.0	35.8	37.5	33.3	28.8	29.1	36.9	35.9	
	7.4	10.9	7.2	3.0	1.0	1.4	0.3	4.0	
	3637	4616	3291	1219	649	636	104	1888	16041
	22.7	28.8	20.5	7.6	4.0	4.0	0.6	11.8	18.4
	19.6	17.3	19.6	15.7	22.3	14.9	13.6	19.6	
	4.2	5.3	3.8	1.4	0.7	0.7	0.1	2.2	
	1358	1353	918	369	134	161	103	539	4935
	27.5	27.4	18.6	7.5	2.7	3.3	2.1	10.9	5.6
	7.3	5.1	5.5	4.7	4.6	3.8	13.4	5.6	
	1.6	1.5	1.1	0.4	0.2	0.2	0.1	0.6	
Not at all important	907	598	484	140	0	212	36	444	2822
	32.2	21.2	17.1	5.0	0.0	7.5	1.3	15.7	3.2
	4.9	2.2	2.9	1.8	0.0	5.0	4.7	4.6	
	1.0	0.7	0.6	0.2	0.0	0.2	0.0	0.5	
	18573	26703	16760	7785	2914	4261	765	9637	87397
	21.3	30.6	19.2	8.9	3.3	4.9	0.9	11.0	100.0

Table III.15: Importance of Delaying Career Choice and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Very important	814	855	660	334	68	284	0	528	3543
	23.0	24.1	18.6	9.4	1.9	8.0	0.0	14,9	4.1
	4.4	3.2	4.0	4.4	2.4	6.8	0.0	5.5	
	0.9	1.0	0.8	0.4	0.1	0.3	0.0	0.6	
	1591	1900	1146	777	73	732	36	1121	7376
	21.6	25.8	15.5	10.5	1.0	9.9	0.5	15.2	8.5
	8.6	7.2	6.9	10.2	2.6	17.5	4.7	11.7	
	1:8	2.2	1.3	0.9	0.1	0.8	0.0	1.3	
	2598	3254	2046	1444	315	457	75	1621	11810
	22.0	27.6	17.3	12.2	2.7	3.9	0.6	13.7	13.6
	14.0	12.3	12.3	18.9	11.3	10.9	9.8	16.9	
	3.0	3.8	2.4	1.7	0.4	0.5	0.1	1.9	
	3171	4952	3191	1389	482	327	200	2283	15997
	19.8	31.0	19.9	8.7	3.0	2.0	1.2	14.3	18.5
	17.1	18.7	19.2	18.2	17.2	7.8	26.1	23.8	
	3.7	5.7	3.7	1.6	0.6	0.4	0.2	2.6	
Not at all important	10405	15465	9571	3689	1862	2386	454	4061	47892
	21.7	32.3	20.0	7.7	3.9	5.0	0.9	8.5	55.3
	56.0	58.5	57.6	48.3	66.5	57.0	59.4	42.2	
	12.0	17.9	11.1	4.3	2.1	2.8	0.5	4.7	
	18580	26426	16614	7634	2800	4186	765	9613	86617
	21.5	30.5	19.2	8.8	3.2	4.8	0.9	11.1	100.0

Table III.16: Importance of Increasing Prestige or Status and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Very important	1941	2374	830	325	173	616	69	467	6795
	28.6	34.9	12.2	4.8	2.5	9.1	1.0	6.9	7.8
	10.5	9.0	5.0	4.2	6.0	14.6	9.0	4.9	
	2.2	2.7	1.0	0.4	0.2	0.7	0.1	0.5	
	2632	2276	2017	888	345	681	147	1118	10105
	26.1	22.5	20.0	8.8	3.4	6.7	1.5	11.1	11.7
	14.2	8.6	12.1	11.5	12.0	16.2	19.2	11.6	
	3.0	2.6	2.3	1.0	0.4	0.8	0.2	1.3	
	4469	4251	2603	1229	386	581	140	2013	15672
	28.5	27.1	16.6	7.8	2.5	3.7	0.9	12.8	18.1
	24.1	16.1	15.7	16.0	13.4	13.8	18.3	21.0	
	5.2	4.9	3.0	1.4	0.4	0.7	0.2	2.3	
	3066	5116	3550	1599	435	629	172	1495	16063
	19.1	31.9	22.1	10.0	2.7	3.9	1.1	9.3	18.5
	16.6	19.3	21.4	20.8	15.1	14.9	22.5	15.6	
	3.5	5.9	4.1	1.8	0.5	0.7	0.2	1.7	
Not at all important	6402	12434	7610	3663	1540	1708	236	4507	38100
	16.8	32.6	20.0	9.6	4.0	4.5	0.6	11.8	43.9
	34.6	47.0	45.8	47.5	53.5	40.5	30.9	46.9	
	7.4	14.3	8.8	4.2	1.8	2.0	0.3	5.2	
	18510	26452	16610	7705	2878	4215	765	9600	86735
	21.3	30.5	19.2	8.9	3.3	4.9	0.9	11.1	100.0

Table III.17: Thought of Taking Time Off and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
No	8104	9652	4069	101	845	887	315	2252	26226
	30.9	36.8	15.5	0.4	3.2	3.4	1.2	8.6	29.7
	43.0	36.0	24.2	1.3	29.0	20.5	41.2	22.9	
	9.2	10.9	4.6	0.1	1.0	1.0	0.4	2.6	
Yes, decided against it	6269	12775	8015	216	1513	1443	318	2208	32757
	19.1	39.0	24.5	0.7	4.6	4.4	1.0	6.7	37.2
	33.3	47.7	47.7	2.7	51.9	33.4	41.6	22.4	
	7.1	14.5	9.1	0.2	1.7	1.6	0.4	2.5	
Yes	4465	4372	4704	7567	556	1996	131	5379	29172
	15.3	15.0	16.1	25.9	1.9	6.8	0.5	18.4	33.1
	23.7	16.3	28.0	96.0	19.1	46.1	17.2	54.7	
	5.1	5.0	5.3	8.6	0.6	2.3	0.1	6.1	
	18838	26799	16788	7885	2914	4327	765	9839	88153
	21.4	30.4	19.0	8.9	3.3	4.9	0.9	11.2	100.0

Table III.18: Aspirations and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Full-time job	12690	149	199	335	133	704	36	2412	16658
	76.2	0.9	1.2	2.0	0.8	4.2	0.2	14.5	18.9
	67.7	0.6	1.2	4.3	4.6	16.4	4.8	24.5	
	14.4	0.2	0.2	0.4	0.2	0.8	0.0	2.7	
Time off	1624	2757	3768	6730	164	693	0	1952	17689
	9.2	15.6	21.3	38.0	0.9	3.9	0.0	11.0	20.1
	8.7	10.3	22.4	86.1	5.6	16.1	0.0	19.8	
	1.8	3.1	4.3	7.7	0.2	0.8	0.0	2.2	
University	131	22892	708	36	45	261	0	574	24647
	0.5	92.9	2.9	0.1	0.2	1.1	0.0	2.3	28.0
	0.7	85.5	4.2	0.5	1.5	6.1	0.0	5.8	
	0.1	26.0	0.8	0.0	0.1	0.3	0.0	0.7	
C.A.A.T.	993	111	10708	0	105	319	0	646	12882
	7.7	0.9	83.1	0.0	0.8	2.5	0.0	5.0	14.7
	5.3	0.4	63.8	0.0	3.6	7.4	0.0	6.6	
	1.1	0.1	12.2	0.0	0.1	0.4	0.0	0.7	
Nursing school	291	37	230	0	2367	0	0	72	2997
	9.7	1.2	7.7	0.0	79.0	0.0	0.0	2.4	3.4
	1.6	0.1	1.4	0.0	81.2	0.0	0.0	0.7	
	0.3	0.0	0.3	0.0	2.7	0.0	0.0	0.1	
Trade school	1970	30	202	107	37	207	728	532	3634
	49.3	0.8	5.6	2.9	1.0	5.7	20.0	14.6	4.1
	9.6	0.1	1.2	1.4	1.3	4.8	95.2	5.4	
	2.0	0.0	0.2	0.1	0.0	0.2	0.8	0.6	
Part-time study. full-time work	170	99	407	43	33	1031	0	450	2233
	7.6	4.4	18.2	1.9	1.5	46.2	0.0	20.2	2.5
	0.9	0.4	2.4	0.6	1.1	24.0	0.0	4.6	
	0.2	0.1	0.5	0.0	0.0	1.2	0.0	0.5	
Part-time study part-time work	137	415	209	30	0	995	0	74	1860
	7.3	22.3	11.2	1.6	0.0	53.5	0.0	4.0	2.1
	0.7	1.6	1.2	0.4	0.0	23.2	0.0	0.8	
	0.2	0.5	0.2	0.0	0.0	1.1	0.0	0.1	
Travel before work	284	66	46	80	32	0	0	314	822
	34.5	8.1	5.6	9.8	3.9	0.0	0.0	38.1	0.9
	1.5	0.2	0.3	1.0	1.1	0.0	0.0	3.2	
	0.3	0.1	0.1	0.1	0.0	0.0	0.0	0.4	
Other	175	42	98	70	0	0	0	133	519
	33.8	8.1	18.9	13.6	0.0	0.0	0.0	25.7	0.6
	0.9	0.2	0.6	0.9	0.0	0.0	0.0	1.4	
	0.2	0.0	0.1	0.1	0.0	0.0	0.0	0.2	
Don't know	456	165	218	380	0	86	0	2683	3988
	11.4	4.1	5.5	9.5	0.0	2.2	0.0	67.3	4.5
	2.4	0.6	1.3	4.9	0.0	2.0	0.0	27.3	
	0.3	0.2	0.2	0.4	0.0	0.1	0.0	3.1	
	18740	26764	16793	7813	2914	4296	765	9848	87927
	21.3	30.4	19.1	8.9	3.3	4.9	0.9	11.2	100.0

Table III.19: Prestige of Job Aspiration and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
	1520	13533	3148	2234	177	828	31	1631	23104
Blishen	6.6	58.6	13.6	9.7	0.8	3.6	0.1	7.1	29.1
one	8.9	54.9	20.3	32.3	6.4	22.1	4.1	20.6	
	1.9	17.0	4.0	2.8	0.2	1.0	0.0	2.1	
	1438	3998	2606	1369	99	381	36	985	10913
Blishen	13.2	36.6	23.9	12.5	0.9	3.5	0.3	9.0	13.7
two	8.4	16.2	16.8	19.8	3.6	10.2	4.8	12.4	
	1.8	5.0	3.3	1.7	0.1	0.5	0.0	1.2	
	5281	3961	5040	1425	64	850	34	2114	18770
Blishen	28.1	21.1	26.9	7.6	0.3	4.5	0.2	11.3	23.6
three	30.8	16.1	32.5	20.6	2.3	22.6	4.5	26.7	
	6.7	5.0	6.3	1.8	0.1	1.1	0.0	2.7	
	3969	1848	3396	875	2400	911	197	1583	15178
Blishen	26.1	12.2	22.4	5.8	15.8	6.0	1.3	10.4	19.1
four	23.2	7.5	21.9	12.6	86.6	24.3	25.7	20.0	
	5.0	2.3	4.3	1.1	3.0	1.1	0.2	2.0	
	3954	1122	1190	914	30	716	424	1389	9740
Blishen	40.6	11.5	12.2	9.4	0.3	7.4	4.4	14.3	12.3
five	23.1	4.6	7.7	13.2	1.1	19.1	55.5	17.5	
	5.0	1.4	1.5	1.2	0.0	0.9	0.5	1.7	
	976	169	137	107	0	66	42	214	1711
Blishen	57.1	9.9	8.0	6.2	0.0	3.8	2.4	12.5	2.2
six	5.7	0.7	0.9	1.5	0.0	1.8	5.5	2.7	
	1.2	0.2	0.2	0.1	0.0	0.1	0.1	0.3	
	17139	24633	15517	6923	2771	3752	765	7916	79415
	21.6	31.0	19.5	8.7	4.5	4.7	1.0	10.0	100.0

CHAPTER FOUR

The Relationship of Academic Performance and Attitudes to Future Educational and Vocational Plans

Success or failure in a school system is measured, in large part, by how well or poorly adolescents perform in courses. Grades offer teachers and administrators a means of processing students within a school and placing these students into the larger society. Grades are no less important to students in that they provide 'benchmarks' for self-placement and aid in clarifying (or shaping) educational and vocational horizons.

In this chapter we will examine the relationship of grades obtained in Grade 11 and students' plans for 1974. In addition, we will also examine the relationship of expected grades (in Grade 12) and students' intentions for 1974. A final section will explore the association between 'attitudes toward high school education' and future plans.

Students were asked, "What were most of your grades or marks last year? (or the last year you were in school?)." Table IV.1 reveals that 41.2% achieved averages of B or more, 47.3% achieved averages in the C range and 11.4% obtained less than a C average. When the relationship of expected grades and plans for 1974 is analyzed we can observe (Table IV.2) that the percentage distribution are essentially similar to those in Table IV.1.

Grade 12 students who are planning to enrol in universities obtain the highest average grades relative to any other group; 64.2% achieved a grade point average of B or more in grade 11 and expected to do as

well in grade 12. Students who either intend to work after graduation or enter trade schools do not fare as well in that under 25.0% achieve grade point averages of B or more. We may also distinguish university and C.A.A.T. oriented students with respect to grades. Only 33.1% of the latter group achieved averages of B or more in grade 11. Students who are planning to take time off before enrolling in post secondary institutions fall somewhere in the middle with respect to 'university' and 'C.A.A.T.' high school students; 39.1% obtained averages of B or more in grade 11.

Grade 12 students were asked how they felt about their high school experience. Does high school help or hinder students in preparing for the future? Critics of the secondary school system will be perplexed when they learn that only 5.6% of Grade 12 students felt that their experiences in school had a strong negative influence in preparing them for the future. Over 80.0% claimed that their experiences prove helpful or very helpful in preparing for the future. (Table IV.3) University directed students were most likely to endorse high school (89.4% felt high school was helpful or very helpful) while students who intend to take time off (76.2% feel high school was helpful or very helpful) and students who ar e unsure of their future plans (77.0% stated that high school was helpful or very helpful) were less likely to endorse high school.

Table IV. 1: Grades Last Year and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
80 +	530	5101	385	686	268	147	0	392	7509
	7.1	67.9	5.1	9.1	3.6	2.0	0.0	5.2	8.7
	2.9	19.2	2.3	8.9	9.2	3.4	0.0	4.1	
	0.6	5.9	0.4	0.8	0.3	0.2	0.0	0.5	
70-79	3797	11920	5080	2313	832	1257	188	2724	28111
	13.5	42.4	18.1	8.2	3.0	4.5	0.7	9.7	32.5
	20.7	45.0	30.8	30.2	28.5	29.3	24.6	28.6	
	4.4	13.8	5.9	2.7	1.0	1.5	0.2	3.2	
60-69	11157	8498	8692	3510	1608	2285	434	4753	40936
	27.3	20.8	21.2	8.6	3.9	5.6	1.1	11.6	47.3
	60.9	32.1	52.7	45.8	55.2	53.3	56.7	49.9	
	12.9	9.8	10.1	4.1	1.9	2.6	0.5	5.5	
59 and less	2830	953	2340	1160	206	596	143	1652	9882
	28.6	9.6	23.7	11.7	2.1	6.0	1.4	16.7	11.4
	15.5	3.6	14.2	15.1	7.1	13.9	18.7	17.4	
	3.3	1.1	2.7	1.3	0.2	0.7	0.2	1.9	
D.K.	0	38	0	0	0	0	0	0	38
	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	18313	26510	16497	7670	2914	4285	765	9522	86475
	21.2	30.7	19.1	8.9	3.4	5.0	0.9	11.0	100.0

Table IV.2: Expected Grades this Year and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
80 +	589	5228	750	628	197	232	0	463	8087
	7.3	64.7	9.3	7.8	2.4	2.9	0.0	5.7	9.3
	3.2	19.7	4.5	8.1	6.8	5.4	0.0	4.8	
	0.7	6.0	0.9	0.7	0.2	0.3	0.0	0.5	
70-79	4511	11923	5210	2254	985	1257	157	2691	28987
	15.6	41.1	18.0	7.8	3.4	4.3	0.5	9.3	33.3
	24.5	45.0	31.1	29.1	34.2	29.0	20.5	28.1	
	5.2	13.7	6.0	2.6	1.1	1.4	0.2	3.1	
60-69	9391	8260	8480	3526	1480	2172	468	4810	38587
	24.3	21.4	22.0	9.1	3.8	5.6	1.2	12.5	44.4
	51.1	31.2	50.6	45.5	51.4	50.2	61.2	50.1	
	10.8	9.5	9.8	4.1	1.7	2.5	0.5	5.5	
59 and less	3889	1064	2325	1338	216	665	140	1630	11268
	34.5	9.4	20.6	11.9	1.9	5.9	1.2	14.5	13.0
	21.2	4.0	13.9	17.3	7.5	15.4	18.3	17.0	
	4.5	1.2	2.7	1.5	0.2	0.8	0.2	1.9	
D.K.	0	38	0	0	0	0	0	0	38
	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	18380	26513	16764	7745	2878	4327	765	9595	86966
	21.1	30.5	19.3	8.9	3.3	5.0	0.9	11.0	100.0

Table IV.3: Attitudes Toward High School and Plans for 1974

	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know	
Very helpful	5391	9495	4746	1993	953	1028	365	2117	26087
	20.7	36.4	18.2	7.6	3.7	3.9	1.4	8.1	29.8
	28.9	35.6	28.4	25.7	32.7	23.8	47.7	21.7	
	6.2	10.8	5.4	2.3	1.1	1.2	0.4	2.4	
Helpful	10390	14337	8872	3920	1528	2591	263	5491	47391
	21.9	30.3	18.7	8.3	3.2	5.5	0.6	11.6	54.1
	55.5	53.8	53.2	50.5	52.4	59.9	34.4	56.2	
	11.9	16.4	10.1	4.5	1.7	3.0	0.3	6.3	
No influence	1757	1531	1777	814	398	378	67	1178	7902
	22.2	19.4	22.5	10.3	5.0	4.8	0.9	14.9	9.0
	9.4	5.7	10.6	10.5	13.7	8.7	8.8	12.1	
	2.0	1.7	2.0	0.9	0.5	0.4	0.1	1.3	
Not helpful	942	958	1169	743	36	260	69	762	4939
	19.1	19.4	23.7	15.1	0.7	5.3	1.4	15.4	5.6
	5.0	3.6	7.0	9.6	1.2	6.0	9.0	7.8	
	1.1	1.1	1.3	0.8	0.0	0.3	0.1	0.9	
Don't know	235	336	126	294	0	70	0	224	1284
	18.3	26.1	9.8	22.9	0.0	5.4	0.0	17.4	1.5
	1.3	1.3	0.8	3.8	0.0	1.6	0.0	2.3	
	0.3	0.4	0.1	0.3	0.0	0.1	0.0	0.3	
	18715	26657	16690	7764	2914	4327	765	9772	87603
	21.4	30.4	19.1	8.9	3.3	4.9	0.9	11.2	100.0

CHAPTER FIVE

Why High School Students do not go to Universities or Colleges of Applied Arts and Technology.

The objective of this chapter is an exploration of the reasons why approximately 40 percent of Grade 12 students in Ontario are not electing to enrol in universities or C.A.A.T.S. after graduation. This 40 percent, consists of students who intend to enter the labour market, plan to take time off after graduation and then enrol, and those who are presently unsure of their future plans. All future references relate to these groups of students.

Students were provided with a list of nine reasons for not going to a university or C.A.A.T. and asked to indicate the personal importance of each one of these reasons. The following section contains a comparison of the aforementioned groups on each of the nine reasons.

Students were also asked whether there is a realistic possibility that they may be considering some form of post-secondary education within the next five years and, if so, when might they enrol for the first time. The final section of this chapter contains our findings on these questions.

Over 50 percent of the three groups consider obtaining a job as soon as possible an important reason for not going either to university or a C.A.A.T. (Table V.1) In fact, of all nine reasons presented to the students, 'getting a job quickly' is considered the most important reason. When the groups are compared we find that of the students who plan on obtaining jobs after graduation, 45.1% feel this is a very

important reason while only 10.5% of the time-off group and 21.6% of don't know group attach similar importance to finding a job as quickly as possible.

Over 60 percent of students responded negatively to the reason, "My parents do not want me to go." That is, a majority of students feel that this is an unimportant reason in deciding not to attend a university or C.A.A.T. (Table V.2) There are minimal percentage differences when the three groups are compared.

More than 30 percent of students feel that the boredom with schoolwork constitutes an important reason for not enrolling in universities or C.A.A.T.S. (Table V.3) Those grade 12 students who plan to take time off are more likely to consider this reason not at all important (25.0%) than students who plan on getting jobs or simply don't know what they desire (approximately 15 percent for both groups).

Nearly a quarter of students feel that the expense involved in a university or C.A.A.T. education constitutes an important reason for not going. (Table V.4) Those students who plan to take time off are slightly less likely to emphasize the extreme importance (9.9%) of this reason than either job-oriented (13.3%) or people in the 'don't know' group (14.7%).

Less than a quarter of students claim that the lack of proper courses or credits is an important reason for not enrolling in universities or C.A.A.T.S. (Table V.5) Those students who have not yet developed plans for 1974 are most likely to stress the importance of this reason (29.6%) while those who plan on taking time off are least

likely to emphasize its importance (15.7%). Students who plan to get jobs fall in the middle (21.5%).

A majority of students (57.4%) stated that the desire to marry as quickly as possible is not at all an important reason for not continuing one's education. (Table V.6) However, students who plan on obtaining jobs after graduation are less prone to discredit the importance of getting married (54.0% felt it to be unimportant) than either of two other groups (over 60 percent considered marriage as unimportant).

When students were presented with this reason for not going to a university or C.A.A.T.: "It is expensive and I don't think it is worth the expense," over 40 percent felt it was not at all important. (Table V.7) However, students who are planning to get a job are less likely to reject its importance in that 37.4% claimed it to be 'not at all important' while 54.5% of students in the 'time-off' group and 45.9% in the 'dont know' group express similar feelings.

Almost 30 percent of students believe that the difficulties involved in studying warrant a decision not to enroll in universities or C.A.A.T.S.. (Table V.8) Both students who plan on taking a job after graduation and students who are unsure about their future are more likely (over 30 percent in both groups) than students in the time-off group (17.4%) to support the importance of this reason.

Over a third of students express the feeling that an important reason for not going to a university or C.A.A.T. is based on their

selection of alternative training institutions. (Table V.9) Students who plan, in 1974, to obtain jobs are more likely (24.1%) to state that "I intend to take further training but not at a college or university" is an important reason than either students in the time-off (14.6%) or don't know group (16.8%).

Students were asked when in the next five years they might enroll in some form of post-secondary education for the first time (Table V.10) Almost 60 percent don't know or felt the question was inapplicable to their own particular case. Of the remaining students, 4.2% intend to enroll in 1973-74; 17.1% in 1974-75; 14.7% in 1975-1976 and 5.0% in 1976-1977.

Table V.1: Importance of Finding a Job Very Soon and Plans for 1974

	Job	Time Off	Don't Know	
Very Important	7782 81.1 45.1 28.2	402 4.2 10.5 1.5	1412 14.7 21.6 5.1	9596 34.7
	4012 73.6 23.2 14.5	227 4.2 5.9 0.8	1210 22.2 18.5 4.4	5448 19.7
	2711 52.4 15.7 9.8	984 19.0 25.7 3.6	1477 28.6 22.6 5.3	5173 18.7
	1126 38.4 6.5 4.1	924 31.5 24.2 3.3	885 30.1 13.5 3.2	2936 10.6
Not at all important	436 20.9 2.5 1.6	889 42.5 23.2 3.2	766 36.6 11.7 2.8	2092 7.6
Don't know	1203 50.4 7.0 4.4	398 16.7 10.4 1.4	786 32.9 12.0 2.8	2388 8.6
	17272 62.5	3824 13.8	6536 23.7	27632 100.0

Table V.2: Importance of Parental Discouragement and Plans for 1974

	Job	Time Off	Don't Know	
Very important	314 57.9 1.9 1.1	126 23.3 3.2 0.5	102 18.8 1.6 0.4	542 2.0
	911 67.9 5.4 3.3	144 10.7 3.7 0.5	287 21.4 4.4 1.0	1342 4.9
	1817 69.5 10.8 6.7	314 12.0 8.0 1.1	485 18.6 7.5 1.8	2617 9.6
	2459 61.3 14.6 9.0	537 13.4 13.7 2.0	1017 25.3 15.6 3.7	4013 14.7
Not at all important	10179 62.0 60.3 37.3	2410 14.7 61.3 8.8	3823 23.3 58.8 14.0	16412 60.1
Don't know	1203 50.4 7.1 4.4	398 16.7 10.1 1.5	786 32.9 12.1 2.9	2388 8.7
	16885 61.8	3930 14.4	6499 23.8	27314 100.0

Table V.3: Importance of Finding Schoolwork Boring and Plans for 1974

	Job	Time Off	Don't Know	
Very important	3062 64.7 17.9 11.1	379 8.0 9.7 1.4	1291 27.3 19.8 4.7	4733 17.2
	2379 60.9 13.9 8.6	679 17.4 17.4 2.5	847 21.7 13.0 3.1	3906 14.2
	4989 67.2 29.1 18.1	791 10.6 20.3 2.9	1650 22.2 25.2 6.0	7429 27.0
	2807 63.3 16.4 10.2	675 15.2 17.3 2.4	955 21.5 14.6 3.5	4437 16.1
Not at all important	2691 57.6 15.7 9.8	975 20.9 25.0 3.6	1007 21.5 15.4 3.7	4673 17.0
Don't know	1203 50.4 7.0 4.4	398 16.7 10.2 1.4	786 32.9 12.0 2.9	2388 8.7
	17132 62.2	3898 14.1	6535 23.7	27565 100.0

Table V.4: Importance of Not Affording Education and Plans for 1974

	Job	Time Off	Don't Know	
Very important	2284	384	962	3631
	62.9	10.6	26.5	13.2
	13.3	9.9	14.7	
	8.3	1.4	3.5	
	2014	441	613	3068
	65.7	14.4	20.0	11.1
	11.7	11.3	9.4	
	7.3	1.6	2.2	
	2984	802	1274	5024
	58.7	16.0	25.4	18.2
	17.2	20.6	19.5	
	10.7	2.9	4.6	
	2382	566	883	3831
	62.2	14.8	23.1	13.9
	13.9	14.5	13.5	
	8.6	2.1	3.2	
Not at all important	6324	1307	2013	9644
	65.6	13.5	20.9	35.0
	36.9	33.5	30.8	
	22.9	4.7	7.3	
Don't know	1203	398	786	2388
	50.4	16.7	32.9	8.7
	7.0	10.2	12.0	
	4.4	1.4	2.8	
	17156	3897	6531	27584
	62.2	14.1	23.7	100.0

Table V.5: Importance of Course Requirements and Plans for 1974

	Job	Time Off	Don't Know	
Very important	1965	382	1250	3597
	54.6	10.6	34.7	13.2
	11.6	9.8	19.4	
	7.2	1.4	4.6	
	1651	229	654	2534
	65.2	9.0	25.8	9.3
	9.7	5.9	10.2	
	6.0	0.8	2.4	
	2915	485	655	4056
	71.9	12.0	16.1	14.8
	17.2	12.5	10.2	
	10.7	1.8	2.4	
	2557	841	781	4179
	61.2	20.1	18.7	15.3
	15.0	21.6	12.2	
	9.4	3.1	2.9	
Not at all important	6703	1559	2303	10566
	63.4	14.8	21.8	38.7
	39.4	40.0	35.8	
	24.5	5.7	8.4	
Don't know	1203	398	786	2388
	50.4	16.7	32.9	8.7
	7.1	10.2	12.2	
	4.4	1.5	2.9	
	16995	3896	6429	27319
	62.2	14.3	23.5	100.0

Table V.6: Importance of Wanting to Marry Soon and Plans for 1974

	Job	Time Off	Don't Know	
Very important	918	147	224	1289
	71.2	11.4	17.4	4.7
	5.4	3.8	3.5	
	3.3	0.5	0.8	
	1005	180	263	1448
	69.4	12.4	18.2	5.3
	5.9	4.6	4.1	
	3.7	0.7	1.0	
	2409	163	379	2951
	81.6	5.5	12.8	10.7
	14.1	4.2	5.8	
	8.8	0.6	1.4	
	2265	486	817	3567
	63.5	13.6	22.9	13.0
	13.3	12.5	12.6	
	8.2	1.8	3.0	
Not at all important	9233	2523	4027	15784
	58.5	16.0	25.5	57.4
	54.0	64.7	62.0	
	33.6	9.2	14.7	
Don't know	1255	398	786	2439
	51.4	16.3	32.2	8.9
	7.3	10.2	12.1	
	4.6	1.5	2.9	
	17085	3898	6496	27479
	62.2	14.2	23.6	100.0

Table V.7: Importance of Whether Education Is Worth the Expense and Plans for 1974

	Job	Time Off	Don't Know	
Very important	1415 69.4 8.4 5.2	99 4.9 2.6 0.4	525 25.7 8.2 1.9	2039 7.5
	1290 67.2 7.6 4.8	191 10.0 5.0 0.7	438 22.8 6.8 1.6	1919 7.1
	3206 69.7 19.0 11.8	522 11.4 13.7 1.9	874 19.0 13.6 3.2	4602 17.0
	3459 71.4 20.5 12.7	528 10.9 13.8 1.9	860 17.7 13.4 3.2	4848 17.9
Not at all important	6309 55.6 37.4 23.2	2083 18.4 54.5 7.7	2952 26.0 45.9 10.9	11345 41.8
Don't know	1203 50.4 7.1 4.4	398 16.7 10.4 1.5	786 32.9 12.2 2.9	2388 8.8
	16883 62.2	3824 14.1	6435 23.7	27141 100.0

Table V.8: Importance of the Difficulty Involved in Studying and Plans for 1974

	Job	Time Off	Don't Know	
Very important	2588	255	1035	3878
	66.7	6.6	26.7	14.2
	15.2	6.7	16.1	
	9.5	0.9	3.8	
	2773	407	920	4101
	67.6	9.9	22.4	15.0
	16.3	10.7	14.3	
	10.2	1.5	3.4	
	4030	860	1525	6414
	62.8	13.4	23.8	23.5
	23.6	22.7	23.7	
	14.8	3.2	5.6	
	2810	753	864	4426
	63.5	17.0	19.5	16.2
	16.5	19.8	13.4	
	10.3	2.8	3.2	
Not at all important	3649	1121	1308	6078
	60.0	18.4	21.5	22.3
	21.4	29.5	20.3	
	13.4	4.1	4.8	
Don't know	1203	398	786	2388
	50.4	16.7	32.9	8.8
	7.1	10.5	12.2	
	4.4	1.5	2.9	
	17053	3795	6438	27286
	62.5	13.9	23.6	100.0

Table V.9: Importance of Traveling Elsewhere and Plans for 1974

	Job	Time Off	Don't Know	
Very important	4091	570	1096	5756
	71.1	9.9	19.0	21.0
	24.1	14.6	16.8	
	15.0	2.1	4.0	
	2641	194	714	3549
	74.4	5.5	20.1	13.0
	15.6	5.0	11.0	
	9.7	0.7	2.6	
	2365	673	1521	4560
	51.9	14.8	33.4	16.7
	14.0	17.3	23.4	
	8.6	2.5	5.6	
	1568	363	505	2436
	64.4	14.9	20.7	8.9
	9.3	9.3	7.8	
	5.7	1.3	1.8	
Not at all important	5084	1702	1800	8585
	59.2	19.8	21.0	31.4
	30.0	43.6	27.7	
	18.6	6.2	6.6	
	1203	398	867	2469
	48.7	16.1	35.1	9.0
	7.1	10.2	13.3	
	4.4	1.5	3.2	
	16953	3900	6503	27356
	62.0	14.3	23.8	100.0

Table V.10: When Enrollment Will Be and Plans for 1974

1973-74	571 49.3 3.5 2.1	133 11.5 3.0 0.5	454 39.2 6.8 1.7	1158 4.2
1974-75	1816 39.0 11.3 6.7	1184 25.4 26.7 4.3	1655 35.6 24.6 6.1	4655 17.1
1975-76	1740 43.5 10.8 6.4	1634 40.9 36.9 6.0	626 15.6 9.3 2.3	4001 14.7
1976-78	856 63.2 5.3 3.1	279 20.6 6.3 1.0	219 16.2 3.3 0.8	1354 5.0
Don't know or inapplicable	11116 69.1 69.0 40.8	1196 7.4 27.0 4.4	3764 23.4 56.0 13.8	16077 59.0
	16099 59.1	4427 16.2	6718 24.7	27245 100.0

CHAPTER SIX

Grade 12 Students who Intend to go to Universities or Colleges of Applied Arts and Technology

Two groups of students are singled out for closer examination in this chapter - students who plan on universities and students who intend to enrol in C.A.A.T.S. Several dimensions will be discussed and they include: (1) the reasons why grade 12 students opt for either universities or C.A.A.T.S. (2) the extent to which various sources of information (e.g. university or colleges representatives, mass media) are perceived as accurate or inaccurate by grade 12 students (3) the time when the adolescents arrived at the decision to enrol in universities or C.A.A.T.S., where (i.e. the geographical area) they will enrol, what major area or programme they plan on selecting and (4) the sources they will employ to finance future education.

(1) Reasons

The majority (63.8%) of grade 12 students who plan on enrolling in C.A.A.T.S., do so because they prefer the kind of programme available at C.A.A.T.S. (Table VI.1) Under 10.0% of the remaining students attribute their selection to either inability to get into universities, the case of job selection, parental pressure, etc.

Students who plan on university enrollment stress different reasons for their decision (Table VI.2) A majority(67.3%) claim that a university education is required for the type of job they want. Only 20.6% make their decision on the same basis as those students who opt

for C.A.A.T.S. (e.g. programme preference) This finding is surprising in that a C.A.A.T.S. strong selling point is its apparent 'closeness' to the job market while the present link between B.A. degree and specific jobs is reputedly weak.

(2) Sources of information

Over half of grade 12 students (58.0%) consider friends at universities or C.A.A.T.S. totally accurate sources of information about universities or C.A.A.T.S. (Table VI.3) Those students who plan on university enrollment (60.5%) are more likely to believe their friends are totally accurate than students who intend to enroll in C.A.A.T.S. (53.9%).

Grade 12 students are less likely to attribute total accuracy to friends who are not enrolled in universities or C.A.A.T.S. (Table VI.4); less than a third claim total accuracy but 51.9% do believe friends are reliable sources of information. Differences between university and C.A.A.T. groups, however are negligible.

About half of grade 12 students consider university or C.A.A.T. representatives very accurate sources of information (Table VI.5). It is also true that over a third believe these representatives transmit very inaccurate information concerning post-secondary education. Again, the differences between university and C.A.A.T. - oriented students are minimal.

High school guidance personnel are considered the most reliable

and accurate sources of information concerning universities and C.A.A.T.S. (Table VI.6); fully 71.5% of grade 12 students claim that their guidance department is very accurate. Only 8.4% feel their guidance department offers inaccurate information. Very few differences were found for C.A.A.T. and university bound students in terms of perceived accuracy.

University and C.A.A.T. calenders also rank high in terms of accuracy; almost two-thirds of grade 12 students who plan to enrol in either universities or C.A.A.T.S. assess these sources of information as very accurate (Table VI.7) Less than 20.0% feel that calenders are totally inaccurate and both groups share similar feelings.

General post-secondary educational publications (e.g. Horizons) are not considered to be as accurate as calenders (Table VI.8); while 64.5% of students claim that calenders are very accurate only 52.6% offer a comparable endorsement of post-secondary publications. Those grade 12 students who plan on enrolling in C.A.A.T.S. (46.3%) are less likely to state such publications are totally accurate than students who intend enrolling in universities (56.5%).

Less than a quarter of grade 12 students conceive of mass media as a very accurate source of information concerning universities or C.A.A.T.S.; 23.9% claim that the mass media is actually very inaccurate in transmitting information (Table VI.9). Students who intend to enrol in universities (20.3%) are slightly less dubious of the mass media's inaccuracies than students who plan on C.A.A.T.S. (29.9%).

Faculty at either universities or C.A.A.T.S. are viewed as unreliable sources of information concerning post-secondary institutions (Table VI.10). Fully 55.2% of students state that faculty are very inaccurate sources of information. Proportionately more university potentials discredit the accuracy of faculty (57.0%) than do C.A.A.T. oriented grade 12 students (52.5%).

Grade 12 students distinguish between faculty at universities or C.A.A.T.S. and high school teachers in that 53.9% claim that the latter group is quite accurate in about their information concerning post-secondary education. (Table VI.11) Students that are university bound are more likely to see their high school teachers as very accurate (58.9%) than is the case for students that plan on C.A.A.T.S. (45.8%).

Nearly 40 percent of grade 12 students claim that visits to campus are inaccurate sources of information concerning universities and C.A.A.T.S. (Table VI.12) While 34.6% of students planning on a C.A.A.T. take this view, 40.9% of those that intend enrolling in universities stress the unreliability of campus visits.

Less than 20 percent of students feel their parents are very inaccurate sources of information concerning universities and C.A.A.T.S. and almost 34 percent believe parents are very accurate sources of information (Table VI.13) Those that are university bound are slightly more prone (35.8%) to accept parents as reliable sources of information that students who intend going to a C.A.A.T. (30.9%).

Sisters and brothers are viewed as considerably more inaccurate sources of information than parents in that 35.1% of students reject their reliability as information sources. (Table VI.14) Those planning on a C.A.A.T. (37.2%) are slightly more rejecting than those planning on universities (33.8%).

Other relatives are viewed as the most inaccurate sources of information (within the cotext of family) in that 45.1% state that relatives are totally inaccurate sources of information (Table VI-15). Of those students intending to to go a C.A.A.T., 49.7% claim their relatives are totally unreliable while 42.3% of those students planning on universities share this view.

(3) When, where and what

Students who plan on a university education make up their minds at a much earlier stage of their lives than students who intend enrolling in a C.A.A.T. (Table VI.15).

Over 40 percent of students decide on some form of post-secondary education before they reach Grade 11 or Grade 12. Thus it is remarkable that over 50 percent of those students who plan on a university education make this decision by the time that they are in Grade 8; only 18 percent of students who intend going to a C.A.A.T. reach a similar decision by Grade 8. A majority of C.A.A.T. 'goers' arrive at their decision in Grade 11 or 12. (63.4%)

Nearly 85 percent of all students who plan on universities or C.A.A.T.S. will study somewhere in Ontario; 18% will go out of the province;

1.7% will train in another country, and 12.0% are presently undecided. (Table VI.17) Proportionately more students who plan on universities (16.9%) are undecided as to where they will enrol than is true for students who plan enrolling in C.A.A.T.S. (40%). At this time, a greater proportion of students who intend going to a C.A.A.T. (93.8%) than students who plan on a university education (87.1%) will study in Ontario.

Nearly a third of grade 12 students plan to maintain their home residence while studying (Table VI.18) However, 42.9% do intend to move out of home when they begin their studies. Proportionately more students who intend going to a C.A.A.T. (45.4%) will live at home than is true for students who plan on attending university (25.1%). The residence plans of potential C.A.A.T. 'goers' seem firmer than the university-bound students in that only 16.9% of the former and 28.8% of the latter group are uncertain of their future residence.

Grade 12 students were asked whether they had some idea of the major area of study or programme they wanted to study at university or at a C.A.A.T. (Table VI.19). Over two-thirds of all students planning on a post-secondary education replied that they had a definite idea; only 7.6% answered that they possessed no specific idea at all. Students who are planning on going to C.A.A.T.S. appear more certain in deciding on a major than students who plan on a university education; 75.8% of the former and only 60.6% of the latter group have a definite idea concerning a major area of study.

In Table VI.20 and VI.21 the reader will find, respectively, a list of major areas of study and percentage distributions for grade 12 students who plan on going to either universities or C.A.A.T.S.

(4) Sources of certainty concerning financial support

Over 40 percent of grade 12 students who intend to pursue post-secondary education state that they will depend on parents and inheritances to finance the total cost (i.e. tuition, living costs, and other expenses) of their first year at university or C.A.A.T.S. (Table VI.22) While parents are considered the most important source of finance for students, summer work and personal savings account for an additional 39.3% of first year costs. Nearly 16 percent of students will seek government loans and grants and only 4.2% will depend on scholarships and bursuries to cover their initial education costs. Students who plan to enrol in universities appear more dependent on parents (48.7%) and less likely to utilize their own resources (31.5%), than students planning on C.A.A.T.S. (40.6% are dependent on parents and 38.3% will employ summer work and personal savings to finance their first year). Table VI.23 indicates the importance of personal savings and summer work as a second source of financial support for students planning on university and C.A.A.T. Over 50 percent of students claim that their summer work and personal savings are the next most important source of income for absorbing the total costs of the first year at a post-secondary institution.

Nearly 50 percent of those students who plan on attending university

or C.A.A.T.S., are very certain that they will be able to finance their first year (Table VI.24). Another 35.1% are fairly certain or not at all certain. Grade 12 students who plan on university or C.A.A.T. are undistinguishable in terms of their certainty concerning financial support for the first year of post-secondary education.

Table VI.1: Most Important Reason for Going to a C.A.A.T.

Reasons	College of Applied Arts and Technology
Prefer the program	9950 63.8
Grades are low	906 5.8
Courses are not right	894 5.7
Job obtainment good	1118 7.2
Get good paying job	942 6.0
Other	1072 6.9
D.K.	717 4.6
	15600 100.0

Table VI.2: Most Important Reason for Going to University

Reasons	University
Prefer the program	5388 20.6
Required for job	17633 67.3
Other	2875 11.0
Don't know	294 1.1
	26191 100.0

Table VI.3: Accuracy of Friends in Universities or C.A.A.T.S.

	University	C.A.A.T.	
Very accurate	15923	8852	24775
	64.3	35.7	58.0
	60.5	53.9	
	37.2	20.7	
Accurate	4737	3720	8457
	56.0	44.0	19.8
	18.0	22.6	
	11.1	8.7	
Very inaccurate	5657	3862	9519
	59.4	40.6	22.3
	21.5	23.5	
	13.2	9.0	
	26317	16435	42752
	61.6	38.4	100.0

Table VI.4: Accuracy of Other Friends

	University	C.A.A.T.	
Very accurate	6855	4678	11533
	59.4	40.6	27.4
	26.4	29.0	
	16.3	11.1	
Accurate	14114	7743	21857
	64.6	35.4	51.9
	54.4	47.9	
	33.5	18.4	
Very inaccurate	4967	3731	8698
	57.1	42.9	20.7
	19.2	23.1	
	11.8	8.9	
	25936	16151	42088
	61.6	38.4	100.0

Table VI.5: Accuracy of University or C.A.A.T. Representatives

	University	C.A.A.T.	
Very accurate	13003	8058	21062
	61.7	38.3	50.1
	50.2	50.0	
	31.0	19.2	
Accurate	3223	2866	6089
	52.9	47.1	14.5
	12.4	17.8	
	7.7	6.8	
Very inaccurate	9676	5179	14855
	65.1	34.9	35.4
	37.4	32.2	
	23.0	12.3	
	25902	16103	42005
	61.7	38.3	100.0

Table VI.6: Accuracy of High School Guidance Department

	University	C.A.A.T.	
Very accurate	18868	11789	30656
	61.5	38.5	71.5
	71.6	71.3	
	44.0	27.5	
Aocurate	5215	3430	8646
	60.3	39.7	20.2
	19.8	20.7	
	12.2	8.0	
Very inaccurate	2276	1324	3600
	63.2	36.8	8.4
	8.6	8.0	
	5.3	3.1	
	26359	16543	42902
	61.4	38.6	100.0

Table VI.7: Accuracy of University and C.A.A.T. Calenders

	University	C.A.A.T.	
Very accurate	16907	10360	27267
	62.0	38.0	64.5
	64.6	64.2	
	40.0	24.5	
Accurate	3953	2878	6831
	57.9	42.1	16.1
	15.1	17.8	
	9.3	6.8	
Very inaccurate	5298	2902	8200
	64.6	35.4	19.4
	20.3	18.0	
	12.5	6.9	
	26158	16140	42298
	61.8	38.2	100.0

Table VI.8: Accuracy of Post-Secondary Publications

	University	C.A.A.T.	
Very accurate	14722	7486	22207
	66.3	33.7	52.6
	56.5	46.3	
	34.9	17.7	
Accurate.	5063	4315	9378
	54.0	46.0	22.2
	19.4	26.7	
	12.0	10.2	
Very inaccurate	6255	4360	10616
	58.9	41.1	25.2
	24.0	27.0	
	14.8	10.3	
	26040	16161	42201
	61.7	38.3	100.0

Table VI.9: Accuracy of Mass Media

	University	C.A.A.T.	
Very accurate	5295	3646	8941
	59.2	40.8	21.5
	20.5	23.1	
	12.7	8.8	
Accurate	15277	7445	22722
	67.2	32.8	54.6
	59.2	47.1	
	36.7	17.9	
Very inaccurate	5239	4726	9964
	52.6	47.4	23.9
	20.3	29.9	
	12.6	11.4	
	25811	15817	41628
	62.0	38.0	100.0

Table VI.10: Accuracy of Faculty at University or C.A.A.T.

	University	C.A.A.T.	
Very accurate	8815	6160	14975
	58.9	41.1	36.3
	34.8	38.6	
	21.4	14.9	
Accurate	2070	1435	3504
	59.1	40.9	8.5
	8.2	9.0	
	5.0	3.5	
Very inaccurate	14411	8382	22793
	63.2	36.8	55.2
	57.0	52.5	
	34.9	20.3	
	25295	15977	41272
	61.3	38.7	100.0

Table VI.11: Accuracy of High School Teachers

	University	C.A.A.T.	
Very accurate	15343	7366	22708
	67.6	32.4	53.9
	58.9	45.8	
	36.4	17.5	
Accurate	7277	5554	12831
	56.7	43.3	30.5
	27.9	34.5	
	17.3	13.2	
Very inaccurate	3422	3162	6585
	52.0	48.0	15.6
	13.1	19.7	
	8.1	7.5	
	26042	16082	42124
	61.8	38.2	100.0

Table VI.12: Accuracy of Campus Visits

	University	C.A.A.T.	
Very accurate	12133	8109	20241
	59.9	40.1	48.3
	47.1	50.2	
	28.9	19.3	
Accurate	3102	2470	5572
	55.7	44.3	13.3
	12.0	15.3	
	7.4	5.9	
Very inaccurate	10542	5586	16128
	65.4	34.6	38.5
	40.9	34.6	
	25.1	13.3	
	25777	16164	41941
	61.5	38.5	100.0

Table VI.13: Accuracy of Parents

	University	C.A.A.T.	
Very accurate	9363	5013	14376
	65.1	34.9	33.9
	35.8	30.9	
	22.1	11.8	
Accurate	12190	7672	19862
	61.4	38.6	46.9
	46.7	47.2	
	28.8	18.1	
Very inaccurate	4572	3565	8137
	56.2	43.8	19.2
	17.5	21.9	
	10.8	8.4	
	26125	16250	42375
	61.7	38.3	100.0

Table VI.14: Accuracy of Sisters and Brothers

	University	C.A.A.T.	
Very accurate	9032	4606	13638
	66.2	33.8	32.5
	34.6	29.1	
	21.5	11.0	
Accurate	8257	5349	13607
	60.7	39.3	32.4
	31.6	33.8	
	19.7	12.8	
Very inaccurate	8820	5887	14707
	60.0	40.0	35.1
	33.8	37.2	
	21.0	14.0	
	26110	15842	41952
	62.2	37.8	100.0

Table VI.15: Accuracy of Other Relatives

	University	C.A.A.T.	
Very accurate	5110	2533	7643
	66.9	33.1	18.2
	19.7	15.7	
	12.2	6.0	
Accurate	9861	5570	15431
	63.9	36.1	36.7
	38.0	34.6	
	23.5	13.3	
Very inaccurate	10962	7992	18954
	57.8	42.2	45.1
	42.3	49.7	
	26.1	19.0	
	25933	16095	42028
	61.7	38.3	100.0

Table VI.16: Time of Decision to Continue Education After High School

	University	C.A.A.T.	
Grade 6	7409	1327	8736
	84.8	15.2	20.6
	28.4	8.1	
	17.5	3.1	
Grades 7 and 8	5912	1609	7522
	78.6	21.4	17.8
	22.7	9.9	
	14.0	3.8	
Grades 9 and 10	5687	3029	8717
	65.2	34.8	20.6
	21.8	18.6	
	13.4	7.2	
Grade 11	3029	3709	6738
	45.0	55.0	15.9
	11.6	22.7	
	7.2	8.8	
Grade 12	4005	6639	10644
	37.6	62.4	25.1
	15.4	40.7	
	9.5	15.7	
	26043	16313	42356
	61.5	38.5	100.0

Table VI.17: Geographical Area of Future Post-Secondary Enrolments

	University	C.A.A.T.	
Ontario	20847	15432	36279
	57.5	42.5	84.5
	78.7	93.8	
	48.6	36.0	
Another province	576	207	783
	73.6	26.4	1.8
	2.2	1.3	
	1.3	0.5	
Another country	566	152	718
	78.8	21.2	1.7
	2.1	0.9	
	1.3	0.4	
Undecided	4488	656	5144
	87.2	12.8	12.0
	16.9	4.0	
	10.5	1.5	
	26477	16448	42925
	61.7	38.3	100.0

Table VI.18: Living Arrangements of Students Planning on Post-Secondary Education

	University	C.A.A.T.	
Yes	6625	7414	14038
	47.2	52.8	32.8
	25.1	45.5	
	15.5	17.3	
No	12179	6174	18353
	66.4	33.6	42.9
	46.1	37.8	
	28.5	14.4	
D.K. or inapplicable	7613	2758	10370
	73.4	26.6	24.3
	28.8	16.9	
	17.8	6.4	
	26416	16346	42762
	61.8	38.2	100.0

Table VI.19: Certainty of Grade 12 Students Concerning Major Area of Study in University or C.A.A.T.

	University	C.A.A.T.	
Definite idea	15995	12386	28381
	56.4	43.6	66.4
	60.6	75.8	
	37.4	29.0	
Vague notion	8135	2963	11098
	73.3	26.7	26.0
	30.8	18.1	
	19.0	6.9	
No specific idea	2247	996	3243
	69.3	30.7	7.6
	8.5	6.1	
	5.3	2.3	
	26377	16345	42722
	61.7	38.3	100.0

Table VI.20: Major Area of Study at University

Major Area of Study	University-Bound Students (%)	Major Area of Study	University-Bound Students (%)
Business - Commerce	5.2	Chemistry	0.7
Computer Science	0.7	Fine Arts	4.4
Economics	0.3	French	0.3
Engineering	6.6	Law	3.8
English	2.2	Medicine	5.9
Geography	1.8	Nursing	2.7
History	2.5	Agriculture	0.6
Language Studies	4.5	Visual Arts	0.2
Mathematics	7.2	Dentistry	2.5
Natural Sciences	7.4	Accounting	1.0
Physical Education	5.9	Architecture	0.7
Political Science	1.4	Humanities	0.9
Psychology	2.6	Vetinary Medicine	1.1
Social Science	4.2	Forestry	1.1
Sociology and Anthropology	1.3	Environmental Studies	0.9
Studies in Education	1.8	Pharmacy	0.4
Physics	0.5	Other	5.5
Biology	3.5	Don't know	7.9
	26200 100.0%		26200 100.0%

Table VI.21: Major Area of Study at C.A.A.T.

Major Area of Study	C.A.A.T.-Bound Students (%)	Major Area of Study	C.A.A.T.-Bound Students (%)
Agriculture	0.6	Music	0.2
Architecture	2.6	Nursing	4.0
Social Science and Humanities	1.1	Rehabilitation Therapy	1.0
Applied Sciences and Engineering	14.5	Physical and Health Education	0.9
Commerce - Business	11.4	Social Work	4.2
Education	6.8	Theology	1.0
Secretarial Science	10.2	Vetinary Medicine	2.2
Fine and Applied Arts	9.7	Computer Science	6.2
Forestry	1.6	Technician	2.7
Household Science	2.3	Journalism	1.1
Law	1.2	Other	5.8
Library Technician	0.6	Don't Know	8.2
	16202 100.0%		16202 100.0%

Table VI.22: Most Important Source of Financial Support

	University	C.A.A.T.	
Parents' inheritants	12276 66.9 48.7 30.6	6070 33.1 40.6 15.1	18346 45.7
Government loans and grants	3385 53.8 13.4 8.4	2911 46.2 19.5 7.2	6296 15.7
Summer work	5583 59.0 22.1 13.9	3883 41.0 26.0 9.7	9466 23.6
Personal savings	2369 56.3 9.4 5.9	1840 43.7 12.3 4.6	4209 10.5
Scholarships and bursaries	1465 86.2 5.8 3.6	235 13.8 1.6 0.6	1700 4.2
Don't know or inapplicable	147 100.0 0.6 0.4	0 0.0 0.0 0.0	147 0.4
	25225 62.8	14939 37.2	40164 100.0

Table VI.23: Second Most Important Source of Financial Support

	University	C.A.A.T.	
Parents' inheritants	5984 54.4 24.7 15.6	5021 45.6 35.9 13.1	11005 28.8
Government loans and grants	2760 65.3 11.4 7.2	1469 34.7 10.5 3.8	4230 11.1
Summer work	9390 64.5 38.7 24.5	5164 35.5 36.9 13.5	14554 38.0
Personal savings	3520 69.9 14.5 9.2	1514 30.1 10.8 4.0	5033 13.2
Scholarships and bursaries	2109 82.6 8.7 5.5	446 17.4 3.2 1.2	2555 6.7
Don't know or inapplicable	499 56.9 2.1 1.3	379 43.1 2.7 1.0	878 2.3
	24263 63.4	13992 36.6	38255 100.0

Table VI.24: Certainty About Financing the First Year at University or C.A.A.T.

	University	C.A.A.T.	
Very certain	12368 61.4 47.5 29.2	7773 38.6 47.8 18.4	20141 47.6
Fairly certain	9087 61.2 34.9 21.5	5770 38.8 35.5 13.6	14858 35.1
Somewhat certain	3181 64.3 12.2 7.5	1769 35.7 10.9 4.2	4950 11.7
Not certain at all	1354 58.6 5.2 3.2	958 41.4 5.9 2.3	2312 5.5
D.K. or inapplicable	36 100.0 0.1 0.1	0 0.0 0.0 0.0	36 0.1
	26027 61.5	16270 38.5	42297 100.0

CHAPTER SEVEN

Changes in Educational and Vocational Intentions

The major objective in this chapter is a comparison of the results from our survey with those of Bernard Blishen and James Porter in 1971. This comparison may provide valuable insights into shifts in attitudes concerning educational and vocational plans for grade 12 students in Ontario.

Blishen and Porter conducted a survey of the educational plans and aspirations of Ontario high schools students in the spring of 1971. Their sample of Ontario students included students in grades 8, 10, and 12 and data was collected through the use of questionnaires that were completed by groups of students within high schools. In addition, data was required of parents and obtained through visits to individual households.

Of primary importance in our survey was the decision to maintain a basis of comparison with the Porter-Blishen study. This meant that in both studies, the general scheme for stratification had to be similar. It was decided to adopt the fairly general criteria that students' academic aspirations and intentions were somehow related to the size and the degree of urbanization of the school boards. This resulted in the creation of four strata: the first includes only Metro Toronto, the second includes other large metropolitan areas in Ontario; the third includes smaller cities, towns and urban fringe areas; and the fourth includes the remaining Boards of Education that were mainly rural in character.

This chapter is divided into two sections. In the first section we present and discuss the educational and vocational intentions of Grade 12 students in Ontario for the fall of 1973 and 1974. In a second section we present the Porter-Blishen findings in 1971 that relate to the educational and vocational plans of Grade 12 students for the fall of 1971 and 1972. After this presentation of findings, we will examine the two sets of data and indicate the extent to which shifts in attitudes have or have not occurred from 1971 - 1973.

I. Presentation of findings on educational intentions: 1973

The percentage distributions in Tables VII.1 and VII.2 must be interpreted cautiously because of potential errors or biases in the sample design. These sources of error are fully discussed by Mr. Oleh Iwanyshyn and may be found in the appendix to this report. A brief summary of potential errors is required to emphasize that caution be employed in utilizing the figures in Tables VII.1 and VII.2. Errors may occur because: (1) the target population, the Grade 12 student, was not defined in a clear, unambiguous, uniform way. The unclear definition may in large part be attributed to the nature and structure of education in secondary school systems in Ontario (2) our survey was conducted in May - June 1973 and the drop-out rate of Grade 12 students (from September to June) may range from 6 to 8 percent. Thus, our sample may not totally reflect the target population (3) of exclusions (e.g. schools for slow learners, special types of vocational schools) of certain types of schools.

The reader will note that Tables VII.1 and VII.2 include only those adolescents that mentioned a specific educational or vocational plan. Adolescents who simply did not know their plans, refused to respond, or could not be classified are omitted. In addition to percentages we have also provided confidence intervals and confidence limits.

To fully understand this terminology let us select an example from Table VII.1. We may observe that 11.2% of our sample of Grade 12 students plan on going to a college of applied arts and technology. The question that naturally arises is: how confident are we that this sample percentage (11.2%) reflects or is similar to the unknown population percentage? By the use of statistical formula, confidence limits can be developed so that we are certain 95 times out of 100, that the population percentage falls with the established confidence limits.[2] Therefore, we can be 95 percent confident that between 9.718 and 12.682 percent of the population of Grade 12 students plan on enrolling in C.A.A.T.S. in the fall of 1973. It is generally true that the confidence intervals in Tables VII.1 and VII.2 are below 1.5%; therefore the confidence interval (from the stated percentage) does not exceed 3 percent.

II. Comparison of Porter-Blishen survey and 1973 survey

In comparing our findings with those of Porter and Blishen there are several factors that constrain over analysis. The structured response

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2. The confidence intervals reported in Tables VII.1 and VII.2 were derived by the use of: Variance = $1/4\ (K1p1 - K2p2)^2$ where
K = weight for sample 1 or 2, respectively p = proportion for given variable (e.g. % planning to go to university)
Confidence interval = variance x 1.96

categories that were employed by Porter-Blishen and by us in ascertaining the future educational plans of Grade 12 students differ in a number of ways. For instance, students were required, in both studies, to describe their plans for next fall (after grade 12). Our pre-test indicated the necessity of providing these categories: (1) take at least one year off to work or travel before beginning full-time studies at a post-secondary educational institution (2) Study part-time at a C.A.A.T. while working either full or part-time and (3) go into apprenticeship or go to a private commercial, business or trade school. These response categories were not employed in the Porter-Blishen survey. Since 12.0% of our sample chose one of the three categories, the comparison we make is limited.

This lack of standardization (in response categories) also applies to another question asked in both surveys - what are the educational and vocational plans of Grade 12 students after graduation from high school. In this question we once again employed response categories (1) and (2) mentioned in the above paragraph. Porter-Blishen utilized category (3) but did not employ (1) and (2). However they divided 'university plans' into three categories: (1) go to university, but probably not graduate (2) graduate from university and (3) do further studies at university after graduation. Thus, our comparison is constrained by a lack of standardized response categories.[3]

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3. The reader will also observe that our comparison is based on unweighted samples. This is so because school weights could not be located for the Porter-Blishen data. However, a comparison of unweighted and weighted data (for our sample) indicated negligible percentage differences; the largest difference was on the order 0.6%.

The data in Table VII.3 indicates that there have been attitudinal shifts in educational intentions from 1971 to 1973. Fewer grade 12 students today are planning to complete grade 13 (-3.4%) or getting a full-time job (-3.6%). A greater proportion of students are planning on being 'stop-outs' (+6.8%) in the sense that they desire to pause after grade 12, work or travel, and then enroll in a post-secondary institution. Part-time studies and trade schools, etc. (+5.2) also appears a more attractive alternative today than in 1971.

When we turn to plans after high school graduation (Table VII.4) it appears as if the trend away from obtaining jobs is maintained (-2.4%) There seems to be a reversal in adolescents' plans to go into apprenticeship, etc. (-5.0%) but it must be remembered that 2.9% of grade 12 students in our survey who plan on trade schools have probably graduated and entered the labour market. Moreover, the lack of standardized categories makes the comparison at best, crude.

Enrolment in nursing schools also appears to have decreased in attractiveness in that 3.5% fewer women chose this option (in the 1973 survey) than in the 1971 survey. Any future analysis would require a separation of males and females in order to explain where the sexes intend going and why so.

The trend to take time off is maintained for students who are making plans after graduation; the percentage difference is 8.3% . Grade 12 students today seem less inclined to choose university as an option (-5.5%) but more inclined to plan on C.A.A.T.S. (+2.8%) It is

quite clear, however, that C.A.A.T.S. do not completely account for the "slack". One possible explanation is that proportionately more students today are opting for part-time studies (+4.6%). But it should be emphasized that the percentage differences in Tables VII.3 and VII.4 only provide crude measures of attitude changes; a more complicated form of analysis is required to validate and explain these shifts.

Our analysis indicates that within a two year period the educational and vocational intentions of Grade 12 students have altered. A greater proportion of students today are avoiding getting full-time jobs, enrolling in universities or nursing schools but a greater proportion of students are attracted to C.A.A.T.S., part-time studies and taking time off to work or travel before enrolling in a post-secondary institution.

Table VII.1: Percentages, Confidence Intervals, and Confidence Limits for Educational/Vocational Plans of Adolescents in Fall 1973

Educational/Vocational Plans: 1973	Percentages and Confidence Intervals	Confidence Limits
Go to grade 13	49.5±0.093	(49.407-49.593)
Get a full-time job	17.9±0.951	(16.949-18.851)
Take a year off	6.7±0.360	(6.34-7.06)
Go to C.A.A.T.	11.2±1.482	(9.718-12.682)
Go to nursing school	1.3±0.502	(0.798-1.802)
Study part-time at C.A.A.T.	1.5±0.259	(1.241-1.759)
Go to trade school, etc.	3.8±0.893	(2.907-4.693)

Table VII.2: Percentages, Confidence Intervals, and Confidence Limits for Educational/Vocational Plans of Adoloscents in Fall 1974

Educational/Vocational Plans: 1974	Percentages and Confidence Intervals	Confidence Limits
Get a full-time job	8.4±0.702	(7.698-9.102)
Take a year off	8.3±0.329	(7.971-8.629)
Go to University	28.5±0.138	(28.362-28.638)
Go to C.A.A.T.S.	10.9±0.693	(10.207-11.593)
Go to nursing school	2.4±0.318	(2.082-2.718)
Study part-time work full-time	1.4±0.063	(1.337-1.463)
Study part-time work part-time	3.2±0.325	(2.875-3.525)
Complete grade 13	1.2±0.135	(1.065-1.335)
Continue working	12.4±1.204	(11.196-13.604)
Continue post-secondary education	7.5±1.053	(6.447-8.553)
Continue in nursing	0.7±0.350	(0.35-1.05)
Continue in trade school, etc.	0.8±0.008	(0.792-0.808)

TABLE VII.3: Comparison of Porter-Blishen Study and our Survey With Regard to Grade 12 Students' Plans for Next Fall.

Plans for next fall	Porter-Blishen Survey	Our Survey	Percentage Difference
	(1)	(2)	(3)
Go to Grade 13	52.1	48.7	-3.4
Get a full-time job	22.0	18.4	-3.6
Take a year off	0.0	6.8	+6.8
Go to C.A.A.T.	11.8	11.2	-0.6
Go to nursing school	2.7	1.2	-1.5
Study part time at C.A.A.T.	0.0	1.5	+1.5
Go to trade school	0.0	3.7	+3.7
Go directly to university	1.0	1.2	+ .2
Other	6.0	3.1	-2.9
Don't know	3.5	3.6	+0.1
Missing observation or multiple response	0.8	0.5	-0.3
Total	3024	2555	

TABLE VII.4: Comparison of Porter-Blishen Study and our Survey With Regard to Grade 12 Students' Plans After Graduation From High School.

Plans after graduation	Porter-Blishen Survey	Our Survey	Percentage Difference
	(1)	(2)	(3)
Get a full-time job	23.2	20.8	2.4
Take time off	0.0	8.3	+8.3
Go directly to university	34.0	28.5	5.5
Go directly to C.A.A.T.	15.6	18.4	+2.8
Go to nursing school	6.6	3.1	-3.5
Study part-time and work part-time or full-time	0.0	4.6	+4.6
Go to trade school	5.8	0.8	-5.0
Other	4.4	4.3	-0.1
Don't know	8.9	10.6	+1.7
Missing observation or Multiple response	1.5	0.6	0.9
Total	3024	2555	

CHAPTER EIGHT

Summary and Conclusions

Objectives and methods

A random and representative survey of 2951 Grade 12 students in Ontario was conducted by the Survey Research Centre, York University in the Spring of 1973; 97 high schools were included in the sampling frame and a total of 2555 issuable questionnaires (87 percent response rate) were collected by trained field interviewers from all schools. These questionnaires were then coded, edited and placed on IBM punch cards to permit data processing.

Two general questions guide the formulation and implementation of this survey. They are: (1) what are the educational and vocational plans of grade 12 students for the fall of 1974 and (2) given that adolescents select different educational and vocational alternatives, what similarities and/or differences in social origin, present experiences and preparedness characterize different groups of adolescents (e.g. those that intend enrolling in university, going to work, etc.) Grade 12 students are selected for study because they are at a critical decision-making juncture in their lives; these adolescents must soon decide whether to remain in high school, enter the labour market or enrol in some form of post-secondary education.

The two general questons specified above led to a formulation of nine specific project objectives. Stated in point form they are:

1. Assess the future educational and vocational plans of Grade 12 students in Ontario.
2. Identify the motivations (reasons) given for future educational plans. Are there differences (in reasons) among adolescents who plan to go to university, a College of Applied Arts and Technology, or work?
3. Identify not only the expectations of adolescents, but also their aspirations for the future.
4. Assess the influence of geographical location on adolescents' educational and vocational intentions.
5. Assess the influence of demographic factors (e.g. population size, sex) on adolescents' educational and vocational intentions.
6. Assess the financial means by which adolescents plan to cover their expenses while at a post-secondary institution.
7. Identify those factors (e.g., social background, influence of parents, teachers, peers), that aid (or hinder) adolescents in making educational and vocational decisions concerning their future.
8. Assess the perceived reliability and presence of information sources concerning post-secondary institutions for high school students.
9. Compare the results of our survey with those obtained in a comparable survey performed by James Porter and Bernard Blishen in 1971; this comparison may provide valuable insights into shifts in attitudes concerning educational and vocational intentions.

Summary of findings:

This section will present a distillation of the major findings in this report Table 8.1 offers the reader a breakdown of the educational/ vocational intentions of grade 12 students for the fall 1974. It should be noted that the categories in Table 8.1 incorporate, in some instances, the intentions of grade 12 students for the fall of 1973. Thus while 20.3% plan on working in the fall of 1974, 12.0% actually plan on working in the fall of 1973; only 8.3% intend to start working in the fall of 1974.

Table 8.1: Educational and Vocational Plans of Grade 12 students in Ontario for fall, 1974.

Plans for fall 1974	Percentage distribution
1. Full-time job	20.3
2. Take time off before enrolling in some form of post-secondary education	8.3
3. Go to university	28.9
4. Go to college of applied arts and technology	18.2
5. Go to nursing school	3.1
6. Go into apprenticeship or go to a private, commercial, business or trade school	0.8
7. Study part-time and work either full or part-time	4.6
8. Other	4.2
9. Don't know	10.7
10. Not classified	0.6
	100.0

The Role of Significant Others in Educational and Vocational Decision-Making

An adolescent's decision concerning his future career is influenced by exposure to a variety of different people. The type of contact and encouragement the adolescent receives may strongly influence his future plans and aspirations. Grade 12 students were asked to respond to this question: "To what extent have each of the following people encouraged or discouraged you to continue your education after high school?" We then asked: "Of the people mentioned above who have encouraged or discouraged you respecting your plans for future education, which of them has had the most impact on your decision concerning future education and has had the least." These types of people were included in the response categories: family, peers and school agents.

Of the three types of people included, Grade 12 students most often mentioned that their immediate family (mother and father) had the most impact on their decisions concerning future education. Peers and school agents (guidance department and teachers) have an almost equal impact on students. When peers and school agents are combined they account for less than 16 percent of total impact while immediate family (mother, father and siblings) accounts for over 70 percent of total impact.

Grade 12 students see their immediate family as more supportive in encouraging them to continue their education after high school than either school agents or peers. In fact almost four out of ten students claim that peers discourage them from seeking additional education;

the comparable figure for school agents is 2 in ten.

Parents are more likely to provide encouragement if their children intend to enroll in universities, C.A.A.T.S., nursing schools, take time off, or pursue part-time studies; they are more likely to discourage continued education after high school when their children plan on getting a job or are uncertain of their future plans.

Peers provide the strongest form of encouragement to those students that plan on enrolling in nursing schools; students who intend getting a job, enrolling in a C.A.A.T. or simply don't know their minds are most actively discouraged from continuing their education.

Although school agents are regarded as fairly encouraging by grade 12 students, those that plan on entering universities, nursing schools, part-time studies or take time off perceive greater encouragement on the part of school agents than students with other types of intentions. In fact over three in ten students who plan on obtaining jobs or entering trade schools claim that their teachers discourage them from continuing their education after high school.

Educational and vocational plans as they relate to self-evaluation, motivations and future aspirations.

Grade 12 students were asked questions that measure two aspects of self-evaluation, the first aspect refers to evaluation of self (with respect to peers) on present academic abilities or performance and the second aspect deals with the adolescent's evaluation of academic abilities with respect to some future educational goal (e.g. graduation from a

university). We found, with respect to both aspects of self-evaluation, that university-bound students have a more positive self-image than students with other plans. On the other hand, students who plan to either get a job or enter trade schools generally possess lower or less positive academic self appraisals than students with alternative educational and vocational plans.

Over two-thirds of all grade 12 students believe that their real abilities do not match their actual performance. In other words, they feel that they could do better if so desired. Another interesting and important finding with respect to self-evaluation is that while most students who plan on enrolling in universities think that they could graduate from either a university or a C.A.A.T., only slightly over 4 in ten students who intend to enroll in a C.A.A.T. believe they could graduate from a university.

Students were requested to indicate the personal importance of a number of reasons in continuing education after high school. Four reasons that rated very high in importance to most grade 12 students are: 'to get a satisfying job', 'to be better able to understand and appreciate ideas' and 'to get a job with a high income.' 'To delay making a job or career choice' and 'to get married' are considered not at all important reasons for continuing education by most grade 12 students.

Grade 12 students were also asked what they would like to do upon graduation from high school. A high degree of congruency (between

aspirations and expectations) exists for these students that intend to go to university, nursing schools, trade schools, or to take time off before enrolling in some form of post-secondary education. Congruency between aspirations and expectations is significantly lower for those students who plan to get a job, enroll in a C.A.A.T., or study part-time. This analysis raises an intriguing question: what differentiates adolescents whose aspirations and future plans are similar from adolescents whose aspirations and future plans are dissimilar?

An examination of the occupational aspirations of students revealed that students planning on attending university have the highest occupational aspirations (e.g. professions). Students that plan to get a job, enter nursing schools or study part-time possess occupational aspirations that are relatively lower than those of students with alternative educational and vocational plans.

The Relationship of Academic Performance and Attitudes to Future Educational and Vocational Plans

Academic achievement clearly relates to the educational and vocational plans of grade 12 students. Whether grade point averages in grade 11 or expected grades in grade 12 are employed, the trend is quite similar. Students who intend to go to university obtain the highest average grades relative to any other group. Thus, while over 6 in ten students who plan on university achieve average of B and better only slightly more than 3 in ten students who intend enrolling in C.A.A.T.S. fare as well. Students

who plan on getting jobs or entering trade schools achieve lower academic averages than students with other educational and vocational plans.

Most grade 12 students look favorably at their high school experiences. Over 8 in 10 students express the feeling that their high school experiences prove helpful in preparing for the future. Students who plan on going to university are most likely to consider high school as helpful in preparing for the future, and students who plan on taking time off or are unsure of their future plans are least likely.

Why high school students do not go to universities or colleges of applied arts and technology.

Three groups were examined in order to identify their reasons for not continuing education after high school graduation. The three groups consist of students: who plan on entering the labour market, take time off for a year or two before enrolling in post-secondary education and the "don't knows."

Three factors that are most frequently stressed as important reasons for not going to either a C.A.A.T. or university are: wanting to get a job as soon as possible, students often finding schoolwork boring and uninteresting and students intending to take further training but not at C.A.A.T. or university. Parental discouragement, wanting to marry as soon as possible, and the fact that 'it is expensive and not worth the expense' are reasons that students consider not at all important in deciding against a university or C.A.A.T.

Students planning on getting a job are most likely to consider 'wanting to get a job as soon as possible' as very important while those that intend taking time off are least likely to see this as a very important reason for not going to a university or C.A.A.T. The latter group is also less likely to view schoolwork as boring than those who plan on getting a job or those who are unsure of their future plans. Students who plan to enter the job market are more likely to emphasize the importance of 'training elsewhere' as an important reason for not going to a university or C.A.A.T. than either those planning to take time off or the "don't knows."

Although some form of post-secondary education is not an immediate goal for students who intend getting jobs, taking time off or simply don't know, 4 in ten of these grade 12 do plan on continuing their education within the next five years.

Grade 12 students who intend going to universities or colleges of applied arts and technology

While a majority of students who plan on enrolling in a C.A.A.T. will do so because they prefer the kind of programme available, students who intend going to university primarily do so because they believe a university education is required for the type of job they desire.

Students planning on going to either a C.A.A.T. or university were asked to consider a variety of different information sources concerning universities and C.A.A.T.S. and then evaluate these sources in terms of accuracy or inaccuracy. Four information sources that are more often

perceived as accurate are the high school guidance department, university and C.A.A.T. calenders, friends at universities and C.A.A.T.S., and high school teachers. Four information sources that are more frequently perceived as inaccurate are: faculty at university and/or C.A.A.T.S., relatives other than parents, university and C.A.A.T. representatives to high schools, and sisters and/or brothers of grade 12 students.

Few distinctions exist between university and C.A.A.T. - bound students in terms of the aforementioned information sources except for 'friends at university or C.A.A.T.', 'high school teachers' and 'sisters and/or brothers'. A greater proportion of students who intend going to university accept the authority of friends, high school teachers and sisters and/or brothers than do students who plan on enrolling in C.A.A.T.S.

While 4 in ten students decide on university or C.A.A.T. by the time they reach grades 11 or 12, fully 5 in ten students who plan on going to a university arrive at their decision to go by grade 8 and less than 2 in 10 students who intend going to a C.A.A.T. decide by grade 8. Therefore students who plan on a university education make up their minds at a much earlier age than do students who decide on going to a C.A.A.T.

Over 8 in ten students plan to do their studies in Ontario but less than a third will maintain home residence while enrolled at a university or C.A.A.T. However, more than 4 in 10 students of the latter group will live at home while less than 3 in 10 students who plan on university intend on living at home.

Although university-bound students decide on this form of education at an earlier date than C.A.A.T. goers, a greater proportion of the latter group (over 7 in 10 students) have a definite idea of their major area of study in university than do university-bound students (6 in 10 students).

When it comes to financial support for the first year of study at a university or C.A.A.T., over 4 in ten students state that they will rely on parents or inheritances; over 3 in 10 intend to support themselves through savings from summer work or personal savings. Students who plan on entering university appear more heavily reliant on parents while students who intend to go to a C.A.A.T. will depend more heavily (than university goers) on personal savings and income from summer work. However both groups of students are equally certain that they will be able to finance their first year (over 8 in 10 students are certain of this).

Changes in Educational and Vocational Intentions

Results obtained in a survey of high school students in 1971 (conducted by James Porter and Bernard Blishen) were compared with results in the present survey. Two major comparisons were made: (1) a comparison of the educational and vocational intentions of Grade 12 students for the very next fall (2) a comparison of the educational and vocational intentions of Grade 12 students one year later. As was emphasized in Chapter seven, these comparisons must be interpreted cautiously because the two studies employed different response categories.

The data indicate that there have been attitudinal shifts in educational and vocational intentions from 1971 to 1973. Fewer grade 12 students today are planning on completing grade 13 than in 1971 and fewer students are planning on getting a full-time job than in 1971. A greater proportion of today's students plan on being 'stop-outs' and proportionately more students today are attracted to part-time studies and trade schools than in 1971.

When we turn to plans after high school graduation, it appears the trend away from obtaining full-time jobs is maintained. The attractiveness of nursing schools has also decreased from 1971 in that nearly 4 percent fewer women are now choosing this vocational alternative.

While the trend to take time off or 'stop-out' is maintained, grade 12 students today seem less inclined to choose university as an option than they did in 1971. Although a greater proportion of students today are choosing C.A.A.T.S., this explains only half of the decline (in intentions) in university enrolments. It was suggested that the "slack" may be explained by an increased interest on the part of grade 12 students in part-time studies.

In summary, our analysis roughly indicates that within a two year period the educational and vocational intentions of Grade 12 students have altered. A greater proportion of students today are avoiding full-time jobs, universities and nursing schools and a greater proportion are presently attracted to C.A.A.T.S., part-time studies, and taking time off to work or travel before enrolling in some form of post-secondary education.

A profile of grade 12 students

As a concluding note to this report of grade 12 students in Ontario, we would like to offer a "profile" or typology of students. A profile or typology is a crude method of rapidly identifying the similarities and differences among elements in a heterogeneous population. In developing this profile we selected six variables; these variables are individually discussed in the preceeding chapters. They are: (1) Sex of respondent; (2) the occupational prestige level of father's present job (Blishen); (3) Stratum in which respondent resides; Strata are roughly equivalent to the degree of urbanization of an area where stratum one is urban and stratum four is rural; (4) Perceived ability of student to graduate from a university; (5) grades obtained by students in grade 11; (6) the prestige (Blishen) of students' occupational aspirations (i.e. the social prestige of the job that an adolescent desires to obtain in the future).

Our profile or typology is presented in Table 8.2. The labels in each table cell refer to a comparison of the percentage of students of a particular group (e.g. get a job) with the marginal frequency for a particular variable (e.g. sex).

Table 8.2 would seem to indicate that those students who plan on going to university differs markedly from all other groups of students. They tend to be male, rank high on social class background, come from urban areas, believe they have the ability to graduate from university (and have the grades to back up this claim) and possess higher occupational aspirations than students with other kinds of plans. Students who

intend to go to a C.A.A.T. contrast sharply on all the aforementioned characteristics. They tend more to be female, come from less prestigious backgrounds, possess fewer illusions concerning either their ability to graduate from university or obtain very prestigious jobs. Their grade point averages also tend to be lower than those of university-bound students.

Students planning on taking time off before enrolling in some form of post-secondary education appear to most closely resemble university-bound students. They differ most sharply with respect to academic performance in that their grade average in grade 11 is much lower than the grade averages of university-oriented students. It is also true that their conviction concerning graduation from university is not merely as strong and their occupational aspirations are not quite as high.

Students planning on entering trade schools, etc. appear to contrast quite sharply on a number of variables from all other groups. They are predominantly male; over half come from rural areas, none believe that they have the ability to definitely graduate from university; their grade point averages are low (only students who plan on getting jobs have slightly lower averages) and their job aspirations are extremely low.

Our examination of the profiles of grade 12 students lends support to our premise as stated in the introduction to this report. The educational and vocational plans of adolescents are not based upon arbitrary decisions. They depend, to a large extent, on the adolescents' social origin, his present experience (e.g. grade point average, strata) and

his preparedness with respect to the future. Information concerning the context or more specifically, the contexts, in which adolescents consciously or unconsciously make choices, that shape their future is constantly required to meet the demands of a changing society.

Table VIII.2: Profile of Grade 12 Students in Ontario

Variables	Get a Job	Go to University	Go to C.A.A.T.	Take Time off	Go to Nursing School	Study Part-Time	Go to Trade Schools, etc.	Don't Know
Sex	Female	Male	Female	Male	Female*	Male	Male*	No Difference[1]
Prestige of father's occupation	Low*	High*	Low	High*	Low	Low*	Low	No Difference[1]
Strata	Rural	Urban*	No Difference[1]	Slightly Urban[2]	Rural	Urban	Rural*	Urban and Rural
Ability to graduate from a university	Low	High*	Low	High	Low	Low	Low*	Low
Grade average in grade 11	Low*	High*	Low	Slightly Low[2]	Low	Low	Low*	Low
Prestige of occupational aspiration	Low	High*	Low	High	Low*	Low	Low*	Low

* This indicates that this group differs markedly form the marginal frequency for this variable. For example, 48.9% of grade 12 students are male but 95.7% of students who plan on going to trade schools are male or a difference 46.8%

1 This indicates that the group differs little or not at all from the marginal frequency for this variable. For example, 20.2% of fathers occupy Blishen one and two (upper middle class) while 20.1% of those student's in the don't know group have fathers in Blishen one and two; this is a difference of 0.1%.

2. This indicates that the group only slightly differs from the marginal frequency for this variable. For example, 41.2% of all students achieved grade averages of B or more in grade 11; 39.1% of students who plan on taking time off achieved B or more in grade 11 or a slight difference of 2.1%.

YORK UNIVERSITY

INSTITUTE FOR BEHAVIOURAL RESEARCH

SURVEY RESEARCH CENTRE

Appendix I

Survey of Ontario Grade 12 Students

Sample Design Project 141

Oleh Iwanyshyn
July, 1973

SAMPLE DESIGN

Population

The purpose of this survey was to obtain a representative sample of 1972-73 Grade 12 students in Ontario and monitor their academic attitudes and aspirations by means of a self administered, confidential questionnaire. The questionnaire consisted of mostly closed-end items and took on the average a half hour to complete. The self administration was conducted in groups of selected students at the selected schools. The complete process was supervised by a field interviewer employed and trained by the Survey Research Centre, York University.

The first important distinction that must be made about surveys is that the surveyed population should ideally be identical to the target population, in this case, the 1972-73 Grade 12 students in Ontario. In practice seldom do the two populations overlap completely. The reason for this was that the target population element, the Grade 12 student, was not defined in a clear, unambiguous, uniform way. This uncertainty was of course transmitted to the selection of the sample.

A definition shared by many schools stated that eligible Grade 12 students were those taking enough course credits in 1972-73 academic year to have the possibility of matriculating at year's end. It was felt that this definition was too narrow in that it may not have included into the survey population those students who were not taking enough course credits to matriculate and yet for all intents and purposes were Grade 12 students i.e. most of the course load consisted of Grade 12 level subjects. This

type of error deflates the survey population in relation to the target population. Conversely the survey population may have included students who were effectively Grade 13 students and yet were carrying a few Grade 12 subjects necessary for their Grade 12 matriculation (some of the students in the latter group may have been included in the sample in the ineligible component of non-response). This type of error inflates the survey population. Both types of error introduce bias into the sample.

Clearly the problem of definition is a serious one and is the direct result of the relaxation and broadening of the curriculum structure in the high schools. Formerly the natural time unit of study was an academic year. Hence it could be distinguished fairly simply whether a student was in Grade 12 and taking Grade 13 subjects, or in Grade 13 and taking Grade 12 subjects. Presently the importance of the year as the natural unit is being de-emphasized, and added emphasis is placed on each student's unique rate of scholastic development. In effect the natural unit is now being officially recognized as the student. This change in policy offers the student greater flexibility in choosing a course of study by providing (a) a much wider spectrum of subjects and (b) a credit system whereby each student may plan a course of study that is suited specifically to his/her needs and potential at the time.

One important quantitative result obtained from the survey relates to the total number of students in the survey population. It was assumed that between 1971-72 and 1972-73 school years the total Grade 12 population in Ontario would grow by 3.2%. In fact the population total of the sampled schools (97 in total) was 13% below the total of the same schools in 1971-72 on the basis of the Secondary and Private School Enrolment Reports published yearly

by the Ministry of Education, and 5% below the preliminary enrolment data based on the 1972-73 Principals' Reports. In terms of the projected 1972-73 enrolment the totals were respectively 16.2% and 8.2% smaller. Since the sample of selected schools represented a predominance of large schools over small schools a better estimate of 1972-73 total enrolment was obtained by calculating the estimate based on the units of selection (approximately equal groups of students) of the sample. The estimated population total within one standard deviation, was 96,582 ± 2566 students, a decrease of 11% ± 2.3% below the 1971-72 value.

There are two decrements to account for. First there was the general decrease of the total 1972-73 Grade 12 population (three different estimates ranging from 13% to 5%) and secondly, the estimates of the population total from the enrolment lists of the selected schools were approximately 8% and 6% smaller than the figure obtained from the 1972-73 Principals' Reports.

Assuming that the criteria for defining a Grade 12 student remained unchanged between 1971-72 and 1972-73 then possibly the main reason for the latter differences was the different times of the academic year when the population was monitored. The monitoring in the Principals' Reports occurred primarily at the beginning of the school year, whereas the sample estimates were monitored near the end of the school year. A graphical illustration of the population monitors is included in Fig. 1. It is conjectured that the differences were attributed to students who had dropped out for various reasons. Their presence was assumed in the target population. Hence their absence in the sampled population may signal the existence of a serious bias in the sampled population. It is noted that the sample obtained a 3% non-response associated with drop outs; no attempt was made to recover its component.

Since one of the purposes of this investigation was to ascertain the reasons for the changes of academic goals and attitudes, the absence of possibly the most discontented elements may have severely restricted the prognosticative potential of certain variables in the study. And finally, since the size of the survey population was dependent on time, in future a more appropriate period of the academic year should be considered for fielding this type of survey.

SAMPLE SIZE

In general the sample size is determined from a trade-off between the survey cost and the precision required from the sample estimate. These considerations resulted in the decision to sample approximately 3.2% of Grade 12 population, or, in absolute terms, a sample size of 3600 students. This number incorporated an expected 15% non-response together with a 3.2% growth rate from the 1971-72 Grade 12 enrolment records. The latter were used as an approximation to the 1972-73 population distribution. The 3.2% growth rate resulted from the assumption that the overall growth rate remained uniform from 1970-71 through to 1972-73. The acquisition of more up to date enrolment, however, indicated that the population decreased in size. This situation emphasized the need for an accurate population listing, particularly at a time when the school system is undergoing rapidly changing enrolment patterns. The actual number of selected students was 3059: i.e., a decrease of 15% from the projected sample size.

Simple random selection formulae provided a rough approximation of the precision attainable. For a sample size of 3600 students an estimated sample proportion in the 95 - 5% range has a standard deviation of approximately 3.6%; a proportion in the 50 - 50% range has a standard deviation of approximately 8.2%. Note, however, that the relative precision, as defined by the coefficient of variation, of the 95 - 5% proportion is 7.8% and is larger than the coefficient of variation of the 50 - 50% proportion, which is 1.6%.

SAMPLE DESIGN

The creation of a technique by which a sample of students can be selected from the survey population, in a manner that optimizes the estimates of variables both in terms of economy and precision is called the sample design.

For purposes of precision it is common to divide the survey population into subsets that are referred to as strata. The idea behind stratification is to find natural or artificial divisions in the population such that a variable of interest shows relatively less variation within strata than between strata. Note that if one of a set of variables is stratified along this criterion, it does not automatically follow that all of the other variables will be optimally stratified: i.e., that its variation within to its variation between is a minimum. Thus we see that a further condition on stratification is the type of variable studied and by implication the type of estimators used in the analysis e.g. ratio mean. Generally it can be stated that stratified sampling results in a smaller estimate variance than simple random sampling.

For purposes of economy it is also common to divide the total population into subsets. These subsets are referred to as clusters. Clusters differ fundamentally from strata in that a variable should encompass as much variation in its distribution within the cluster as it has in the population. Ideally each cluster would exhibit as much variation as its parent population for all variables. The latter situation of course refers to a very specialized clustered population in which each cluster of elements is simply a microcosm of the total population, a situation seldom realized in human populations. However, the ideal situation illustrates that inferences made on the basis of any one cluster will be valid for the population as a whole, and here lies the economy of the method. In realistic situations, however, clustering criteria

is often determined on the basis of natural or artificial divisions within which variables are often strongly correlated. Thus one cluster does not represent a good facsimile of the total population and more clusters have to be sampled in order to arrive at sufficiently precise inferences. Note that as before limitations on clustering exist as they did with stratification: e.g., optimally clustering along one variable may leave other variables relatively homogeneous within the cluster.

In the present study we have combined both stratification and clustering in the sample design in an effort to optimize the costs vs. precision tradeoff. The specific manner in which we have clustered and stratified will be elaborated in the sections entitled "Sampling Frame" and "Stratification".

Finally a simple technique of estimating the variance of an estimate was incorporated into the design. This was done in lieu of the exact expression which is much more cumbersome. The approximation method used is called replicated sampling and involves the selection of two equal and independent samples. Each of the samples provides an independent estimate of the variate e.g. sample means $\bar{y}_1$ and $\bar{y}_2$, and together the estimates can be used to generate an estimate (with one degree of freedom) of the variance of the composite mean $\bar{y} = \frac{1}{2}(\bar{y}_1 + \bar{y}_2)$. The estimated variance is defined by the expression $\text{Var}(\bar{y}) = \frac{1}{4}(\bar{y}_1 - \bar{y}_2)^2$.

SAMPLING FRAME

Before the selection of the sample it was necessary to divide the total grade 12 population into clusters called Primary Sampling Units (PSU's). One possible sampling unit was the student. Hence if a random sample of 3600 students was selected it is not improbable that the students may have been distributed among most if not all of the over 800 Secondary Schools in Ontario. Needless to say this type of sampling frame would have incurred the heavy financial burden that is associated with the field work. Indeed, financial resources necessitated the restriction that the sample of 3600 students be distributed among approximately 100 schools. This restriction nevertheless provided a clue about the size of sampling unit. Suppose that instead of a single student unit the PSU was defined as a grade 12 class. Then it is apparent that if a sample of classes was selected such that the total population within those classes amounted to 3600 students, the number of Secondary Schools included in the distribution of classes would be much smaller than with a primary selection of student units. The PSU's, whatever their size, must also satisfy the conditions that they be mutually exclusive and collectively exhaustive i.e. each student must be uniquely defined within the frame and the aggregate of the students within the PSU's must be equal to the total grade 12 population.

Instead of using natural class units of varying sizes, the average grade 12 size was set at 32 students. Although the choice of 32 students as the PSU was in part arbitrary there were several considerations that suggested upper and lower bounds about this number. First, the modal size,

of a grade 12 class is in the range of 30-40 students. The same range is convenient for a field interviewer to supervise the self administered student questionnaires. Finally it seems a reasonable observation (as originally suggested in the Sample Design Report by Dr. D. Dale for the Porter-Blishen study) that the product of three years of educational conditioning within a high school environment would tend to homogenize academic attitudes and plans. Hence the PSU should be made as small as possible but consistent with the other constraints, in order to reduce the sampling variance (by selection of a greater number of smaller homogeneous PSU's).

As mentioned earlier the 1971-72 Public Secondary School and Private Secondary School Enrolment Report (based on Principals' Reports) published by the Planning and Research Branch of the Ministry of Education was used as an approximation of the 1972-73 grade 12 population. In effect it established the sampling frame which provided the basis of sample selection. The report broke down the secondary schools in Ontario into the 10 Educational Regions. The regions in turn were broken down into county, district, borough or municipal school boards. Within the school boards the report provided data on the name, location, and enrolment of each school.

There were certain deficiencies associated with the use of a dated sampling frame, in addition to the uncertainties present in growth rate predictions. These related to the inclusion of ineligible elements and the exclusion of eligible elements of the population. The inclusions consisted of schools that did not have a grade 12 as defined in the broadest terms e.g. schools for slow learners, special types of vocational schools. Another possibility was that the grade 12 in a school

or the whole school had ceased to operate for various reasons. This type of misinformation would result in an increase of the variance of the sample estimates. The exclusions consisted of schools that commenced operations or that initiated a grade 12 in the 1972-1973 academic year. This type of error if it were significant could introduce a bias into the sample estimate. The fact that the frame population was only a year old made the latter possibility unlikely.

The mechanics of distributions of the PSU's among the population were as follows. The number of class units allocated to a school was defined by the ratio

$$U_i = \frac{\text{the total grade 12 population of the school}}{32}$$

rounded off to the nearest integer. This may also be viewed as the creation of U_i artificial class units whose size was approximately 32 students each. The grade 12 population within each school was provided by the 1971-72 Enrolment Report. The number of class units allocated was of course proportional to the size of the school. All the units were then enumerated and the total number of units multiplied by 32 obtained (within a slight correction due to round off error) the total grade 12 population. The total number of PSU's allocated in this manner was approximately 3400.

STRATIFICATION

Several considerations guided the manner of stratification of the clusters (PSU's). Of primary importance was the decision to maintain a basis of comparison between the Porter-Blishen study and the present one. This meant that in both studies the general schema for stratification had to be similar. In the absence of any promising quantitative stratifying variables it was decided to adopt the fairly general criteria that students' academic aspirations and intentions were somehow related to the size and the degree of urbanization of the school boards. This resulted in the creation of four strata: the first, for obvious reasons, includes only Metro Toronto; the second includes other large metropolitan areas in Ontario; the third includes smaller cities, towns, and urban fringe areas; and the fourth includes the remaining Boards of Education that were mainly rural in character. The breakdown of the Boards of Education, by stratum, is listed below:

STRATUM	BOARDS OF EDUCATION
01	Etobicoke, Toronto, York, East York, North York, Scarborough, and the private school boards in these jurisdictions
02	Sudbury, Windsor, London, Waterloo County, Hamilton, Regional Municipality of Ottawa-Carleton, and the private school boards in these jurisdictions

STRATUM	BOARDS OF EDUCATION
03	Lakehead, Sault Ste. Marie, Nippissing, Timiskaming, Regional Municipality of Niagara, Halton County, York County (excluding Metro Toronto). and the private school boards in these jurisdictions
04	All remaining Public and Private School Boards

Consideration was given initially for substratification (within the strata) along certain interesting variables related to future university enrolments. In the end it was agreed that certain substratum sample sizes may have been too small to bear the weight of a prognosticative analysis. However the sample design lends itself to a post-stratification of the survey data and is a viable strategy that can be adopted in the analysis.

SAMPLE SELECTION

The 1972-73 sampling frame consisted of a total student population of approximately 108,600 or 3400 PSU's. Each school was allocated a number of PSU's proportional to its size such that the probability of selection of a school was proportional to its size. Two independent samples of PSU's were selected, such that together they represented 3.2% of the frame population (approximately 3500 students or 109 PSU's).

The method of selection employed is termed proportionate sampling. Its main feature is that the ratio of the sample size in each stratum to the stratum size (in terms of PSU's) is equal to the ratio of the total sample size to the total population size. Sampling with proportionate allocation is generally a good scheme to follow if a relatively high degree of precision with population estimates is required, and if the stratifying variables are not strongly correlated with the within-stratum characteristics.

The present design required equal samples and this implied a selection without replacement of 1.6% of the population of PSU's for each sample. It follows that the probability of selecting each sample is 1/62; hence each PSU obtained a weight of 62. Within each stratum the sample was obtained by a random selection of the proportionately allocated number of PSU's. A systematic selection of PSU's within strata was rejected on the grounds that the interval was too coarse to permit the selection of more than one PSU per school, regardless of the size of the school. This restriction unduly limits the number of combinations that are potentially available by simple random selection within strata.

The total number and identification of the students belonging to a selected PSU were determined in the following manner. The selected PSU,s specified the selected schools. The total number of schools selected in the sample was 99. Within a school the subsampling ratio defined by the ratio of the number of selected PSU,s to the total number of PSU,s allocated to the school, was applied to the list of eligible students within the school. The subsampling within the schools was systematic with random starts provided.

In the initial stages of the survey the enrolment lists from the selected schools indicated that a severe shortfall in the sample size was to be expected. This fact, together with an expected 15% non-response and the possibility of a number of non-cooperating schools, pointed towards a dangerously low level of response. Survey costs and time considerations precluded a reduction of non-response by call-backs. The following technique was employed to reduce the type of non-response that was specifically due to unforeseen, seemingly random occurrences such as sickness, truancy etc. This type of non-response was termed temporary absenteeism. An average of four systematically random selections per selected PSU were made in each school. The respondents in this subgroup became eligible as substitutes for temporary absenteeism in the selected PSU. If a PSU resulted in no temporary absenteeism of course the substitutions were deleted from the sample. In moderation and for very selective types of non-response (and in a pinch) this technique, although not as satisfactory as call-backs, is obviously more satisfactory than duplication of completions (responses) within PSU's or weighting. Without substitutions the response rate was 79.5%; with

substitutions it was 86.6%. Hence the total non-response was reduced by 7.1%. Including the effect of a 3.2% growth rate the total number of students selected was expected to be 3600 (sampling frame take). Unforeseen shortfalls reduced this number to 3059 students (the school list take). Of this total 108 students were ineligible or had dropped out, 396 were non-respondents and 2555 remained in the respondent group. Two selected schools refused to participate in the survey. A more detailed numerical breakdown of non-response is included in the Final Field Report (Appendix A).*

* The Final Field Report was compiled by Ms. Joan Roberts, Sampling Supervisor of Survey Research Centre.

ESTIMATION PROCEDURE

Each sample of primary sampling units was randomly selected from the frame population with an equal probability of 1/62. Hence each unit had associated with it a weight of 62 i.e. each student within a unit represented 62 students in the frame population. In fact, however, the frame sample seldom conforms exactly to the sample from the actual survey population. For example: Some PSU's selected in the frame population may not be available in the survey population. Other PSU's may consist of appreciably more or less than 32 eligible students, the approximate size of a PSU in the frame population. Also in many selected PSU's some eligible students may not be present on the day of the administration of the questionnaire. These students are termed non-respondents and the aim of every survey is to reduce the number of such students to a minimum.

In order to account for certain types of deviations from the frame population it is necessary to adjust the weight of each PSU. The underlying assumption of this procedure was that certain non-respondents within a PSU were essentially similar to the respondents within either the PSU, the stratum, or the sample as a whole. The sampler, in deciding to adopt a weighting schema, must pay scrupulous attention to the possibility that in adjusting estimates to account for the non-participating elements in a survey he/she is leaving the door open for bias to creep in. This problem can become acute if there is a large non-response and if the educational aspirations of the non-respondents are profoundly different from the respondents.

The decision about which components of non-response were to be weighted was influenced by the differentiation made in the Porter-Blishen sample design. In the latter design weightable non-respondents consisted of those students that were:

1) absent from school on the day of administration
2) in attendance at school but refused to participate in the study ie. did not complete the questionnaire
3) in attendance at school but the principal or parents refused to permit their completion of the questionnaire.

On the other hand the non-weightable non-respondents were the students that had:

4) changed to another school or grade
5) dropped out of class
6) been included erroneously

Clearly components 4), 5), and 6) relate to frame listing problems. Component 5) is particularly important for two reasons. Firstly, in the present survey it was quite probable that this group was substantially underreported and secondly, its aspirations and attitudes may have been quite different from the majority group. In addition, weighting refusals should be viewed with reservation since evidently this subsample of students represented those in the population that did not wish the survey to speak for them. Perhaps it should be incumbent on surveys to respect their wishes. In any case since one goal of the present survey was to compare it with the Porter-Blishen study it was thought advisable to preserve the non-respondent - respondent distinctions created in the latter.

In the following section the procedure for determining corrections to the frame weight is outlined. In general the weight was determined by the equation:

$$W.n = N$$

Where n = size of sample

N = size of population

W = weight

Since two independent samples were selected the subscripts 1 and 2 were used to identify the relevant symbols as belonging to sample #1 or sample #2. The sum of the two independent samples obtained from the frame population (108,586 students) was 3488 students. However, due to a sizeable decrease of the survey population the sum of the two samples amounted to only 3059 students. The estimate of the survey population based on the school population lists was 96,582 $\pm$ 2566 students, where 2566 is equal to one standard deviation from the population total. The value was 11.0$\pm$ 2.3% below the frame population. In other words there is approximately a 70% chance that the actual survey population lay between 94,016 and 99,148 students. Hence it was decided that the sample weights should be adjusted such that the normalizing coefficient (N) was 96,582 rather than 108,586. Note that the decrease in the total population was approximately proportional to the decrease in the sample size.

R: Correction Factor for Sampling Variability

This correction factor accounted for changes in PSU size due to the natural variability (including round-off errors) of school population lists from the values projected in the frame population. Two schools in which PSU's were

selected refused to participate in the survey, one in each of sample #1 and sample #2. In order to calculate the correction factor an average value of the PSU's was substituted for the non-participating schools in each sample. Hence the size of samples#1 and #2 were incremented by 29 students respectively (to 1510 and 1607 students respectively).. The resulting correcting factors for samples #1 and #2 were

$$R_1 = 1.03 \quad ; \quad R_2 = .97$$

S: Correction Factor for Non-Participating Schools

It was decided to "balance" the effect of the two schools that did not participate by correcting the weight uniformly throughout each of the samples containing the missing PSU. The resulting correction factors for samples #1 and #2 were

$$S_1 = 1.02 \quad ; \quad S_2 = 1.02$$

T: Correction Factors for Non-Response

Two possible methods correcting for non-response were considered. The first involved the duplication or elimination of respondent questionnaires in order to obtain a uniform response rate among the PSU's. The merit of this method was that only one weight factor would be required for sample estimation. The demerits were that a) large duplication rates resulted in a significant increase of the variance and b) occasionally respondent files had to be eliminated, an uncomfortable prospect for many samplers.

The second option involved the weighting of each PSU separately. The process of estimation was somewhat more involved but could easily be handled by computer data processing techniques. The non-response correction factor was defined by the expression

$$T_{ij} = \frac{n'_{ij}}{n_{ij}} \qquad \begin{matrix} j = 1,2 \\ i = 1,2,\ldots n_j \end{matrix}$$

where n_j = total number of PSU's in sample j

where n_{ij} = the number of respondents in the i^{th} PSU and the j^{th} sample

and n'_{ij} = the number of selected students in the i^{th} PSU and the j^{th} sample less those students who were non-weightable non-respondents in PSU i and sample j

The derivation of T_{ij} is detailed in appendix B

It follows that the corrected weights for the i^{th} PSU in samples #1 and #2 respectively were

$$W_{i1} = 62.R_1.S_1.T_{i1} \quad \text{and} \quad W_{i2} = 62.R_2.S_2T_{i2}$$

The correction factors and the corrected weights by sample and by school are included in Appendix C.

Use of the weights in calculating sample estimates is illustrated by the following examples. The aggregate of a variable Y was calculated in the following manner. First we computed the aggregate estimates y_1 and y_2 in

each of samples #1 and #2. This obtained

$$y_1 = \sum_{i=1}^{n_1} W_{i_1} y_{i_1} \qquad \text{and} \qquad y_2 = \sum_{i=1}^{n_2} W_{i_2} y_{i_2}$$

where y_{i_1} = the aggregate of y in the i^{th} PSU in sample #1

y_{i_2} = the aggregate of y in the i^{th} PSU in sample #2

Secondly, we calculated the weighted, composite, sample estimate y of the population value Y

$$\hat{Y} = y = K_1 y_1 + K_2 y_2$$

where $$K_1 = \frac{\sum_{i=1} W_{i_1}}{\sum_{j=1}^{2} \sum_{i=1}^{n_j} W_{ij}}$$

and $$K_2 = \frac{\sum_{i=1}^{n_2} W_{i_2}}{\sum_{j=1}^{2} \sum_{i=1}^{n_j} W_{ij}}$$

In order to calculate the unit mean (or proportion) $\bar{y}$ (or p) we computed

$$\bar{y}_1 = \frac{\sum_{i=1}^{n_1} W_{i_1} y_{i_1}}{\sum_{i=1}^{n_1} W_{i_1} n_{i_1}} \qquad \text{and} \qquad \bar{y}_2 = \frac{\sum_{i=1}^{n_2} W_{i_2} y_{i_2}}{\sum_{i=1}^{n_2} W_{i_2} n_{i_2}}$$

where n_{i_1} = the number of respondents in the i^{th} PSU in sample #1

and n_{i_2} = the number of respondents in the i^{th} PSU in sample #2

Note that $\bar{y}_1 = p_1$ and $\bar{y}_2 = p_2$ if

$$y_i = \sum_{\substack{j \\ \text{over(PSU)}_i}} x_{ij} \qquad \text{where} \quad x_{ij} = 0 \text{ or } 1$$

As before we proceed to calculate the weighted, composite, sample estimate $\bar{y}$ (or p) of the population value $\bar{Y}$ (or P)

$$\hat{\bar{Y}} = \bar{y} = K_1\bar{y}_1 + K_2\bar{y}_2$$

The earlier approximate expression for the variance of an estimate was modified by the inclusion of the weight factors e.g.

$$\text{Var}\,(\bar{y}) = \frac{1}{2}\,(K_1\bar{y}_1 - K_2\bar{y}_2)^2$$

Finally we note that the normalization condition that was satisfied is

$$\sum_{i=1}^{n_j} W_{ij}\, n_{ij} = 96{,}582 - \left\{\begin{array}{l}\text{non-weightable}\\ \text{non-respondents}\\ \text{estimated by}\\ \text{sample } j\end{array}\right\} \qquad \text{where } j = 1,2$$

APPENDIX A

PROJECT #141 - FINAL REPORT

STRATUM # 1

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
ETOBICOKE C.I.	2101	25	0	0	25	21	82	4	16	0	0	0	0
NORTH ALBION C.I.	2102	42	0	0	42	40	96	2	4	0	0	0	0
RICHVIEW C.I.	1103	29	0	0	29	21	77	6	20	0	0	2	3
SCHOOL OF EXPERIENTIAL EDUCATION	1104	26	0	0	26	13	50	0	0	0	0	13	50
SILVERTHORN C.I.	1105	31	0	0	31	31	100	0	0	0	0	0	0
THISTLETOWN C.I.	1106	21	1	0	20	16	80	4	20	0	0	0	0
WEST HUMBER C.I.	2107	34	4	1	29	27	93	2	7	0	0	0	0
BLOOR C.I.	2108	30	0	1	29	27	93	2	7	0	0	0	0
CENTRAL H.S. OF C.	2109	21	1	0	20	19	95	1	5	0	0	0	0
HUMBERSIDE C.I.	1110	31	2	0	29	28	96	0	0	0	0	1	4
MALVERN C.I.	1111	31	2	0	29	25	84	0	0	3	12	1	4

PROJECT #141 - FINAL REPORT

STRATUM # 1

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
OAKWOOD C.I.	1112	37	0	0	37	32	86	0	0	0	0	5	16
A.Y. JACKSON S.S.	2115	32	0	1	31	26	84	5	16	0	0	0	0
BATHURST HEIGHTS S.S.	2116	36	4	0	32	15	47	1	3	0	0	16	50
C.W. JEFFERYS S.S.	1117	36	0	0	36	36	100	0	0	0	0	0	0
EMERY C.I.	2118	35	2	0	33	28	85	5	15	0	0	0	0
NORTHVIEW HEIGHTS S.S.	1119	23	0	0	23	20	87	3	13	0	0	0	0
VICTORIA PARK S.S.	2120	54	1	0	53	18	34	10	19	0	0	25	47
CEDARBRAE C.I.	2121	27	0	0	27	24	88	1	4	1	4	1	4
DAVID AND MARY THOMPSON C.I.	1122	31	0	0	31	26	84	3	10	0	0	2	6
WINSTON CHURCHILL C.I.	2123	24	0	0	24	20	83	1	4	0	0	3	13
ST. GEORGE'S COLLEGE	1124	24	0	0	24	22	92	1	4	0	0	1	4

PROJECT #141 - FINAL REPORT

STRATUM # 1

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
STRATUM #1 TOTALS		680	17	3	660	535	81	51	8	4	1	70	10

STRATUM # 2

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
CONFEDERATION S.S.	1225	12	0	0	12	5	42	1	8	0	0	6	50
MacDONALD CARTIER S.S.	2226	40	3	0	37	34	92	3	8	0	0	0	0
GARSON-FALCONBRIDGE S.S.	2227	26	0	0	26	23	88	3	12	0	0	0	0
LO-ELLEN PARK S.S.	1228	26	0	0	26	24	92	2	8	0	0	0	0
LOCKERBY COMPOSITE SCHOOL	1229	30	0	0	30	29	97	0	0	0	0	1	3
SHERIDAN TECHNICAL SCHOOL	2230	23	0	0	23	15	65	5	22	0	0	3	13
HON. W.C. KENNEDY C.I.	2231	22	0	0	22	22	100	0	0	0	0	0	0
JOHN L. FORSTER C.I.	1232	31	1	0	30	30	100	0	0	0	0	0	0
WINDSOR H.S. of C.	2233	27	0	0	27	27	100	0	0	0	0	0	0
THE LONDON SOUTH S.S.	1234	15	0	0	15	13	86	1	7	0	0	1	7
SIR WILFRED LAURIER S.S.	1235	27	1	0	26	25	96	1	4	0	0	0	0

PROJECT #141 - FINAL REPORT

STRATUM # 2

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
GRAND RIVER C.I.	2236	30	0	1	29	21	72	5	18	0	0	3	10
SHERWOOD S.S.	2237	22	0	0	22	21	95	1	5	0	0	0	0
WESTMOUNT S.S.	1238	36	0	0	36	33	92	2	5	0	0	1	3
GLOUCESTER H.S.	2239	28	0	0	28	23	82	5	18	0	0	0	0
MERIVALE H.S.	1240	29	0	1	28	21	75	7	25	0	0	0	0
SIR ROB'T BORDEN	1241	31	1	1	29	21	72	8	28	0	0	0	0
SIR ROB'T BORDEN	2241	31	1	1	29	23	79	5	17	0	0	1	4
CANTERBURY H.S.	1242	30	2	0	28	28	100	0	0	0	0	0	0
ECOLE SECONDAIRE DE LASALLE	2243	30	0	0	30	29	97	1	3	0	0	0	0
GLEBE C.I.	2244	36	1	1	34	33	97	1	3	0	0	0	0
SIR WILFRED LAURIER H.S.	2245	26	1	1	24	24	100	0	0	0	0	0	0

PROJECT #141 - FINAL REPORT

STRATUM # 2

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
WOODROFFE H.S.	1246	31	1	0	30	18	60	11	37	0	0	1	3
HILLCREST H.S.	1247	25	1	0	24	22	92	2	8	0	0	0	0
STRATUM #2 TOTALS		664	13	6	645	564	87	64	10	0	0	17	3

PROJECT #141 - FINAL REPORT

STRATUM # 3

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
BAWATING C. & V.S.	1348	28	1	0	27	24	89	3	11	0	0	0	0
KORAH C. & V.S.	1349	24	1	0	23	23	100	0	0	0	0	0	0
WIDDIFIELD S.S.	2350	32	2	0	30	29	97	1	3	0	0	0	0
BEAMSVILLE DISTRICT S.S.	2351	30	2	1	27	22	81	4	15	0	0	1	4
GRANTHAM H.S.	1352	23	0	0	23	17	74	6	26	0	0	0	0
GRIMSBY DISTRICT S.S.	2353	29	0	0	29	21	72	7	24	0	0	1	4
LAKEPORT S.S.	1354	22	0	0	22	20	91	2	9	0	0	0	0
NIAGARA DISTRICT S.S.	2355	38	6	0	32	22	69	6	18	0	0	4	13
NIAGARA FALLS C. & V.I.	1356	30	1	1	28	28	100	0	0	0	0	0	0
WELLAND CENTENNIAL S.S.	1357	28	0	0	28	26	94	1	3	0	0	1	3
WELLAND CENTENNIAL S.S.	2357	28	0	0	28	21	75	5	18	0	0	2	7

PROJECT #141 - FINAL REPORT

STRATUM # 3

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
ALDERSHOT H.S.	2358	34	0	0	34	31	91	3	9	0	0	0	0
GLENFOREST S.S.	1359	44	0	0	44	44	100	0	0	0	0	0	0
LORNE PARK S.S.	1360	31	1	0	30	30	100	0	0	0	0	0	0
STREETSVILLE S.S.	2361	33	1	0	32	31	97	0	0	0	0	1	3
THOMAS L. KENNEDY S.S.	1362	32	0	0	32	29	91	3	9	0	0	0	0
WESTWOOD S.S.	2363	40	1	0	39	34	87	2	5	0	0	3	8
ORILLIA DISTRICT C. & V.I.	2364	27	2	0	25	21	84	0	0	0	0	4	16
DUNBARTON H.S.	2365	28	2	1	25	23	92	2	8	0	0	0	0
PORT PERRY H.S.	2366	25	4	1	20	17	85	0	0	0	0	3	15
BAYVIEW S.S.	1367	34	3	0	31	29	93	2	7	0	0	0	0
SUTTON DISTRICT H.S.	1368	30	0	0	30	29	97	1	3	0	0	0	0

PROJECT #141 - FINAL REPORT

STRATUM # 3

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
NOTRE DAME COLLEGE	2369	37	1	0	36	27	75	9	25	0	0	0	0
PICKERING COLLEGE	1370	22	0	0	22	20	91	2	9	0	0	0	0
STRATUM #3 TOTALS		729	28	4	697	618	88	59	9	0	0	20	3

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STRATUM # 4

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
BLIND RIVER DISTRICT H.S.	2471	17	0	0	17	10	59	5	29	0	0	2	12
CHAPLEAU H.S.	1472	21	0	0	21	21	100	0	0	0	0	0	0
IROQUOIS FALLS S.S.	1473	29	1	0	28	28	100	0	0	0	0	0	0
IROQUOIS FALLS S.S.	2473	30	0	0	30	25	83	0	0	0	0	5	17
ROLAND MICHENER S.S.	1474	26	0	0	26	23	88	3	12	0	0	0	0
ALMAGUIN HIGHLANDS S.S.	1475	28	0	0	28	22	79	6	21	0	0	0	0
ALMAGUIN HIGHLANDS S.S.	2475	27	0	0	27	25	93	2	7	0	0	0	0
WEST ELGIN S.S.	2476	32	1	0	31	31	100	0	0	0	0	0	0
THE DISTRICT S.S. (ESSEX COUNTY)	1477	30	3	0	27	27	100	0	0	0	0	0	0
THE DISTRICT S.S. (ESSEX COUNTY)	2477	30	1	0	29	28	97	0	0	1	3	0	0
CENTRAL HURON S.S.	1478	32	1	0	31	26	84	5	16	0	0	0	0

PROJECT #141 - FINAL REPORT

STRATUM # 4

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
LAMBTON CENTRAL C. & V.I.	2479	33	1	0	32	32	100	0	0	0	0	0	0
JOHN DIEFENBAKER S.S.	1480	23	0	0	23	18	78	5	22	0	0	0	0
WEST HILL S.S.	1481	27	1	0	26	26	100	0	0	0	0	0	0
HURON PARK S.S.	2482	48	0	0	48	48	100	0	0	0	0	0	0
CENTRE WELLINGTON DISTRICT H.S.	1483	21	0	0	21	17	81	4	19	0	0	0	0
JOHN F. ROSS C. & V.I.	1484	31	0	0	31	29	94	2	6	0	0	0	0
NORWELL DISTRICT S.S.	1485	27	1	3	23	18	78	5	22	0	0	0	0
NORWELL DISTRICT S.S.	2485	26	3	1	22	22	100	0	0	0	0	0	0
CAYUGA S.S.	2486	22	0	0	22	16	73	6	27	0	0	0	0
SIMCOE COMPOSITE SCHOOL	2487	31	0	0	31	27	87	4	13	0	0	0	0
ANCASTER H. & V.S.	2488	33	1	0	32	24	75	8	25	0	0	0	0

PROJECT #141 - FINAL REPORT

STRATUM # 4

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
PARKSIDE C.I.	1489	25	1	0	24	20	84	2	8	0	0	2	8
PARKSIDE C.I.	2489	26	1	0	25	20	80	1	4	0	0	4	16
SYDENHAM H.S.	2490	29	9	0	20	19	95	1	5	0	0	0	0
CENTRE HASTINGS S.S.	1491	26	0	1	25	19	76	6	24	0	0	0	0
NORTH HASTINGS S.S.	2492	47	0	0	47	33	70	5	11	0	0	9	19
NORTH GRENVILLE DISTRICT H.S.	1493	32	0	0	32	32	100	0	0	0	0	0	0
COBOURG DISTRICT C.I.	1494	22	0	0	22	19	86	3	14	0	0	0	0
CRESTWOOD S.S.	1495	30	0	0	30	23	77	7	23	0	0	0	0
PRINCE EDWARD C.I.	1496	30	2	0	28	21	75	3	11	3	11	1	3
ECOLE SECONDAIRE DE PLANTAGENET	2497	41	4	0	37	37	100	0	0	0	0	0	0
CORNWALL C. & V.S.	2498	24	0	0	24	24	100	0	0	0	0	0	0

PROJECT #141 - FINAL REPORT

STRATUM #4

SCHOOL NAME	SCHOOL NUMBER	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
NORTH DUNDAS DISTRICT H.S.	1499	30	1	0	29	28	97	0	0	1	3	0	0
STRATUM #4 TOTALS		986	32	5	949	838	88	83	9	5	0.5	23	2.5

PROJECT #141 - FINAL REPORT

STRATUM	# OF SCHOOLS	SELECTED STUDENTS	LEFT SCHOOL	INELIGIBLE	BASE	# COMP	% COMP	# TEMP ABSENT	% T.A.	# REFUSAL	% REFUSAL	# OTHER	% OTHER
1	22	680	17	3	660	535	81	51	8	4	1	70	10
2	23	664	13	6	645	564	87	64	10	0	0	17	3
3	23	729	28	4	697	618	88	59	9	0	0	20	3
4	29	986	32	5	949	838	88	83	9	5	0.5	23	2.5
TOTALS	97	3059	90	18	2951	2555	87	257	9	9		130	4

SURVEY RESEARCH CENTRE YORK UNIVERSITY

APPENDIX II

PROJECT 141

A STUDY OF EDUCATIONAL PLANS

OF

ONTARIO HIGH SCHOOL STUDENTS

Dear Student:

You, and other students are planning for the future; and governments, colleges, and universities are preparing to help you reach your goals. There are a number of questions about the education of young people in Ontario today that we think are worth trying to answer.

How much education do you want?
What kind of education?
How do you feel about your education?
What sorts of jobs do young people want?

You can help us by answering the questions as carefully and as accurately as possible. This is not a test. All answers are a private matter concerning only yourself and the Survey Research Centre at York University.

Paul Anisef
Assistant Professor of Sociology
York University

Your name: _____

Your home address: _____

_____

Your date of birth: _____
Day Month Year

This sheet will be removed from the questionnaire on return to office. Answers are identified by code number only.

Survey Research Centre

Project 141

NOTE: Most questions are followed by a list of answers. From each list, choose the one answer that is right for you. Indicate your choice by circling the number.

Example:	Yes	No
A. Is this a test?	1	(2)
B. Do you live in Canada?	(1)	2

PART I

FUTURE PLANS

1. Which of the following statements describes best what you would like to do after graduating from high school?

Get a full-time job	01
Take at least one year off to work or travel before beginning full-time study at a university or college of applied arts and technology	02
Go directly to university	03
Go directly to college of applied arts and technology	04
Go to nursing school	05
Go into apprenticeship or go to a private commercial, business, or trade school	06
Study part-time at a university or college of applied arts and technology while working either full-time or part-time	07
Work part-time and study part-time at a university or college of applied arts and technology	08
Other (specify) _____	09
Don't know	99

2. After you graduate from high school have you ever thought seriously of staying out of school for one or two years, and then going to a college of applied arts and technology, university, or other educational institution?

No	1
I have considered this possibility, but decided against it	2
I am now considering this possibility	3

FOR OFFICE USE ONLY

To what extent have each of the following people encouraged or discouraged you to continue your education after high school?
CIRCLE ONLY ONE NUMBER FOR EACH PERSON.

Type of person	Encouraged you very much ←						→ Discouraged you very much	Don't know / Inappropriate for you
a. Mother	1	2	3	4	5	6	7	9
b. Father	1	2	3	4	5	6	7	9
c. Sisters and/or brothers	1	2	3	4	5	6	7	9
d. Other relatives	1	2	3	4	5	6	7	9
e. Friends in Universities or Colleges of Applied Arts and Technology	1	2	3	4	5	6	7	9
f. Other friends	1	2	3	4	5	6	7	9
g. Teachers	1	2	3	4	5	6	7	9
h. Guidance counsellors	1	2	3	4	5	6	7	9
i. Other (specify) _____	1	2	3	4	5	6	7	9

4. Of the people mentioned above (Q. 3) who have encouraged or discouraged you respecting your plans for future education, which of them has had the most impact on your decisions concerning future education and which has had the least.

CIRCLE ONE NUMBER UNDER "MOST IMPACT" AND ONE UNDER "LEAST IMPACT".

	Most Impact	Least Impact
a. Mother	1	1
b. Father	2	2
c. Sisters and/or brothers	3	3
d. Other relatives	4	4
e. Friends in Universities or Colleges of Applied Arts & Technology	5	5
f. Other friends	6	6
g. Teachers	7	7
h. Guidance Counsellors	8	8
i. Other (specify) _____	9	9

5. Consider the following sources of information about universities and colleges of applied arts and technology. In your opinion, how accurate is each of the following sources?

- CIRCLE ONE NUMBER BESIDE EACH SOURCE THAT YOU HAVE BEEN EXPOSED TO.
- THE GREATER THE ACCURACY OF A PARTICULAR SOURCE, THE LOWER THE NUMBER YOU CIRCLE FOR THAT SOURCE.
- IF YOU HAVE NOT BEEN EXPOSED TO A PARTICULAR SOURCE, SIMPLY CIRCLE "9".

		Totally Accurate ←						→ Totally Inaccurate	Don't know or Inappropriate for you
a.	Friends at Universities or Colleges of Applied Arts and Technology . . .	1	2	3	4	5	6	7	9
b.	Other friends	1	2	3	4	5	6	7	9
c.	University or college representatives to your school	1	2	3	4	5	6	7	9
d.	Your high school guidance department	1	2	3	4	5	6	7	9
e.	University and college of applied arts and technology calendars	1	2	3	4	5	6	7	9
f.	General post-secondary educational publications (e.g. Horizons, etc.) . .	1	2	3	4	5	6	7	9
g.	Faculty at university and/or colleges of applied arts and technology . . .	1	2	3	4	5	6	7	9
h.	Teachers at your school .	1	2	3	4	5	6	7	9
i.	Visits to campus	1	2	3	4	5	6	7	9
j.	Mass media	1	2	3	4	5	6	7	9
k.	Parents	1	2	3	4	5	6	7	9
l.	Sisters and brothers . .	1	2	3	4	5	6	7	9
m.	Other relatives	1	2	3	4	5	6	7	9
n.	Other (specify) _____	1	2	3	4	5	6	7	9

6. Assume for the moment that you are going to continue your education after high school. Below are some reasons why students want to continue their education after high school. Indicate how important each reason is to you personally if you were to go to technical school, professional school, university, college of applied arts and technology, etc. *CIRCLE ONE NUMBER BESIDE EACH REASON.*

	Reason	Very Important ←				→ Not at all Important
a.	To get a satisfying job	1	2	3	4	5
b.	To get a job with high income	1	2	3	4	5
c.	To get married	1	2	3	4	5
d.	To develop my ability to get along with different kinds of people	1	2	3	4	5
e.	To provide the opportunity for self-improvement	1	2	3	4	5
f.	To be better able to understand and appreciate ideas	1	2	3	4	5
g.	To delay making a job or career choice	1	2	3	4	5
h.	To increase my prestige or status	1	2	3	4	5
i.	Other (specify) _____	1	2	3	4	5

7. Which <u>one</u> statement <u>best</u> describes what you <u>plan</u> to do next fall (1973)?

Go on to grade 13	01
Get a full-time job	02
Take at least one year off to work or travel before beginning full-time study at a post-secondary educational institution	03
Go directly to a college of applied arts and technology	04
Go to nursing school	05
Study part-time at a college of applied arts and technology while working either full or part-time	06
Go into apprenticeship or go to a private commercial, business or trade school	07
Go directly to university	08
Other (specify) _____	09
Don't know	99

8. Which statement best describes what you plan to do in the fall of 1974?

Get a full-time job	01
Take at least one year or more off to work or travel before beginning full-time study at a post-secondary educational institution	02
Go directly to university	03
Go directly to college of applied arts and technology	04
Go to nursing school	05
Study part-time at a university or college of applied arts and technology while holding a full-time job	06
Work part-time and study part-time at a university or college of applied arts and technology	07
Other (specify) _____	08
Don't know	99

IF YOU PLAN TO GO ON TO UNIVERSITY OR COLLEGE OF APPLIED ARTS AND TECHNOLOGY ATTEND IN 1973 OR 1974, THEN ANSWER QUESTIONS 9 THROUGH TO 14.

IF YOU DO NOT PLAN TO ATTEND EITHER UNIVERSITY OR COLLEGE, GO TO QUESTION 17.

9. At what grade level did you definitely make up your mind that you wanted to attend a university or college of applied arts and technology?

Grade 6 or before	1
Grade 7	2
Grade 8	3
Grade 9	4
Grade 10	5
Grade 11	6
Grade 12	7
Other (specify) _____	8

10. (a) Where do you plan to enroll in University or College of Applied Arts and Technology in 1973 or 1974?

Ontario	1
Another province	2
Another country . . .	3
I am undecided	4

(b) Do you have some idea of the major area of study or programme you want to study at University or College of Applied Arts & Technology?

Definite idea	1
Vague notion	2
No specific idea . . .	3

→(Go to Q. 12)←

11. What major area of study or programme do you want to study at University or College of Applied Arts and Technology?

IF YOU PLAN ON ENROLLING IN A UNIVERSITY, ANSWER A; IF YOU PLAN ON ENROLLING AT A COLLEGE OF APPLIED ARTS AND TECHNOLOGY, ANSWER B.

A. University *PLEASE DESCRIBE MAJOR AREA OF STUDY OR PROGRAMME.*

B. College of Applied Arts & Technology *PLEASE DESCRIBE MAJOR AREA OF STUDY OR PROGRAMME.*

12. Do yon plan to live at home while studying at university or college of applied arts and technology?

Yes	1
No	2
Don't know	9

13. Please look at the potential financial sources listed below and tell us through what source you intend to finance the total cost (i.e., tuition, living costs and other expenses) of your first year at university or college of applied arts and technology?

	Most Important Source (Circle One)	Next Most Important Source (Circle One)
Parents	01	01
Government loans and grants	02	02
Government loans	03	03
Scholarships and/or Bursaries	04	04
Savings from summer work	05	05
Earnings from part-time work while studying at university	06	06
Loans from parents, relatives and/or friends	07	07
Personal savings	08	08
Inheritances	09	09
Other (specify) _____	10	10

14. How certain are you that you will be able to finance the first year at university or college of applies arts and technology?

Very certain	1
Fairly certain	2
Somewhat certain	3
Not certain at all	4

IF YOU PLAN TO STUDY AT A COLLEGE OF APPLIED ARTS AND TECHNOLOGY, ANSWER Q. 15.

IF YOU PLAN TO STUDY AT UNIVERSITY, SKIP TO Q. 16.

15. What is your one most important reason for deciding on going to a college of applied arts and technology? Check a second reason, if any.

	Most Important Reason	Other Reason (If any)
I prefer the kind of programme I can take there	01	01
My grades are too low to go to grade 13 and university	02	02
I don't have the proper courses or credits to get into university	03	03
It is quicker to get a good job that way	04	04
It does not cost as much as going to university	05	05
Most of my friends are going	06	06
I hope to get married	07	07
My parents think this is what I should do	08	08
My teachers think this is what I should do	09	09
To delay making a job or career choice	10	10
Other (specify) _____	11	11
Don't know	99	99

IF YOU HAVE JUST ANSWERED Q. 15, GO TO Q. 20

16. What is your one most important reason for deciding on going to a university?

ONE REASON, IF ANY.

	Most Important Reason	Other Reason (If any)
I prefer the kind of programme I can take there	1	1
Most of my friends are going	2	2
I hope to get married	3	3
My parents think this is what I should do	4	4
My teachers think this is what I should do	5	5
I need a university education for the type of job I want	6	6
To delay making a job or career choice	7	7
Other (specify) _____	8	8
Don't know	9	9

FOR THOSE WHO HAVE JUST ANSWERED Q. 16, GO TO Q. 20

17. Here are some reasons why people do not go to either a college of applied arts and technology or university. How important is each one of these to you?

CIRCLE ONE NUMBER BESIDE EACH REASON.

	REASONS	Very Important ←				→ Not at all Important
a.	I want to get a job as soon as possible	1	2	3	4	5
b.	My parents do not want me to go	1	2	3	4	5
c.	I find schoolwork boring and uninteresting	1	2	3	4	5
d.	It is expensive and my family and I cannot afford it	1	2	3	4	5
e.	I don't have the proper courses or credits to get in	1	2	3	4	5
f.	I want to get married as soon as possible	1	2	3	4	5
g.	It is expensive and I don't think it is worth the expense	1	2	3	4	5
h.	I find studying very difficult	1	2	3	4	5
i.	I intend to take further training but not at a college or university	1	2	3	4	5

18. So far we have talked about your future plans within the next two years. Is there a realistic possibility that you may be considering some form of post-secondary education some time within the next five years?

Yes 1

No → (Go to Q. 20) 2

19. When in the next five years do you think you might enrol for the first time?

One year from now (1973-1974) 1
Two years from now (1974-1975) 2
Three years from now (1975-1976) 3
Four years from now (1976-1977) 4
Five years from now (1977-1978) 5

PART II

OPINIONS ABOUT YOUR PRESENT SCHOOL AND SCHOOLWORK

20. How do you rate yourself in school ability compared with your close friends?

Well above average 1
Somewhat above average 2
Average 3
Somewhat below average 4
Well below average 5

21. How do you rate yourself in school ability compared with those in most of your classes at school?

Well above average 1
Somewhat above average 2
Average 3
Somewhat below average 4
Well below average 5

22. Where do you think you rank in your year in high school?

Well above average 1
Somewhat above average 2
Average 3
Somewhat below average 4
Well below average 5

23. Do you think you have the academic ability to graduate from a university?

Yes, definitely	1
Yes, probably	2
Not sure either way	3
Probably not	4
Definitely not	5

24. Do you think you have the academic ability to graduate from a college of applied arts and technology?

Yes, definitely	1
Yes, probably	2
Not sure either way	3
Probably not	4
Definitely not	5

25. Some jobs or careers require study beyond the bachelor degree level at university, e.g. four years or more. How likely do you think it is that you would complete advanced study of that kind?

Very likely	1
Somewhat likely	2
Not sure either way	3
Unlikely	4
Most unlikely	5

26. Forget for a moment how others grade your work. In your own opinion, how good do you think your work is?

Well above average	1
Somewhat above average	2
Average	3
Somewhat below average	4
Well below average	5

27. Think of what your real abilities to do school work are. How do you feel your marks compare with this?

I could get much better marks if I wanted to 1
I could get somewhat better marks if I wanted to 2
My marks are about right for the effort I put in 3
I must work somewhat harder than most students for the marks I get 4
I must work much harder than most students for the marks I get 5

28. What were most of your grades or marks last year? (or the last year you were in school?)

Mostly 80% and over 1
Mostly 70% - 79% 2
Mostly 60% - 69% 3
Mostly 50% - 59% 4
Mostly under 50% 5
Other (explain) _____ 6

29. What do you expect your average grades to be this year?

Mostly 80% and over 1
Mostly 70% - 79% 2
Mostly 60% - 69% 3
Mostly 50% - 59% 4
Mostly under 50% 5
Other (explain) _____ 6

PART III

INFORMATION CONCERNING YOURSELF AND YOUR FAMILY

30. What is your sex?

Male 1
Female 2

31. How many children do your parents have? *(INCLUDE YOURSELF AND ALL OF YOUR BROTHERS AND SISTERS, IF YOU HAVE ANY).*

(CIRCLE THE CORRECT NUMBER)

1 2 3 4 5 6 or more

32. Among your parents' children, are you the:

First born	1
Second born	2
Third born	3
Fourth born	4
Fifth born	5
Sixth born or born later than sixth	6

33. Are you now living with your parents?

I am now living with . . .

. . . both my mother and father	1
. . . with my mother, but not my father	2
. . . with my father, but not my mother	3
. . . with neither my mother nor my father	4

34. What language do your parents mostly speak when they are at home with the family?

	(a) Mother	(b) Father
English	1	1
French	2	2
Other (write in)		
Mother _____	3	
Father _____		3
Inappropriate	7	7

35. In what country were you and your parents born? *(CIRCLE ONE NUMBER FOR YOURSELF AND EACH PARENT).*

COUNTRY	(a) YOURSELF	(b) MOTHER	(c) FATHER
Canada	1	1	1
Other (write in)			
Self _____	2		
Mother _____		2	
Father _____			2
Don't know	9	9	9

IF YOU YOURSELF WERE BORN IN CANADA, SKIP TO Q. 37.

36. If you were not born in Canada, how old were you when you arrived in Canada?

Age (write in) _____ _ _

37. Approximately how many times have you changed your home residence in the last ten years? *(CIRCLE CORRECT ANSWER)*

0 1 2 3 4 5 6 or more

38. With what ethnic or cultural group do you identify or consider yourself part of? (e.g., Canadian, Native Indian, Italian, West Indian, French, Jewish, Chinese, etc.).

Ethnic or Cultural Group (specify) _____

Don't know 9

39. What is your religion?

Protestant 1

Roman Catholic 2

Jewish 3

No Religion 4

Other (specify) _____ 5

40. What is the highest level of formal education completed by your parents?

EDUCATION	MOTHER	FATHER
No schooling	1	1
Some Elementary schooling	2	2
Completed Elementary schooling	3	3
Some Secondary school	4	4
Completed Secondary school	5	5
Some University or College	6	6
University degree or degrees	7	7
Other (write in)		
Mother_____	8	
Father_____		8
Don't know	9	9

41. To the best of your knowledge, what was your parents' total income in the past year?

Up to $4,000	1
$ 4,001 - $ 7,000	2
$ 7,001 - $10,000	3
$11,001 - $13,000	4
$13,001 - $16,000	5
$16,001 - $19,000	6
$20,001 and over	7
Don't know	9

42. What is your father's job or occupation? If he works on more than one job, put down the one in which he spends the most time. If your father is unemployed or has retired, put down what he used to do.

BE AS SPECIFIC AS YOU CAN. TELL US NOT ONLY WHAT HE DOES BUT WHAT KIND OF PLACE HE WORKS IN. FOR INSTANCE -

- *he operates a punch press in a metal shop*
- *he delivers mail for the post office*
- *he sells insurance for a large insurance company*

(a) What does he do? *(e.g., he operates a punch press)*

_____

(b) In what sort of place does he work? *(e.g., in a metal shop)*

_____

43. Does your mother now have a job for which she is paid outside the home?

Yes, full-time job	1
Yes, part-time job	2
No, not working	3
Inappropriate	8

44. If she is working, or ever worked outside the home either part-time or full-time, please describe her job. *(BE SPECIFIC)*

(a) What does (did) she do? *(e.g., she is a keypunch operator)*

_____

(b) In what sort of place does (did) she work? *(e.g., in a bank)*

_____

Inappropriate (never worked). 9998

45. If you had your choice, what sort of job or occupation would you most like to aim for? Think about what you would like to be doing 15 or 20 years from now.

BE AS SPECIFIC AS YOU CAN IN NAMING A JOB OR OCCUPATION AND STATE IN WHAT SORT OF PLACE YOU WOULD LIKE TO WORK. FOR INSTANCE -

- teacher in elementary school - carpenter for a house builder
- secretary in a large office - owner of a small restaurant
- pilot for a major airline - economist in the government

(a) What would you like to do? *(e.g., a teacher)*

_____

(b) In what sort of place would you like to work? *(e.g., elementary school)*

_____

46. Everyone does not end up doing the job he or she likes. Considering your ability, marks, ambitions, and family finances, what job do you think you will actually end up doing?

BE AS SPECIFIC AS YOU CAN IN NAMING A JOB OR OCCUPATION AND STATE IN WHAT SORT OF PLACE YOU WOULD LIKE TO WORK.

(a) What do you expect to end up doing? *(e.g., teller)*

_____

(b) In what sort of place do you think that will be? *(e.g., bank)*

_____

PART IV

PERSONAL VALUES

47. Here are some values to which different people attach varying importance in their lives. Please tell us how much importance you attach to each one of the following values.

		Very Important ←				→ Not at all Important
a.	Developing friendships	1	2	3	4	5
b.	Involvement in work or a career. .	1	2	3	4	5
c.	Involvement in community affairs .	1	2	3	4	5
d.	Family (husband, wife and children).	1	2	3	4	5
e.	Involvement in leisure time activities and hobbies	1	2	3	4	5
f.	Developing an independent life style.	1	2	3	4	5
g.	Other (specify) _____	1	2	3	4	5

46. People think differently about things. For each of the statements listed below, please indicate whether you 'agree strongly', 'agree', 'disagree', or 'disagree strongly'.

CIRCLE ONE NUMBER BESIDE EACH STATEMENT.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
a. Making plans only brings unhappiness because plans are hard to fulfill	1	2	3	4	5
b. There is not much I can do about most of the important problems that we face today	1	2	3	4	5
c. I am interested in the TV programmes, movies and magazines that most people seem to like . . .	1	2	3	4	5
d. I am sure people think I don't have a great deal of drive. .	1	2	3	4	5
e. With things the way they are today, an intelligent person ought to think only about the present, and not worry about what is going to happen tomorrow	1	2	3	4	5
f. Becoming a success is a matter of hard work; luck has little or nothing to do with it	1	2	3	4	5
g. The secret of happiness is to have a goal in life rather than being content with what comes your way	1	2	3	4	5
h. Things have become so complicated in the world today that I really don't understand what is going on .	1	2	3	4	5
i. I would prefer a job which allowed me to apply well established procedures to one that would require me to make my own decisions	1	2	3	4	5

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
j. Sometimes I feel that I don't have enough control over the direction my life is taking	1	2	3	4	5
k. Most things worth having in life can be obtained only if a person is willing to sacrifice for some time to get them	1	2	3	4	5
l. In order to get ahead in the world today, you are almost forced to do some things which are not right . .	1	2	3	4	5
m. Most people don't realize the extent to which their lives are controlled by accidental happenings	1	2	3	4	5
n. I don't really enjoy most of the work I do, but I feel that I must do it in order to have the other things I want and need	1	2	3	4	5
o. People who are working toward long term goals instead of enjoying themselves now are making a mistake	1	2	3	4	5
p. I prefer to be paid on the basis of how much work I have done rather than how many hours I have worked .	1	2	3	4	5
q. When I make plans, I am almost certain I can make them work . . .	1	2	3	4	5
r. It doesn't really matter to me whether I become one of the best in my field	1	2	3	4	5
s. I don't feel lonely as often as most other people my age	1	2	3	4	5
t. Sometimes people say I neglect other important aspects of my life because I work so hard	1	2	3	4	5

40 a) Some students feel that their high school education helps them to prepare for the future while others believe this is not so. How do you generally feel about your high school experience? *(CIRCLE ONE RESPONSE ONLY)*

High school has been very helpful for me in preparing for the future	1
High school has been helpful for me in preparing for the future	2
High school has had no influence either way on my preparation for the future	3
High school has not been helpful for me in preparing for the future	4
High school has had a strong negative influence on me in preparing for the future	5
Other (specify) _____	6

b) Why do you feel this way about your high school education? *(PLEASE WRITE CLEARLY)*

2/75

_____

_____

_____

_____

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR CO-OPERATION