DOCUMENT RESUME

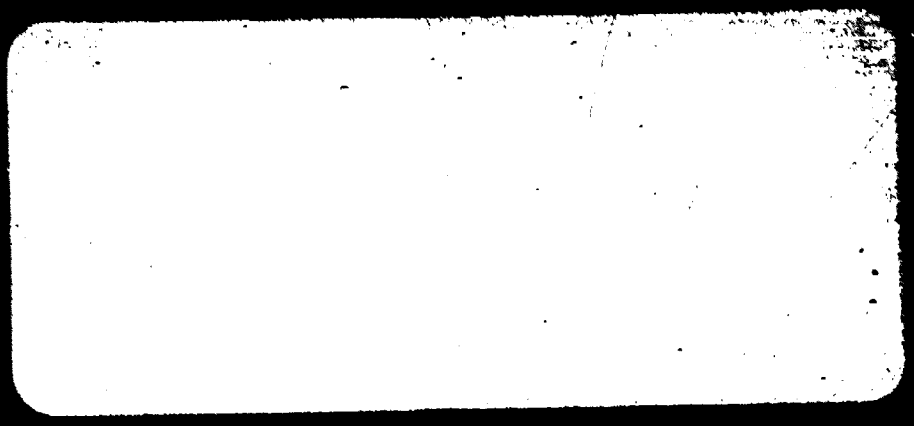
ED 180 401 HE 012 146

AUTHOR Russell, C. Neil: And Others
TITLE Post-High School Outcomes of Manitoba High School Students.
INSTITUTION Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.
PUB DATE [78]
NOTE 190p.: A joint project of the Department of Education and the Department of Labour and Manpower for the Manitoba Post-Secondary Research Reference Committee: Some light type

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Articulation (Program): *Aspiration: College Attendance: *College Students: *Followup Studies: Foreign Countries: Graduate Surveys: Higher Education: *High School Students: Occupational Surveys: Questionnaires: Seniors: Socioeconomic Status: *Vocational Followup
IDENTIFIERS *High School Seniors: Manitoba: *Outcomes (of Education)

ABSTRACT

A followup was conducted of 5,000 Manitoba, Canada, students who were part of a sample of approximately 11,000 twelfth-grade students who had been surveyed between 1971-72 and 1976-77 regarding their postsecondary aspirations and plans. Responses were obtained from about 3,000 of the 5,000 students. Data are presented on post-high school activities, grade 12 postsecondary aspirations and plans and actual outcomes, factors influencing students' post-high school decisions, socioeconomic status and post-high school outcomes, goals for attending postsecondary education, financing of postsecondary education, and labor market outcomes. Information is presented on the background of the study, the study methodology, and background characteristics of the study sample. A bibliography and sample post-high school outcomes questionnaire are included. (SW)



POST-HIGH SCHOOL OUTCOMES

OF

MANITOBA HIGH SCHOOL STUDENTS

A Joint Project of the
Department of Education
and the Department of
Labour and Manpower for
the Manitoba Post-Secondary
Research Reference Committee

ACKNOWLEDGEMENTS

The study director wishes to express his appreciation to those people who assisted in researching and preparing this report.

The contribution and co-operation of superintendents, principals and school support staff at participating schools made it possible to carry out this project. Also the students must be thanked for their co-operation in filling out the survey form.

Barry Warrack, Department of Labour and Manpower, and Larry Bremner, Department of Education were primarily responsible for the design of the survey instrument. The research efforts of Barry Warrack for his work on computer programming and preparing the various computer programs should be acknowledged.

Research assistants Rachelle Berard and Terry Juskow, and summer employees David Tait, Richard Dembo, Marilyn Rempel, Diane Kristjanson and John Manschrek should be thanked for their assistance with mailing of the questionnaire and coding of the data.

Barry Warrack was responsible for the writing of Chapter Eight on labour market outcomes.

Mr. J.E. Nykoluk, Mr. M.P. Yakimishyn, Dr. B.B. Hoffman, Dr. J. Clake, Dr. J. Lam and Ms. Thelma Lussier provided valuable criticisms of the manuscript.

Thanks are also due to Joy Moorhead, Debra Mazo ar Cathy Roberts who typed the many drafts and final manuscript.

Without the assistance and co-operation of the above people this project could not have been undertaken.

C. Neil Russell, Ed.D.
Research Branch
Department of Education

PREFACE

This report represents the completion of a series of research projects on student decision-making undertaken by the Post-Secondary Research Reference Committee (PSRRC). Since 1971 the PSRRC has conducted yearly surveys of Manitoba high school students regarding their post high school plans and aspirations. This report provides the linkage between students' plans and aspirations and actual educational and labour market outcomes.

The PSRRC was responsible for identifying information needs of common concern to the post-secondary sector and for planning and implementing research projects. Representatives from each of the province's universities and community colleges, the Universities Grants Commission, the Department of Continuing Education and Manpower (recently re-organized as the Department of Labour and Manpower) and the Department of Education comprised the committee. The committee's activities were funded by the Universities Grants Commission and the Department of Continuing Education and Manpower.

The project design was reviewed and recommended by the PSRRC and approved by the Universities Grants Commission and the Department of Education. Information from the project has been made available to institutions and agencies in the post-secondary and manpower fields to support planning in education, manpower training and career development needs of Manitoba.

J.E. Nykoluk
Director, Research Branch
Department of Labour & Manpower

M.P. Yakimishyn
Director, Research Branch
Department of Education

TABLE OF CONTENTS

LIST OF TABLES AND FIGURES

FIGURES

SUMMARY AND HIGHLIGHTS OF FINDINGS

I. Sample Size and Selection

Between 1971-72 and 1976-77 approximately 11,000 grade 12 students had been surveyed during their last year of high school with respect to their post-secondary aspirations and plans. A sample of about 5000 of these students was selected for follow-up during May - August, 1978. Responses were obtained from about 3000 of these students for a 60% response rate.

II. Post-High School Activities

(1) About 7% (195) of the students dropped out of grade 12 before graduating; the remaining 93% (2731) were high school graduates.

(2) 62% (1801) of the high school graduates entered post-secondary; an additional 2% of the high school drop-outs enrolled in post-secondary, for a 64% participation rate.

(3) Of those students who entered post-secondary, 17% (312) dropped out before completing their post-secondary education; 51% (944) were post-secondary graduates and 32% (604) were still enrolled in a post-secondary institution.

(4) Of those students who enrolled in post-secondary, 81% (1590) did so within one year of leaving high school.

(5) The largest percentage of students going on to post-secondary enrolled in the university sector, 56% (1090); an additional 21% (415) enrolled in the community colleges and 18% (433) in other types of post-secondary institutions (private business schools, nurse's training in hospitals, etc.) both within the province and in other provinces.

III. Grade 12 Post-Secondary Aspirations and Plans and Actual Outcomes

(1) Students who indicated in grade 12 that they planned to enroll in a university were more likely to carry out that decision than students with other post-secondary plans.

(2) 70% (790) of the students who indicated that they planned to enroll in a university carried out that decision; the corresponding figure for community colleges was 30% (206).

(3) A large percentage of those grade 12 students who did not indicate the type of post-secondary they would enroll in or did not plan to go, 48% (359), actually did enroll in a post-secondary institution.

(4) About one-third of those students who indicated in grade 12 that they planned to go on to post-secondary education if things worked out, i.e., adequate finances, grades, summer employment, etc., did not indicate participation in post-secondary education.

(5) The majority of the students in grade 12 who were undecided about their plans after high school do not participate in post-secondary education.

(6) Major differences exist between the number of females and males attending a post-secondary institution other than a university or community college, 81% (246) vs. 18% (55) respectively.

IV. Factors Influencing Students' Post-High School Decisions

(1) Major reasons for participating in post-secondary education were: (i) to obtain a degree, learn a trade (ii) to get a better (interesting) job and (iii) to get a general education.

(2) Major reasons for not participating in post-secondary education were: (i) students' wanted to start working (ii) they were not interested in post-secondary (iii) undecided about the future and (iv) limited finances.

(3) The largest percentages of students who indicated limited finances as the reason for not going on to post-secondary were students who in grade 12 had indicated that they would like to go to post-secondary but were unsure of finances, grades, etc., students who were undecided about their future or students who indicated they were not going on to post-secondary.

(4) Major reasons for delaying entry into post-secondary education were: (i) wanted some work experience (ii) did not have adequate finances to continue (iii) did not know what I wanted to do and (iv) earliest possible start date I could enter post-secondary. This was a very important reason for females.

(5) Major reasons for not graduating from post-secondary were: (i) did not enjoy the course (ii) too difficult to work and go to school and (iii) obtained a full-time job.

(6) Results of the study indicate that male and female students tended to carry out their father's and mother's educational expectations for post-secondary education.

(3) Whereas summer employment was the second most important source of funds for university students, government student aid was the second most important source for community college students.

(4) Government student aid is a more important source of funds for females than for males.

VII. Socioeconomic Status and Post-High School Outcomes

(1) High SES students were more likely to participate in post-secondary education than students from the medium or low SES levels.

(2) A larger percentage of high SES females than males participated in post-secondary education.

(3) High SES students tend to enroll in universities; a greater percentage of students in the low and medium SES levels went to community colleges and other post-secondary institutions in the province than high SES level students.

(4) In terms of reasons for delaying entry into post-secondary education, not having adequate finances to continue was more of a problem for low SES level males and females than for other SES level groups.

(5) Parental or other family aid was a more important source of financing post-secondary for high SES level students than for low or medium SES level students.

(6) Within SES levels, females placed more importance on parental aid than did males.

(7) While government student aid was an important source of funds for a larger percentage of low SES level than medium or high SES level students, it was a more important funding source for low SES females than low SES males.

V. Goals for Attending Post-Secondary Education

(1) Major goals for attending post-secondary were: (i) to help identify and develop your personal interests, aptitudes and talents, and (ii) to prepare for immediate employment and careers after graduation.

(2) There are few differences between the ranking of the two top goals when students are sub-grouped according to sex, type of post-secondary institution attended, and whether or not they enrolled directly in post-secondary after high school (sequential students) or waited one or more years before enrolling (non-sequential students). Differences do exist in the degree of importance the different sub-groups attach to the goals.

VI. Financing Post-Secondary Education

(1) The findings suggest that a student planning to go to post-secondary should be aware that a number of funding sources will probably be required to finance their post-secondary education career; few students in grade 12 were able to accurately identify their major sources of finances for post-secondary.

(2) Differences were found between what students indicated in grade 12 as the major sources of financing their post-secondary education and what are the actual major sources. Consistently since 1972 grade 12 students have indicated summer employment as the major source of funds. However, the most important actual source of funds as indicated by the follow-up is parental or other family aid (includes room and board at home, monetary aid).

VIII. LABOUR MARKET OUTCOMES

(1) About 65% of all respondents were satisfied with their present job.

(2) While only about 25% of non-high school and non-post-secondary graduates indicated that they were well prepared or very well for their present job, 59% of post-secondary graduates were satisfied with their preparation.

(3) The participation rate for all respondents was 55% and unemployment rate 5.6%.

(4) Mean weekly earnings of respondents ranged from $216 for high school graduates to $228 for post-secondary graduates.

(5) Persons of higher socio-economic status were more likely to be in school than those of lower SES.

(6) Mean weekly earnings for males were $70 higher than for females.

(7) Both high school and post-secondary graduates' mean weekly earnings were higher than those of non-graduates.

(8) For females, higher levels of education resulted in significantly higher mean weekly earnings.

(9) Males worked 5 or more hours per week than females.

(10) Community College graduates were more satisfied with their present job than university graduates.

(11) Graduates of institutions outside of Winnipeg had unemployment rates near the provincial average of 12% for this age group while those from institutions in Winnipeg had rates of about 5% - 6%.

(12) Those surveyed who had graduated in 1971-72 had the highest weekly earnings of $248, and the level of pay declined to $174 for the 1977-78 high school graduates.

CHAPTER I

Background to the Study

Participation rates in provincial post-secondary education declined in the early part of the seventies affecting enrollment, financial planning and capital expenditures at post-secondary institutions throughout the province. A more detailed understanding of the characteristics, intentions, plans and aspirations of grade 12 students in Manitoba was essential in order to deal with this problem. Existing forecasting methods, based mainly on a historical perspective, had proven inadequate and consequently, it was deemed desirable as well as necessary to explore alternative approaches to post-secondary enrollment forecasting.

In 1971, the Universities Grants Commission, the Department of Colleges and Universities Affairs and the Department of Education, began to assess alternative approaches for use in forecasting post-secondary enrollments. This assessment resulted in the Post-Secondary Research Reference Committee (PSRRC) (for a history of the PSRRC, see Five Year Report, 1978) which was a cooperative research committee composed of representatives of the province's universities, community colleges and various government agencies with an interest in post-secondary education. The Committee's efforts resulted in the development of a new forecasting model, Post-Secondary Demand and Enrollment Model-I (PDEM-I)*. The PDEM-I model was directed at the student's decision-making process and sought to profile and model the cross-pressures and impacts leading up to the final post-secondary decision outcome.

The PDEM-I studies spanned the three years, 1971-72 to 1973-74 and involved on-site surveys and interviews with grade 12 students focussing on their personal and life-context characteristics, aspirations, plans and motivations for post-secondary education. The specific purposes of these studies were to: (1) define the characteristics profile related to the post-secondary education aspirations and plans of Manitoba grade 12 students; (2) develop a system for forecasting the provincial demand for post-secondary education based on the findings of the characteristics profile and to forecast enrollments by institution, faculty and program of study for all post-secondary education institutions in Manitoba; and (3) to actually forecast and validate enrollments for the 1972-73, 1973-74 and 1974-75 academic years.

In 1975, a second generation enrollment forecasting model, PDEM-II was introduced. This second phase reflected a movement of the model from a university research-based effort to an in-house (government department) operational status; as well, there was a movement from a short range (one year) forecast to a medium range (three year) forecast achieved by surveying grade 10

---

*Note: For a description of the development of the PDEM-I model, see Major, 1974.

and 11 students as well as grade 12 students; the modelling process was also developed to allow for the simulation of policy decision variables and the assessment of their probable impact on post-secondary education.

Between 1971 and 1977 approximately 14,000 grade 12 students had participated in these yearly surveys. A considerable wealth of information has been developed on Manitoba's high school students - students' career plans, specific post-secondary education plans, barriers (real or potential) to their participation in post-secondary education, influencing factors on students' plans, and the impact of and level of service required for financial aid and guidance services (for reports on these studies see Russell, Warrack and Bremner, 1978; Russell, Warrack and Lo, 1977; Major and Beckman, 1974).

Previous Model Validation Effort

In terms of its primary objective of forecasting post-secondary enrollments in the province, the PDEM model has been very successful. A validation of PDEM-I model and the findings of the 1972 and 1973 grade 12 surveys was undertaken by Dr. T.S. Major for the PSRRC (Major and Beckman, 1974). The main purpose of this project was to evaluate the accuracy of the PDEM-I forecasting model which was used to predict post-secondary enrollments by institution, faculty and program in Manitoba for the 1972/73 and 1973/74 academic years. The study's main objectives as indicated by Major were as follows:

(a) to analyze whether or not the profile characteristics defined in the 1972 and 1973 surveys for "going" and "not going" student groups proved to be valid in practice;

(b) to ascertain whether or not the students' actions were consistent with their stated intentions concerning post-secondary education;

(c) to compare actual enrollments to forecast enrollments in order to assess the predictive accuracy of the forecasting model (Major, 1974).

Approximately 2200 students from the 1972 and 1973 grade 12 surveys were sampled. Results from the study indicated that the overall predictive accuracy of the forecasting model was within the plus or minus 2% limit set as a target by the Universities Grants Commission; that there were substantial deviations between the students' intentions and actions; and that the "Motivation Index" was an accurate indicator of profile characteristics based on the attendance and non-attendance at post-secondary institutions.

Three surveys of grade 12 students in the province have been undertaken using the second generation model, PDEM-II. These were in the years 1975-76 to 1977-78. There was no survey conducted in 1978-79. It was felt that this break would be a logical time to validate the new model.

Objectives of the Present Study

Considerable discussions took place between members of the PSRRC as to the objectives which the study should address. The primary purpose of the study was to validate post-high school intentions as expressed in grade 12 with actual outcomes. Furthermore, it was thought that the research should provide information as to why plans were or were not carried out, identify factors which may account for student behaviors differing from stated intentions, as well as identifying historical and current labour force status of students.

Specifically, the objectives of the study were established as:

(1) Validate students' actions as compared to their stated intentions on the high school demand studies;

(2) Identify the institution and program of studies of the persons sampled;

(3) Assess the timing and the program of studies of possible future post-secondary participation;

(4) Identify factors which may account for student behaviors differing from stated intentions;

(5) Identify historical and current labour force status of the students;

(6) Locate sources of forecasting errors which may allow for methodological adjustments in future high school demand studies.

CHAPTER II

METHODOLOGY

Sample Design

The group to be surveyed by the present study included those grade 12 students who were surveyed by the high school demand studies in the years 1971-72 to 1976-77. The total number of grade 12 students surveyed over this time period was 10,661. The total number of students selected for the sample was 5,444 (Table 1). As previously mentioned the primary purpose of the study was to validate the post-secondary outcomes of grade 12 students post-high school plans. Based on the Research Reference's Committee's desire to have a largest sample as possible of high school students who had been classified as 'going post-secondary' and 'not going post-secondary', 80% of each of these two groups were selected for the sample. For each of the other decision categories - going impacted, undecided, other plans (travel, marriage, etc.) and no plans, a 50% sample was selected.

TABLE 1

SAMPLE SIZES FOR HIGH SCHOOL DEMAND STUDIES AND OUTCOMES SURVEY BY YEAR

YEAR OF SURVEY	SURVEY SIZE FOR HIGH SCHOOL DEMAND STUDIES	OUTCOME SAMPLE SIZE
1971-72	2,511	1,335
1972-73	2,079	863
1973-74	1,631	854
1975-76	2,870	1,527
1976-77	1,570	865
Total	10,661	5,444

Selection of the Sample

A systematic random sampling procedure was used to select the sample. For each year of the surveys, lists of student identification numbers were obtained from the computer files. Each student identified was assigned to a decision group. After a random number was selected for a start, every second identification number was chosen for those in the 'going impacted', undecided, etc. categories until the sample for that year was filled; similarly, every

fifth identification number for the 'going' and 'not going' groups was dropped. The remaining names made up the sample for these two groups. Table 2 shows the final sample sizes by year and decision groups.

Schools supplied the last known address for each student selected for the survey. Addresses were received for 4,983 students. This was the final sample to which questionnaires were mailed.

Questionnaire Design

The development of the questionnaire required consultations with each of the organizations comprising the Post-Secondary Research Reference Committee. This involved meetings with the Committee as a whole and with individual committee members - Department of Education, Department of Continuing Education and Manpower, universities and community colleges, to ensure that the user's needs and the objectives of the study would be met. After these discussions a tentative list of questions was drafted. The item content of these questions reflected the objectives of the study as previously outlined and specifically, the matching of individual student outcomes with plans in grade 12 and other questions that have been asked in the high school surveys. The questions also reflected the three main streams or sub-groups into which students could be classified, i.e. (1) sequential students - students who go directly from high school to some form of post-secondary; (2) non-sequential students - students who enter post-secondary after having being out of high school one or more years; and (3) students who did not go on to post-secondary after high-school and since then have not taken any post-secondary.

A copy of the questionnaire is attached in the Appendix. Questions elicit information on what the students did directly after leaving high school, why this action was taken, the institution and program of studies attended, financing of post secondary activities, future post-secondary activities, and labour force information.

Data Collection, Processing and Analyses

Letters introducing the survey, questionnaires and postage-paid returen envelopes were mailed to the survey sample in May, 1978. A second mailing, with another letter, questionnaire and return envelope was sent out after a three-week waiting period. A total of 2,988 questionnaires were returned from a total of 4,983 mailed for a response rate of 60%. There were 2,935 questionnaires useable for the following analyses. It should be noted that a considerable number of questionnaires were returned too late to be included in the present analyses. However, a study of the characteristics of the respondents versus the non-respondents may be undertaken.

Returned questionnaires were coded by the project team. Codes were developed for the open-ended questions. Since many of the questions had been used over a period of 3 years in the high school surveys, open-end question codes developed in these surveys were used as a base for the present study. Since one of the objectives of the study was to link information given by the student in grade 12 to actual outcome information a process was developed so that this could be undertaken. An add-on sheet containing the historical information desired was developed. This data was then generated from the computer files by students' identification number. As each follow-up questionnaire was coded, the historical data sheet was coded also and attached

TABLE 2

OUTCOMES STUDY SAMPLE SIZE BY POST-SECONDARY DECISION GROUP AND YEAR OF SURVEY

	1971-72		1972-73		1973-74		1975-76		1976-77	
No Plans	-	-	21	(2%)	14	(2%)	91	(6%)	10	(1%)
Undecided	277	(21%)	114	(12%)	128	(15%)	279	(18%)	207	(23%)
Impacted	183	(14%)	201	(21%)	208	(24%)	380	(25%)	226	(25%)
Not Going	501	(39%)	141	(15%)	124	(15%)	174	(11%)	71	(8%)
Other Plans	7	(1%)	18	(2%)	34	(4%)	45	(3%)	19	(2%)
Going University	154	(12%)	259	(28%)	149	(17%)	313	(21%)	201	(23%)
Going Community College	48	(4%)	93	(10%)	45	(5%)	125	(8%)	73	(8%)
Going Other Unspecified	120	(9%)	93	(10%)	151	(18%)	109	(7%)	83	(9%)
	1290	100.00	940	100.00	853	100.00	1516	100.00	890	100.00

to the questionnaire. Questionnaires were keypunched and verified by Manitoba Data Services of the Province of Manitoba. Base SPSS computer files were set up at the University of Manitoba. Analysis of the data was then undertaken using descriptive statistics and one-way frequency distribution as well as contingency tables. The data was broken down into various sub-populations for analysis.

Limitations of the Study

(1) In the developmental years of the enrollment forecasting model (PDEM-I), 1971-72 to 1973-74, the sample of high school students surveyed was drawn largely from schools which were high participators in post-secondary education. Though the sample was broadened in the years 1975-76 to 1977-78 to include both high and low post-secondary participating schools, the population available for the present study may be over-represented with students from high participating schools.

(2) Because the primary objective of the present study was to validate the forecasting model, it was decided by the Research Reference Committee to survey a larger proportion of students who in grade 12 had been classified as "going post-secondary" or "not going post-secondary". Thus the overall sample used in the present study was over-represented by these two groups.

(3) In light of the sample limitations above, (1) and (2), the findings and conclusions from this study should not be generalized to the Manitoba grade 12 population as a whole. This is especially important in discussions concerning participation rates in post-secondary education in the province.

(4) When reviewing the findings of the post-high school labour market experiences of the sample, it is important to remember that the employment situation and related variables were taken as a function of time from year of graduation from high school, and not a function of time in the labour force.

CHAPTER III

BACKGROUND CHARACTERISTICS

As indicated in the previous chapter, the total number of useable questionnaires was 2,935. This number represents the respondents who answered all, or nearly all, of the appropriate items on the questionnaire. A description of the basic background characteristics of these respondents follows.

Sample Characteristics

Respondents by Sex

As indicated in Table 3, 56% of the respondents were female and 43% male; about 1% did not answer the questions. When comparing these figures to the total percentage enrolled in all Manitoba public schools, it was found that the female population was slightly over-represented in the sample. Between 1973-74 and 1975-76, the percentage of males and females in all public schools in the province was equal - 50%. In 1976-77 and 1977-78, there were slightly more females - 51%, than males.

TABLE 3

SEX OF RESPONDENTS

N = 2935

SEX	N	%
Male	1248	43
Female	1653	56
Not stated	34	1

Age Distribution

Approximately 28% of the respondents were 19 years of age or less. As would be expected, the largest percentage of respondents, 68%, were between the ages of 20 and 24 years (Table 4).

TABLE 4

AGE OF RESPONDENTS

N = 2935

AGE	N	%
19 or less	811	28
20 - 24	1993	68
25 and over	90	3
Not stated	41	1

Marital Status

As indicated in Table 5, the majority of the respondents, 74%, were single. Twenty-four percent were married.

TABLE 5

DISTRIBUTION OF RESPONDENTS BY MARITAL STATUS

N = 2935

MARITAL STATUS	N	%
Single	2165	74
Married	694	24
Widowed, separated divorced	38	1
Not stated	38	1

Response Rate by Year in Grade 12

Table 6 shows the original sample size, the number of responses and the response rate by the year the student was in grade 12. Of the 2935 questionnaires returned, 2932 could be identified with year in grade 12. As would be expected response rates were lower for those students who were in grade 12 in the years 1972 and 1973.

TABLE 6

SAMPLE SIZE AND RESPONSE RATES BY YEAR IN GRADE 12

N = 2935

YEAR IN GRADE 12	SAMPLE SIZE	RESPONSE RATE
1972	1290	593 (46%)
1973	919	468 (51%)
1974	839	446 (53%)
1976	1425	873 (61%)
1977	880	552 (63%)
Not stated	-	3
Total	5353	2935 (55%)

Response Rate by Decision Groups

Since the beginning of the high school surveys in 1971, grade 12 students have been sub-grouped according to (1) their stated intentions concerning post-secondary education the following year; (2) their first choice institution and (3) their future plans. This resulted in seven sub-groups:

(a) 'going university' - students planning definitely to attend a university;

(b) 'going community college' - students planning definitely to attend a community college;

(c) 'going impacted' - students wishing to attend post-secondary but whose plans could be impacted by their financial situation, academic performance and other considerations;

(d) 'undecided' - students who at the time of the survey had no definite plans regarding post-secondary education;

(e) 'not going' - students who either did not qualify for or did not plan to enter post-secondary education;

Table 7 gives the sample size and response rate by the post-high school decision group students were placed in grade 12. The over-all response rate was 55% with the lowest response coming from students who were 'not going' to post-secondary education after high school - 46%.

TABLE 7

SAMPLE SIZE AND RESPONSE RATE BY DECISION GROUPS

DECISION GROUPS	SAMPLE SIZE	RESPONSE RATE
Going University	1076	625 (58%)
Going Community College	384	225 (59%)
Going Other Unspecified	556	312 (56%)
Going Impacted	1198	653 (55%)
Undecided	1005	500 (50%)
Not Going	1011	464 (46%)
Other Plans	123	74 (60%)
Not Available	91	81 (89%)
Total	5444	2935 (55%)

Table 8 shows the response rates and sample size for the various decision groups according to the year they were in grade 12. While the response rates were generally higher in the years 1974, 1976 and 1977, the response rate in the earlier years was approximately 50%.

Respondents by Sequential/Non-Sequential Status

One of the outcomes of the high school demand surveys in Manitoba has been the development of new ways of thinking about student clientele groups. One way in which the clientele student groups in Manitoba have been subdivided is on the basis of their enrolling in a post-secondary institution within one year of graduation from high school. Students who enroll directly in a post-secondary institution from grade 12 are referred to as 'sequential students'; students

TABLE 8

SAMPLE SIZE AND RESPONSE RATE BY DECISION GROUPS AND YEAR IN GRADE 12

	SAMPLE SIZE AND RESPONSE RATE											
	1972		1973		1974		1976		1977		TOTAL	
DECISION GROUP	N	RESPONSE	N	RESPONSE	N	RESPONSE	N	RESPONSE	N	RESPONSE	N	RESP
Going University	154	81 (53%)	259	126 (49%)	149	93 (62%)	313	192 (61%)	201	133 (60%)	1076	6
Going Community College	48	28 (58%)	93	45 (48%)	45	31 (69%)	125	65 (52%)	73	56 (77%)	384	
Going Other Unspecified	120	58 (48%)	93	48 (52%)	151	78 (52%)	109	75 (69%)	83	53 (64%)	556	
Going Impacted	183	85 (46%)	201	107 (53%)	208	109 (52%)	380	223 (59%)	226	129 (57%)	1198	8
Undecided	277	120 (43%)	114	54 (47%)	128	60 (47%)	279	141 (51%)	207	125 (60%)	1005	5
Not Going	501	214 (43%)	141	62 (44%)	124	52 (42%)	174	94 (54%)	71	42 (59%)	1011	4
Not Available	7	6 (86%)	18	9 (50%)	34	19 (56%)	45	30 (67%)	19	10 (53%)	123	
	-	1	-	17	-	5	-	52	-	4	-	
TOTAL	1290	593 (46%)	919	468 (51%)	839	447 (53%)	1425	872 (61%)	880	552 (63%)	5353	2

delaying entry into post-secondary education, i.e., enrolling in a post-secondary institution after being out of high school one or more years are referred to as 'non-sequential students'.

Tables 9 and 10 which follow discuss the respondents by 'sequential' or 'non-sequential' status.

It is evident from Table 9 that the majority of those students that did go on to post-secondary did so within one year of graduation from high school. This ranged from 94% for those students who indicated in grade 12 that they definitely were going to enroll in a university to 38% for those students who said they were not planning to go on to post-secondary education. It is interesting to note that 187 students who indicated in grade 12 that they were not going to post-secondary actually did enroll in a post-secondary institution; furthermore, the largest percentage of these students began their post-secondary education after being out of high school one or more years. These 187 students represent about 18% of the 'not going' students sample. It is evident then that the 'not going' group still represents a pool of potential students, who with the right incentives, may enroll in a post-secondary institution.

TABLE 9

DECISION GROUP IN GRADE 12 BY BEGINNING POST-SECONDARY WITHIN ONE YEAR OF LEAVING HIGH SCHOOL

N = 1973

	BEGIN POST-SECONDARY WITHIN ONE YEAR OF LEAVING HIGH SCHOOL	
DECISION GROUP IN GRADE 12	YES (N = 1590)	NO (N = 383)
Going University (N = 581)	548(94%)	33(6%)
Going Community College (N = 168)	135(80%)	33(20%)
Other Plans (N = 32)	21(66%)	11(34%)
Going Impacted (N = 459)	379(83%)	80(17%)
Undecided (N = 236)	166(70%)	70(30%)
Not Going (N = 187)	71(38%)	116(62%)
Going Other Unspecified (N = 264)	233(88%)	31(12%)
Not Available (N = 46)	37(80%)	9(20%)
Total	1590(81%)	383(19%)

Table 10 displays sequential/non-sequential status of students by their year in grade 12. It is evident that of the 1,974 students who enrolled in post-secondary, the majority of them were sequential students - 81%.

TABLE 10

RESPONDENTS BY SEQUENTIAL/NON-SEQUENTIAL STATUS

AND YEAR IN GRADE 12

N = 1974

YEAR IN GRADE 12	SEQUENTIAL	NON-SEQUENTIAL
NOT STATED	(2)	-
1972	69% (313)	31% (141)
1973	78% (281)	22% (78)
1974	77% (247)	23% (73)
1976	86% (467)	14% (77)
1977	95% (280)	5% (15)
TOTAL	81% (1590)	19% (384)

When the sequential/non-sequential status of students was examined by the year they were in grade 12 and the year they started post-secondary (Table 11), it is evident that the largest majority of students who enrolled in post-secondary did so sequentially. An average of 71% of the students enrolled sequentially; this ranged from 58% in 1972 to a high of 75% in 1976. As would be expected, the majority of non-sequential students 59%, enroll in a post-secondary institution after being out of high school one year.

TABLE 11

DISTRIBUTION OF RESPONDENTS BY YEAR IN GRADE 12 AND YEAR BEGAN POST-SECONDARY

YEAR GRADUATED FROM GRADE 12	YEAR BEGAN POST-SECONDARY						
	1972	1973	1974	1975	1976	1977	1978
1972 (N = 449)	262 (58%)	82 (18%)	44 (11%)	33 (7%)	14 (3%)	11 (2%)	3 (1%)
1973 (N = 357)	—	240 (67%)	60 (17%)	30 (8%)	13 (4%)	13 (4%)	1 (1%)
1974 (N = 314)	—	—	216 (69%)	46 (15%)	26 (8%)	23 (7%)	3 (1%)
1976 (N = 540)	—	—	—	—	407 (75%)	115 (22%)	18 (3%)
1977 (N = 284)	—	—	—	—	—	255 (70%)	29 (9%)

Respondents by Type of Post-Secondary Participation

Of those students responding to the question, the largest percentage, 56%, attended a university (Table 12). Only 21% of the students enrolled in a community college. An additional 18% enrolled in a post-secondary course other than at a university or community college. Examples of these would be nurse's training at hospitals, business schools and bible schools.

TABLE 12

FREQUENCY DISTRIBUTION OF RESPONDENTS BY PARTICIPATION IN POST-SECONDARY

POST-SECONDARY PARTICIPATION	FREQUENCY N	%
Universities	1090	56
Community Colleges	415	21
Other Manitoba	304	11
Outside Manitoba	129	7
	1938	100

CHAPTER IV

POST-HIGH SCHOOL PLANS AND OUTCOMES

One of the primary objectives of this study was to ascertain whether or not students' aspirations and educational plans as stated in grade 12 were actually carried out. This chapter validates students' intentions and outcomes by comparing the type of post-secondary education indicated in grade 12 with actual type attended, specific institutions planned for and actual institution of attendance and type of institution attended by the post-secondary decision group in which the student was placed in grade 12.

Educational Outcomes

Table 13 displays the educational out-comes for the sample. Approximately 32% of the sample were high school graduates; 32% were post-secondary graduates; and 21% were still attending a post-secondary institution.

TABLE 13

SAMPLE BY EDUCATIONAL OUTCOMES

N = 2926

EDUCATIONAL OUTCOMES	N	%
High School - non-graduates	136	4%
High School - graduates	930	32%
Post-secondary education - non-graduates	312	11%
Post-secondary education - graduates	944	32%
Post-secondary education - in process	604	21%

Figure I displays the percentages of high school students in the sample who flowed through various points in the educational system and their outcomes. The percentages expressed in each of the branches are based on the base number of students at the beginning; in the case of Figure I, N = 2926. Approximately 93% of the sample graduated from high school; 64% entered post-secondary; 11% dropped out before finishing post-secondary; 32% were post-secondary education graduates; and 21% of the sample were still attending post-secondary. Of interest is the fact that of the high school drop-outs approximately 30% entered post-secondary. These students may have enrolled in a community college course that required only a grade 10 or grade 11 entrance requirements, attended a private commercial college, or enrolled in a university as a mature student.

Figure 2 and 3 display the same information for males and females. There was a consistent difference between men and women at the three main educational levels. The ratio of men to women get smaller at each successive educational level; at high school graduation the ratio of men to women was .97; upon entering post-secondary education the ratio was .95; at post-secondary graduation the ratio was .91.

FIGURE 1

PERCENTAGES OF HIGH SCHOOL STUDENTS WHO ACHIEVED VARIOUS LEVELS OF EDUCATION

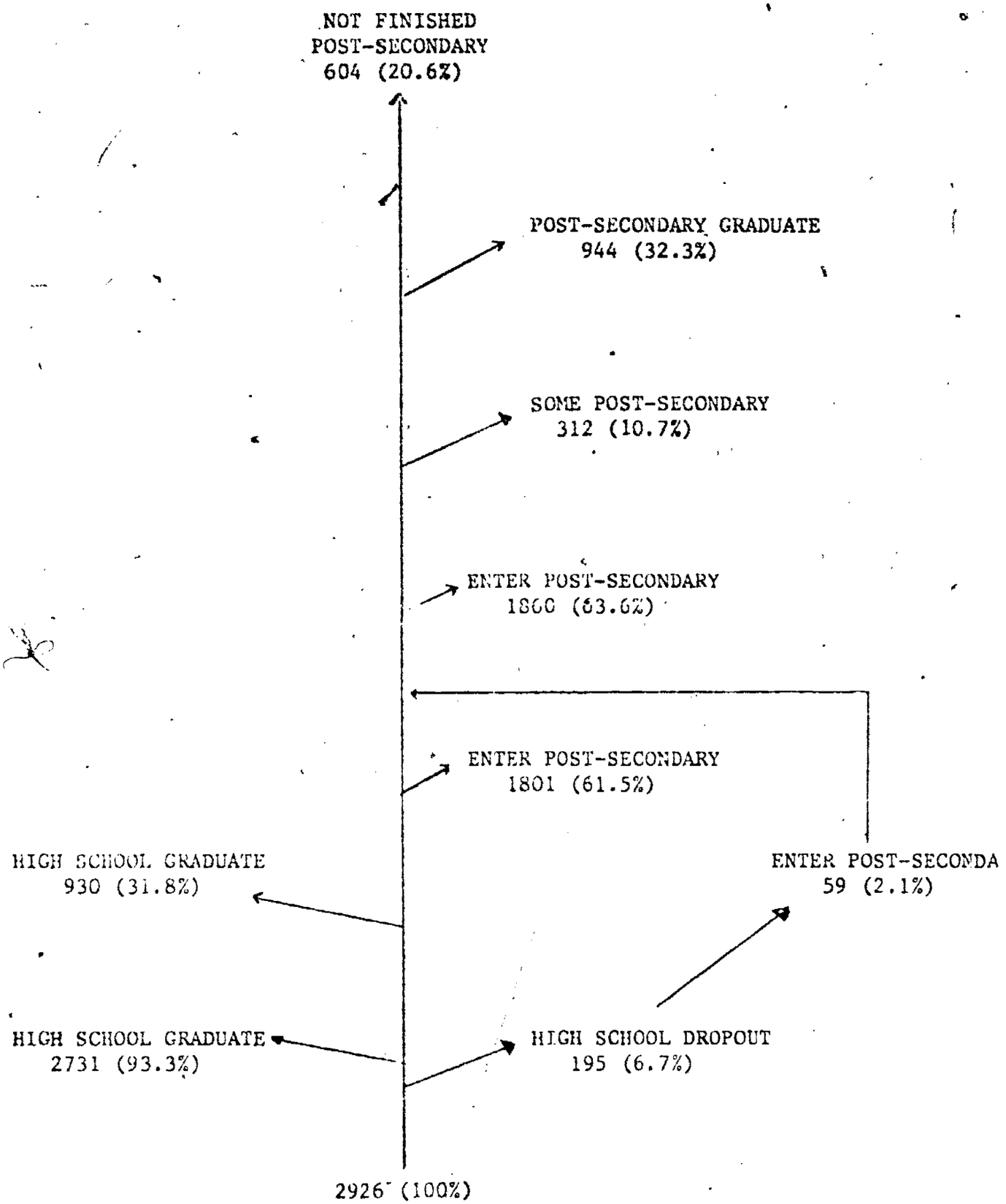


FIGURE 2

PERCENTAGES OF FEMALES WHO ACHIEVED VARIOUS LEVELS OF EDUCATION

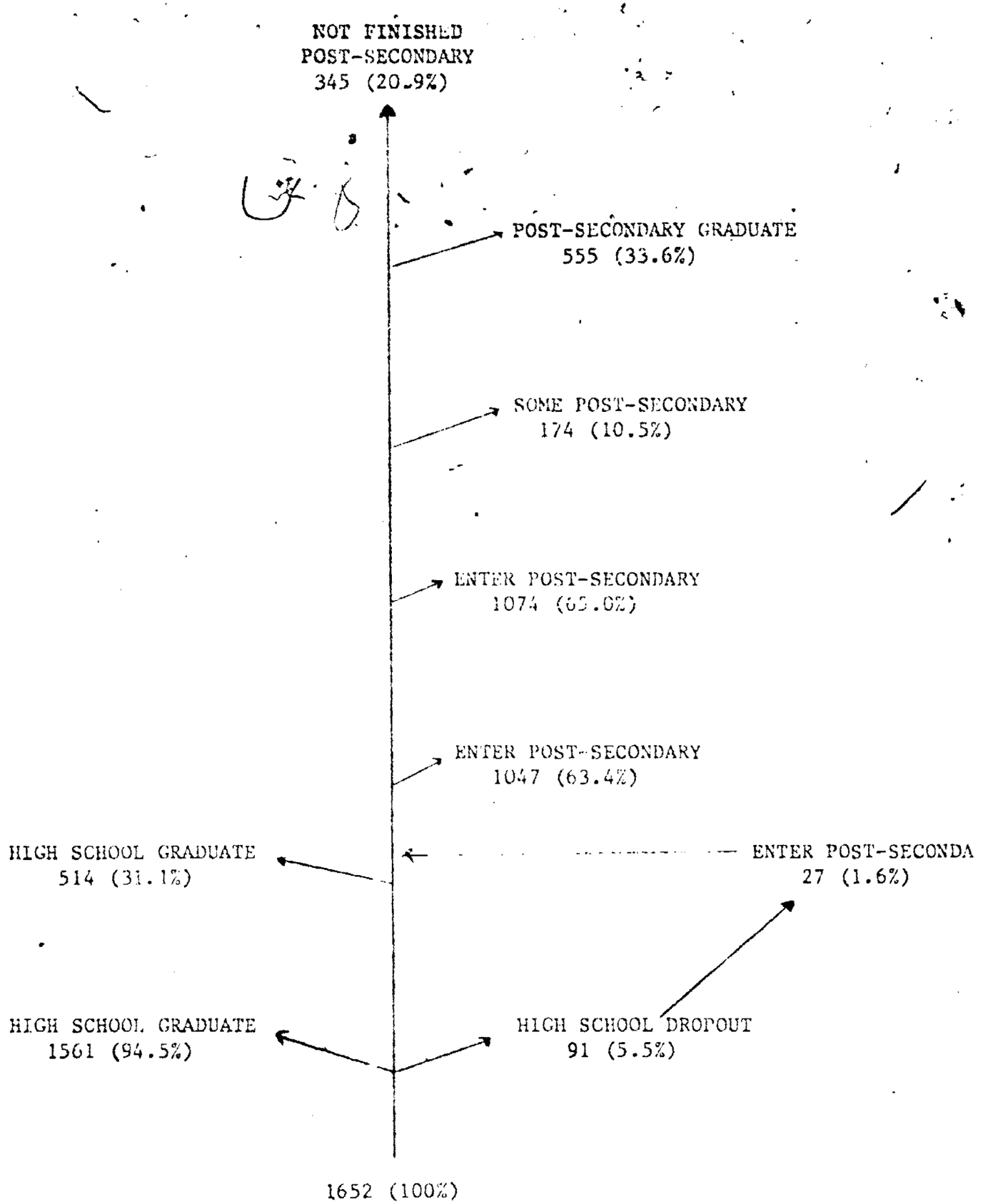
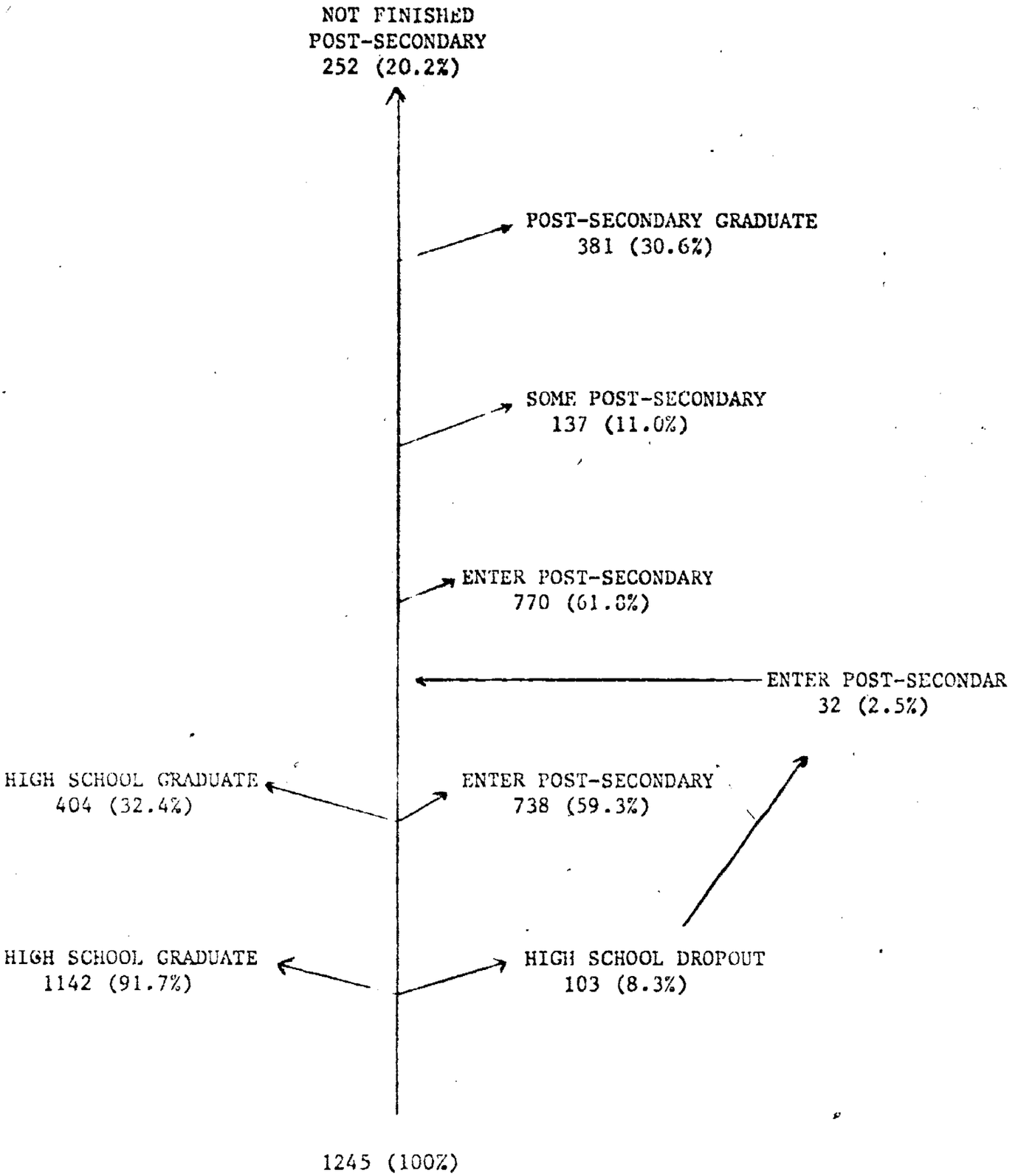


FIGURE 3

PERCENTAGES OF MALES WHO ACHIEVED VARIOUS LEVELS OF EDUCATION



Type of Post-Secondary Chosen in Grade 12 by Actual Type of Post-Secondary Attended

The students who carried out their grade 12 post-secondary decision were those who indicated that they would definitely enroll in a university (Table 14). Seventy percent of these students followed through with their plans. This is consistent with other studies based on the high school demand studies.* Furthermore, a large percentage, 48%, of students who indicated they would not go on to post-secondary education after high school actually did enroll. Again, consistent with other findings is the low percentage of students actually carrying out their plans to enroll in a community college. As previously stated this may be partly due to the difficulties of students obtaining places in community college courses.

As previously stated, students in grade 12 were grouped into seven decision categories depending upon their answers to various questions on the grade 12 questionnaire. Table 15 cross-tabulates the decision group of the students with their actual post-secondary institution of attendance. The data again illustrates the firm decision of those grade 12 students who were classified as 'going university' to carry out that decision. 93% of these students ended up in some form of post-secondary education; 83% of them at a university. And, as previous data have indicated, the decisions of those students classified as 'going community college' were not as firm, with 74% carrying out their decision to go to post-secondary but only 45% enrolling in a community college. The large potential pool of clients for post-secondary institutions is shown by the large number of 'undecided' students who do not go on to post-secondary - 54%. There may be a need to carry out more research on this group to determine what factors tip these students into a 'going' or 'not going' status. It is interesting to note that about 40% of those students classified as 'not going' ended up in a post-secondary institution, with about equal percentage going to a university, to another institution in Manitoba (business school, hospital, nurses training), or to an institution outside Manitoba. For the 'going impacted' students, about two-thirds of them must have overcome those factors which caused them to indicate that they would enroll in a post-secondary institution only if things worked out. These factors were things such as limited finances, poor grades, etc.

An indication of the firmness of a student's post-secondary decision may be observed in Table 16 . Students were asked if they had participated in post-secondary education since leaving high school; this was then classified with their decision group in grade 12. The results were similar to those expressed previously. 94% of those students who expressed a plan to go to university in grade 12 actually participated in some form of post-secondary education.

Note: See "Manitoba High School Students Post-Secondary Decisions: A Longitudinal Analysis, 1975-1978". Research Branch, Department of Education, 1979.

TABLE 14

TYPE OF POST-SECONDARY CHOSEN IN GRADE 12 BY ACTUAL POST-SECONDARY ATTENDED

N = 2935

POST-SECONDARY CHOICE IN GRADE 12	ACTUAL POST-SECONDARY ATTENDED				
	NO RESPONSE	UNIVERSITY	COMMUNITY COLLEGE	OTHER IN MANITOBA	OTHER O MANIT
No Choice/Did Not Answer (N = 748)	52% (385)	20% (147)	15% (114)	11% (81)	2% (2
University (N = 1122)	16% (184)	70% (790)	6% (64)	5% (52)	3% (3
Community College (N = 690)	48% (332)	11% (77)	30% (206)	8% (54)	3% (2
Other In Manitoba (N = 194)	22% (43)	13% (25)	9% (17)	52% (101)	4% (
Other Outside Manitoba (N = 181)	29% (53)	28% (51)	8% (14)	9% (16)	26% (

TABLE 15

GRADE 12 DECISION GROUP BY POST-SECONDARY INSTITUTION OF ATTENDANCE

GRADE 12 DECISION GROUP	POST-SECONDARY INSTITUTION OF ATTENDANCE									
	UNIVERSITY OF MANITOBA	UNIVERSITY OF WINNIPEG	BRANDON UNIVERSITY	ST. BONIFACE COLLEGE	RED RIVER COMMUNITY COLLEGE	ASSINIBOINE COLLEGE	KEEWATIN COLLEGE	OTHER MANITOBA	OTHER OUTSIDE MANITOBA	DID NOT ANSWER / DID NOT GO
Going University (N = 625)	381 (61%)	82 (13%)	47 (8%)	6 (1%)	18 (3%)	2 ( )	-	28 (4.5%)	15 (2%)	46 (7%)
Going Community College (N = 225)	23 (10%)	5 (2%)	8 (4%)	1 ( )	90 (40%)	10 (4%)	2 (1%)	20 (9 %)	7 (3%)	59 (26%)
Going Impacted (N = 653)	175 (27%)	40 (6%)	27 (4%)	4 (1%)	92 (14%)	16 (3%)	4 (1%)	59 (9 %)	31 (5%)	205 (31%)
Going Other (N = 312)	67 (22%)	14 (5%)	15 (5%)	1 ( )	35 (11%)	6 (2%)	-	80 (26 %)	37 (12%)	57 (18%)
Undecided (N = 500)	66 (13%)	20 (4%)	16 (3%)	-	52 (10%)	13 (3%)	5 ( )	47 (9 %)	16 (3%)	269 (54%)
Not Going (N = 464)	35 (8%)	16 (3%)	7 (2%)	-	43 (9%)	6 (1%)	2 ( )	58 (13 %)	15 (3%)	282 (61%)
Other Plans (N = 74)	11 (15%)	2 (3%)	1 (1%)	-	5 (7%)	2 (3%)	1 (1%)	6 (8 %)	3 (4%)	43 (58%)
Not Identified (N = 81)	15 (19%)	3 (4%)	-	4 (5%)	13 (16%)	-	-	5 (6 %)	5 (6%)	36 (44%)

TABLE 16

POST-SECONDARY DECISION GROUP IN GRADE 12 BY PARTICIPATION IN POST-SECONDARY EDUCATION

N = 2819

GRADE 12 DECISION GROUP	PARTICIPATION IN POST-SECONDARY	
	YES	NO
Going University (N = 614)	94%	6%
Going Community College (N = 224)	74%	26%
Going Impacted (N = 458)	71%	29%
Going Other (N = 261)	88%	15%
Undecided (N = 232)	47%	53%
Not Going (N = 183)	40%	60%
Other Plans (N = 73)	41%	59%

Upon examining the type of post-secondary attended according to the sex of the respondents (Table 17), it was found that slightly more females than males attend universities and community colleges. However, differences exist between the number of females attending another post-secondary institution in the province (business school, nurse's training, or hospitals, etc.) and males attending these type of post-secondary institutions - 81% versus 18%. This has implications for Manitoba's post-secondary institutions, especially the community colleges, since many of those attending a business school are taking a course that is offered in the community colleges. The long waiting lists prevalent with the one-year or less community college courses may be forcing more students to other institutions. Thus the community colleges have much more potential demand for courses than is being met; this has also been shown in the high school demand surveys where student demand for community college courses far exceeds the places available.

TABLE 17

TYPE OF POST-SECONDARY ATTENDED BY SEX

Type of Post-Secondary	Male	Female	Total
University	498(46%)	576(53%)	1090
Community College	199(48%)	215(52%)	415
Other Manitoba	55(18%)	246(81%)	304
Outside Manitoba	56(43%)	71(55%)	129

Table 18 compares the grade 12 students' planned post-secondary institution with actual institution of attendance. Grade 12 students who planned to go to the University of Manitoba were more apt to carry out that plan than any other student. The percentage of students carrying out their decision was greater for the other universities, with the exception of St. Boniface College, than for the community colleges. About one-quarter of the students who planned in grade 12 to go to Red River Community College ended up going to a university. Over one-half of the students who indicated plans to go to Assiniboine Community College actually went elsewhere; 18% went to Red River Community College and 23% to the university sector.

Post-Secondary Institution Attended by Year in Grade 12

Table 19 shows the shifts in the post-secondary institutional choices of grade 12 students over the time period 1971-72 to 1976-77. The University of Winnipeg's share has gone up from a low of 7.8% in 1971-72 to 10.6% in 1976-77. Brandon University's share has increased only slightly over the period, 0.5%. The University of Manitoba's share in 1977-78 is about the same as it was in 1971-72 after reaching a high of 44% in 1973-74. In comparison, the percentage share of the community colleges and other post-secondary institutions in Manitoba have decreased over the time period.

TABLE 18

INSTITUTIONAL CHOICE IN GRADE 12 AS COMPARED TO ACTUAL INSTITUTION OF ATTENDANCE

INSTITUTIONAL CHOICE IN GRADE 12	ACTUAL INSTITUTION OF ATTENDANCE									N
	UNIVERSITY OF MANITOBA	UNIVERSITY OF WINNIPEG	BRANDON UNIVERSITY	ST. BONIFACE COLLEGE	RED RIVER COMMUNITY COLLEGE	ASSINIBOINE COLLEGE	KEEWATIN COLLEGE	OTHERS IN MANITOBA	OTHERS OUTSIDE MANITOBA	
University of Manitoba	549 (72%)	69 (9%)	30 (4%)	3 (0.4%)	42 (6%)	1 (0.1%)	2 (0.3%)	42 (6%)	25 (3%)	763
University of Winnipeg	17 (22%)	47 (61%)	2 (3%)	1 (1 %)	8 (10%)	-	-	1 (1%)	1 (2%)	77
Brandon University	9 (11%)	7 (9%)	46 (57%)	-	3 (4%)	4 (5 %)	1 (1 %)	5 (6%)	6 (7%)	81
St. Boniface College	1 (6%)	1 (6%)	-	8 (47 %)	3 (18%)	-	-	4 (3%)	-	17
Red River Community College	48 (15%)	10 (3%)	9 (3%)	1 (0.3%)	162 (52%)	11 (4 %)	3 (0.7%)	51 (16%)	18 (6%)	313
Assiniboine Community College	5 (13%)	-	4 (10%)	-	7 (18%)	19 (48 %)	-	2 (4%)	3 (7%)	40
Keewatin Community College	-	-	-	-	2 (33%)	-	2 (33 %)	1 (17%)	1 (17%)	6
Others in Manitoba	15 (10%)	6 (4%)	1 (1%)	3 (2 %)	17 (11%)	-	-	101 (67%)	8 (5%)	151
Others outside Manitoba	28 (22%)	13 (10%)	10 (8%)	-	10 (8%)	1 (1 %)	3 (2 %)	16 (2%)	47 (37%)	128
										1575

TABLE 19

FIRST POST-SECONDARY INSTITUTION ATTENDED BY YEAR IN GRADE 12

N = 1935

POST-SECONDARY INSTITUTION	YEAR IN GRADE 12				
	1971-72 N = 448	1972-73 N = 359	1973-74 N = 313	1975-76 N = 532	1976-77 N = 283
University of Manitoba	37.3%	43.7%	44.4%	38.7%	36.0
University of Winnipeg	7.8%	8.9%	9.9%	10.2%	10.6%
Brandon University	6.9%	2.8%	6.4%	7.0%	7.4%
St. Boniface College	0.9%	0.0%	0.0%	1.7%	1.1%
Red River Community College	21.2%	21.2%	19.8%	13.3%	15.5%
Assiniboine Community College	3.3%	0.8%	2.9%	4.1%	2.1%
Keewatin Community College	0.4%	0.3%	0.0%	1.7%	0.0
Other in Manitoba	17.4%	15.6%	10.9%	16.7%	16.6%
Other outside Manitoba	4.7%	6.7%	5.8%	6.6%	10.6%

Program of Studies

Tables 20, 21 and 22 show the program of study at the universities, community colleges and other post-secondary institutions, respectively.

TABLE 20

PROGRAM OF STUDY AT FIRST UNIVERSITY ATTENDED

PROGRAM OF STUDY	N	%
University of Manitoba		
Agriculture	59	8
Architecture	18	2
Arts	170	22
Administrative Studies	95	12
Education	73	10
Engineering	44	5
Home Economics	31	4
Pharmacy	9	1
Science	153	20
Fine Arts	12	2
Dental Hygiene	12	2
Medical Rehabilitation	9	1
Music	6	1
Nursing	21	3
Physical Education	30	4
Social Work	14	2
Dentistry	-	-
Law	1	-
Medicine	11	1
	769	100
University of Winnipeg		
Arts	118	68
Education	16	9
Science	40	23
	174	100
Brandon University		
Agriculture	-	-
Arts	34	29
Education	32	27
Science	29	25
Music	14	12
General Studies	9	7
	118	100
St. Boniface College		
Bilingual Secretary	7	47
B.A. (Honors)	3	20
B.A. (Major-Minor)	4	27
B.Sc. (Major)	1	6
	15	100

TABLE 21

PROGRAM OF STUDY AT FIRST COMMUNITY COLLEGE ATTENDED

PROGRAM OF STUDY	N	%
RED RIVER COMMUNITY COLLEGE		
TWO YEAR PROGRAMS		
- Health Science	22	6.4
- Chemical Technology Group	12	3.5
- Civil Technology Group	15	4.4
- Electrical-Electronic Group	36	10.5
- Teacher Education	8	2.3
- Applied Arts and Business	85	24.7
ONE-YEAR OR LESS PROGRAMS		
- Health Science	37	10.8
- Applied Arts and Business (Gr. 12 equiv.)	5	1.5
- Applied Arts and Business (Gr. 11 equiv.)	59	17.2
- Teacher Education	6	1.7
- Auto/Diesel	15	4.4
- Construction	13	3.8
- Drafting	4	1.2
- Industrial Electrical	8	2.2
- Metals	8	2.2
- Industrial Electronics	11	3.2
Total	344	100.0
ASSINIBOINE COMMUNITY COLLEGE		
- Administrative Studies	14	26.4
- Business Education Skills	14	26.4
- Construction and Drafting	4	7.5
- Consumer Services	2	3.8
- Electrical	5	9.4
- Mechanical	7	13.2
- Social Services	7	13.2
Total	53	100.0
KEEWATIN COMMUNITY COLLEGE		
- Applied Studies	5	41.7
- Trades and Technology	7	58.3
Total	12	100.0
TOTAL	409	100

TABLE 22

PROGRAM OF STUDIES AT OTHER POST-SECONDARY INSTITUTIONS

INSTITUTIONS	N	%
Other Institutions Within Manitoba		
Nurses training in hospitals	133	45
Commercial Colleges	77	26
Bible College	56	19
Accounting (CA, RIA, HC)	11	4
Other	17	6
	294	100
Other Institutions Outside Manitoba		
Journalism	6	5
Forestry	2	2
Veterinairian	8	7
RCMP/Armed Forces	1	1
Bible College	18	14
Arts	15	12
Law	1	1
Engineering	3	2
Science	7	5
Medicine	8	6
Administrative Studies	3	2
Education	2	2
Architecture	3	2
Physical Education	7	5
Other	44	34
	128	100

CHAPTER V

FACTORS INFLUENCING POST-SECONDARY ATTENDANCE

This chapter discusses factors influencing the students' post-secondary decision, their reasons for selecting their program of studies and future post-secondary plans. Data are cross-tabulated by sex, post-secondary decision group in grade 12, and academic level.

Reasons for Leaving High School Before Graduation

Of the 2935 respondents, 93% (2731) graduated from high school; 195 students (7%) indicated they did not graduate from high school; and 9 respondents did not answer the question.

One hundred and eighty of these high school 'step-outs' indicated reasons for not graduating from high school. The major reason given by 35% (64) of these students was that they had only one subject to pick up. It is possible that these students could have graduated in the previous year. 20% of the respondents indicated that they started working before they graduated from high school.

Reasons by Sex

More males than females left high school before graduation (Table 23). While females indicated the main reason for leaving high school was that they only had one subject to pick up, males stated two reasons as important -- to pick up one subject and also because they started working.

TABLE 23

MAJOR REASONS FOR LEAVING HIGH SCHOOL BEFORE GRADUATING FROM GRADE 12 BY SEX

N = 179

REASONS	MALE (N = 95) %	FEMALE (N = 84) %
Only had one subject to complete	30	42
Lack of interest	18	13
To go to a different institution	5	5
To start working	26	13
Failed	6	7

Reasons by Academic Ability

The indicator of academic ability used for this study was the student's academic average as reported on the grade 12 survey. Differences in reporting students' averages existed between the 1971-72 survey and subsequent years. Thus, where data are reported on academic ability, two sets of tables are shown, one for the 1971-72 survey and one for the surveys conducted in the years 1972-73 to 1976-77.

Only 28 students were identified from the 1971-72 survey as having left school before graduation. 75% of these were in the third and fourth quarter of academic ability. Data for this group are shown in Table 24.

TABLE 24

MAJOR REASONS FOR LEAVING HIGH SCHOOL BEFORE

GRADUATION FOR 1972 RESPONDENTS

REASONS	ACADEMIC ABILITY			
	1st QUARTER (N = 2)	2nd QUARTER (N = 5)	3rd QUARTER (N = 15)	4th QUARTER (N = 6)
Only had one subject to pick up	50%	60%	60%	33%
Lack of interest	-	-	7%	17%
To go to a different institution	-	-	13%	17%
To start working	50%	40%	-	17%
Failed	-	-	7%	-
Other	-	-	13%	17%

Table 25 reports the data for the 1972-73 to 1976-77 respondents. Few students in the high academic ability group (reported grades of A) left school before graduation. The majority of students who did leave reported grades in the medium academic ability group (reported grades of B or C). Major reasons for leaving high school before graduation were 'only one subject to pick up' and 'to start working'.

TABLE 25

MAJOR REASONS FOR LEAVING HIGH SCHOOL BEFORE GRADUATION

BY ACADEMIC ABILITY FOR 1973 TO 1977 RESPONDENTS

REASONS	ACADEMIC ABILITY		
	HIGH (N = 12)	MEDIUM (N = 99)	LOW (N = 26)
Only had one subject to pick up	33%(4)	31%(31)	27%(7)
Lack of interest	8%(1)	16%(16)	19%(5)
To go to a different institution	-	4%(4)	8%(2)
To start working	25%(3)	22%(22)	12%(3)
Failed	-	7%(7)	15%(4)
Other	33%(4)	18%(18)	19%(5)

Note: High Academic Ability = A grades
Medium Academic Ability = B and C grades
Low Academic Ability = D and E grades

Reasons for Participating in Post-Secondary Education

Males and females give the same reasons for taking a post-secondary education (Table 26). Most females - 33%, indicated they wanted to obtain a degree or learn a trade as a major reason for participating in post-secondary; for males, 30% of them indicated they wanted to get a general education.

TABLE 26

FIRST REASONS FOR TAKING POST-SECONDARY EDUCATION BY SEX

REASONS	MALE (N = 789) %	FEMALE (N = 1098) %
To obtain a degree, learn a trade	29	33
To get a better (interesting) job	27	26
To get a general education	30	27
To have financial independence	1	1
Personal enrichment, self-fulfillment	10	10
No other plans	2	2
Did not want to work	0.5	0.5
Parent wanted me	1	0.5
College athletics	0.5	0

When students are classified by academic ability, the same three reasons emerge as being important for attending post-secondary education (Tables 27 and 28). All ability groups indicate a desire to obtain a degree or learn a trade as the major reason for taking post-secondary education. A higher percentage of the low ability groups than high ability groups for the years 1972-73 to 1976-77 saw getting a general education as a major reason for attending post-secondary. Except for the 1972 respondents, high ability groups saw post-secondary education as a means to get a better job.

TABLE 27

MAJOR REASONS FOR TAKING POST-SECONDARY EDUCATION BY ACADEMIC ABILITY FOR 1972 RESPONDENTS

REASONS	ACADEMIC ABILITY			
	1st QUARTER (N = 104)	2nd QUARTER (N = 160)	3rd QUARTER (N = 108)	4th QUARTER (N = 24)
To obtain a degree, learn a trade	34%	29%	31%	33%
To get a better (interesting) job	26%	30%	32%	38%
To get a general education	26%	26%	26%	21%
To have financial independence	-	-	1%	-
Personal enrichment, self-fulfillment	10%	13%	8%	8%
No other plans	2%	1%	1%	-
Parents wanted me	3%	1%	-	-
College athletics	-	1%	1%	-

TABLE 28

MAJOR REASONS FOR TAKING POST-SECONDARY EDUCATION BY ACADEMIC ABILITY FOR 1973 TO 1977 RESPONDENTS

	ACADEMIC ABILITY		
	HIGH (N = 485)	MEDIUM (N = 892)	LOW (N = 33)
To obtain a degree, learn a trade	33%	32%	33%
To get a better, (interesting) job	27%	23%	18%
To get a general education	27%	29%	39%
To have financial independence	1%	2%	6%
Personal enrichment, self-fulfillment	10%	10%	3%
No other plans	1%	2%	-
Did not want to work	1%	1%	-
Parents wanted me	-	1%	-
College athletics	-	-	-

Note: High Academic Ability = A grades
Medium Academic Ability = B and C grades
Low Academic Ability = D and E grades

Major Reasons for not Participating in Post-Secondary Education

Tables 29, 30 and 31 give the major reasons for not participating in post-secondary education by sex and academic ability.

A larger percentage of males, 47%, than females, 39%, indicated that they did not go on to post-secondary because they had started working. Other reasons given for not participating in post-secondary after high school were not interested in post-secondary education, undecided as to what to do and limited finances (Table 29).

TABLE 29

MAJOR REASONS FOR NOT PARTICIPATING IN POST-SECONDARY

EDUCATION BY SEX

N = 902

REASONS	MALE (N = 398)	FEMALE (N = 504)
Started working	47%	39%
Not interested in post-secondary education	14%	17%
Limited finances	13%	12%
Undecided as to what to do	13%	14%
Lacking major subject	10%	8%
Other*	3%	10%

*Other reasons were parents discouraged it, needed at home, travel and marriage.

Table 30 gives the responses for the 1972 respondents. The small number of respondents in each of the ability quarters should be noted. 1973 and 1977 respondents are given in Table 31. All three ability groups indicated the reason they did not go on to post-secondary education was that they started working, though there are a greater percentage of the high and medium ability groups than the low ability groups. A larger percentage of high ability students, 20%, indicated that they were not interested in post-secondary education. Low ability students indicated that they were undecided as what to do and limited finances as reasons for not going on to post-secondary education.

TABLE 30

MAJOR REASONS FOR NOT TAKING POST-SECONDARY EDUCATION BY

ACADEMIC ABILITY FOR 1972 RESPONDENTS

REASONS	ACADEMIC ABILITY			
	1st QUARTER (N = 8)	2nd QUARTER (N = 26)	3rd QUARTER (N = 46)	4th QUART (N = 16
Limited finances	-	8%	11%	6%
Got married	-	12%	7%	6%
Undecided as to what to do	13%	19%	9%	6%
Started work	50%	35%	52%	38%
Not interested in post-secondary education	38%	12%	15%	31%
Other*	-	16%	7%	13%

*'Other' includes responses such as course full, not accepted into course, parents discouraged post-secondary, lacked major subject, etc.

TABLE 31

MAJOR REASONS FOR NOT TAKING POST-SECONDARY EDUCATION

BY ACADEMIC ABILITY FOR 1973 TO 1977 RESPONDENTS

REASONS	ACADEMIC ABILITY		
	HIGH (N = 90)	MEDIUM (N = 597)	LOW (N = 52)
Limited finances	17%	12%	19%
Got married	4%	6%	-
Undecided as to what to do	12%	14%	21%
Started work	41%	42%	35%
Travel	3%	1%	2%
Not interested in post-secondary education	20%	14%	13%
Lacked major subject	2%	10%	10%

Reasons for not Participating in Post-Secondary by Grade 12 Decision Group

Students in grade 12 were classified into one of seven sub-groups based on their plans after high school. Table 32 relates the major reasons for not going on to post-secondary education given by the respondents in the follow-up study by the decision group they were assigned to in grade 12.

The overall major reason why students did not go on to post-secondary education is that they started working. Of those students indicating this reason, the largest percentage, 32%, came from the 'not going' group; a considerable percentage, 28% and 22% of the students were classifed as 'undecided' about their future plans and 'going impacted', respectively.

Forty-two percent and 30% respectively of the 'not going' and 'undecided' students were not interested in going on to post-secondary. The largest percentage, 43%, of those students who said they did not go on to post-secondary because they were undecided about what to do had been classified as 'undecided' about their post-high school plans in grade 12.

Limited finances was the major reason given by 27% of each of the 'undecided' and 'no going' groups and 24% of the 'going impacted' groups.

TABLE 32

MAJOR REASONS FOR NOT PARTICIPATING IN POST-SECONDARY EDUCATION BY MAJOR DECISION GROUP IN GRADE 12

MAJOR REASONS	DECISION GROUPS						
	GOING UNIVERSITY	GOING COMMUNITY COLLEGE	GOING OTHER	GOING IMPACTED	UNDECIDED	NOT GOING	OT PL
Started Work (N = 370)	3% (11)	5% (20)	6% (22)	22% (81)	28% (102)	32% (117)	5%
Not Interested in Post-Secondary (N = 135)	2% (2)	6% (8)	4% (6)	11% (15)	30% (40)	42% (57)	5%
Undecided about Future (N = 120)	6% (7)	5% (6)	2% (2)	22% (26)	43% (51)	21% (25)	3%
Limited F nances (N = 113	7% (8)	5% (6)	6% (7)	24% (27)	27% (30)	27% (30)	4%
Other Reasons* (N = 75)	11% (8)	13% (10)	11% (8)	23% (17)	21% (16)	13% (10)	8%
Marriage (N = 47)	-	6% (3)	2% (1)	23% (11)	19% (9)	47% (22)	2%

*Other reasons included lacking major subject, course full, not accepted into course, etc.

Reasons for Selecting Program of Study

Students were asked to state their reasons for enrolling in their program of study (Table 33). Three reasons emerged as major reasons. Both males and females enrolled in their program of study because it was challenging and interesting. Whereas more females than males desired skills and training in the area of study, more males than females selected their program of study because of the opportunities it presented for good jobs upon graduation.

TABLE 33

MAJOR REASONS FOR SELECTING PROGRAM OF STUDY BY SEX

REASONS	MALE (N = 788)	FEMALE (N = 1082)
Challenging and interesting program	62%	63%
Opportunities for good job with high pay upon graduation	17%	10%
Desired skills and training in this area	14%	21%
Other*	7%	6%

*Other reasons include opportunity to select a field of study allowing for employment in home community, recommended by parents/friends, restrictions on entrance to other programs, never seriously considered another, guidance/career counselor advised program, prepare for professional faculty.

Reasons for Delaying Entry into Post-Secondary

Four reasons were most often cited by the respondents as to why they delayed their entry into post-secondary education (Table 34). Of these four reasons a larger percentage of males than females indicated that they delayed their entry into post-secondary because they wanted some work experience and they did not have adequate finances to continue. More females than males appeared to be undecided about their future; they wanted a break from school to think about their plans. A major difference exists between males and females on the following reason - of those indicating that they delayed their entry into post-secondary because it was the earliest possible start date, 60% were females. This may be a reflection of the desire to these females to enroll in community college courses which have long wait lists due to high demand and few available places for sequential students.

TABLE 34

REASONS FOR DELAYING POST-SECONDARY EDUCATION BY SEX

REASONS	MALE (N = 185)	FEMALE (N = 195)
Did not know I wanted to do (N = 87)	47%	53%
Wanted some work experience (N = 81)	53%	47%
Did not have adequate finances to continue (N = 79)	53%	47%
Earliest possible start date (N = 67)	39%	61%

Future Plans for Post-Secondary Education

Thirty-four percent, (997), of the respondents indicated that they do not plan to complete any additional degrees, diplomas or certificates in the future. Of these, 61% were females (Table 35).

Of those indicating that they were planning post-secondary education in the future, completion of a community certificate was first choice for 476 of them. More females, 62% than males, 35%, planned to complete a university undergraduate degree. Slightly more males, 51%, than females planned to complete a post-secondary degree.

TABLE 35

FUTURE PLANS FOR ADDITIONAL POST-SECONDARY EDUCATION BY SEX

TYPE OF POST-SECONDARY ACTIVITY	MALE	FEMALE
No intention to complete any additional degree, diploma or certificate	39% (389)	61% (606)
Community College Certificate	49% (234)	51% (242)
Community College Diploma	46% (73)	54% (85)
University Diploma/Certificate	38% (23)	62% (38)
Undergraduate Degree	35% (126)	65% (230)
Post-Graduate Degree	51% (140)	49% (139)
Other	47% (63)	53% (71)

Reasons for not Graduating from Post-Secondary

Eleven percent (318) of the respondents replied to the question "why did you not graduate from post-secondary." The three major reasons given for not graduating were (1) did not enjoy the course; (2) too difficult to work and go to school; and (3) got a full-time permanent job (Table 36).

TABLE 36

MAJOR REASONS FOR NOT GRADUATING FROM POST-SECONDARY BY SEX

REASONS	MALE (N = 139)	FEMALE (N = 176)
Did not enjoy the course	35%	30%
Too difficult to work and go to school	24%	26%
Got a full-time permanent job	13%	14%
Failed	9%	11%
Financial problems	10%	9%
Other*	9%	10%

*Other reasons include illness, wanted money to buy things, and personal reasons.

Post-Secondary Goals

Students were given nine goal statements concerning post-secondary education and were asked to indicate the importance they attached to each goal when they began their post-secondary education. A five point Likert-type scale ranging from not important to very important was used.

In Table 37 goals were ranked in importance by those students who participated in post-secondary education. The goal which had the largest percentage of students indicating it as very important one was 'to prepare for immediate employment and career after graduation'; 49% of the respondents indicated this as very important. If 'quite important' responses were combined with 'very important' responses, 68% of the students responding would rank this as the most important goal. This was followed by 'development of critical, intellectual and problem solving skills' - 25%, and 'identification and development of personal interests . . .' - 39%. Goals receiving the lowest rating were 'development of skills for leadership in community affairs' and 'preparation for participation in social . . . life'.

It should be noted that the responses for the above include all students who went on to post-secondary after high school. Differences emerge when different sub-groups are investigated. When the data are grouped by sex (Table 38) females rank 'identification and development of personal interest . . .' as the most important goal while males rank 'preparation for immediate employment . . .' as first. These two goals are reversed in terms of second most important goals. A difference also exists between males and females in the degree of importance they attach to each of the goals. While approximately 73% of the females view the two top goals as 'quite' or 'very important', only about 60% of the males attach the same degree of importance to their two top goals. In other words a considerable number of males feel the two top goals are less than 'quite' or 'very important'.

Differences also exist when the respondents are grouped according to the type of post-secondary institution attended (Table 39). Respondents who attended a university, another type of post-secondary institution in Manitoba (private business school, etc.), or post-secondary institutions outside the province agree on the ranking of the top two goals; respondents attending a community college differ.

Those who attended communi y college indicated that the major goal of attending post-secondary was 'to prepare for immediate employment and careers after graduation' - 84%. All other sub-groups ranked this second and the percentage indicating 'quite' or 'very important' was considerably less - 58% to 67%. For the other groups, 'identification and development of personal interests . . .' was the major goal; the percentage of students indicating this goal as 'quite' or 'very important' ranged from 67% to 75%. Of second importance for attending post-secondary for university and the 'other' groups was 'preparation for immediate employment and careers after graduation'. It is interesting to note that the percentage of students ranking this second goal as 'quite' or 'very important' was not much different than the percentage accorded the first goal for students attending a university or another post-secondary institution in Manitoba.

The post-secondary goals data was also grouped according to whether students attended post-secondary directly after high school (sequential status) or stayed out of school one or more years after high school before going on to post-secondary (non-sequential status) (Table 40).

Both sequential and non-sequential students indicated the same two goals most often as the main goals for attending post-secondary education. The first ranked goal was 'to help identify and develop your personal interests, aptitudes and talents' followed up 'to prepare for immediate employment and careers after graduation.'

TABLE 37

GOALS FOR ATTENDING A POST-SECONDARY INSTITUTION BY PARTICIPATION IN POST-SECONDARY

GOALS	QUITE IMPORTANT	VERY IMPORTANT
To acquire a general well-rounded education (N = 1949)	25% (487)	25% (481)
To develop critical intellectual skills for problem solving and learning (N = 1943)	26% (499)	25% (490)
To help identify and develop your personal interest, aptitudes and talents (N = 1949)	29% (573)	39% (767)
To discover your vocational interests (N = 1938)	24% (468)	25% (449)
To prepare for immediate employment and careers after graduation (N = 1946)	19% (368)	49% (957)
To meet academic requirements for future entry into a professional faculty (eg. law, medicine) (N = 1933)	9% (176)	20% (380)
To develop skills for leadership in community affairs (N = 1939)	12% (228)	7% (129)
To prepare for participation in social, political, or cultural life (N = 1941)	14% (278)	8% (158)
To develop a better understanding of society and society's institutions, history, values, expectations (N = 1938)	16% (318)	13% (261)

Note: Percentage figures refer to those indicating a goal as being "quite" or "very important" on a 5 point scale. Other responses were "not important, somewhat important and important."

TABLE 38

GOALS FOR ATTENDING A POST-SECONDARY INSTITUTION BY SEX

GOALS	MALE*	FEMALE*
To acquire a general well-rounded education (N = 1928)	45%	53%
To develop critical intellectual skills for problem solving and learning (N = 1922)	55%	58%
To help identify and develop your personal interests, aptitudes and talents (N = 1928)	63%	73%
To discover your vocational interests (N = 1917)	40%	50%
To prepare for immediate employment and careers after graduation (N = 1925)	64%	71%
To meet academic requirements for future entry into a professional faculty (eg. law, medicine) (N = 1912)	28%	29%
To develop skills for leadership in community affairs (N = 1918)	14%	22%
To prepare for participation in social, political or cultural life (N = 1920)	18%	25%
To develop a better understanding of society and society's institutions, history, values, expectations (N = 1917)	24%	34%

*Percentage figures refer to those indicating a goal as being "quite" or "very important" on a five point scale.

TABLE 39

GOALS FOR ATTENDING A POST-SECONDARY INSTITUTION BY TYPE OF INSTITUTION

GOALS	UNIVERSITITES	COMMUNITY COLLEGES	OTHER IN MANITOBA	OTHER OUTSIDE MANITOBA
To acquire a general well-rounded education	54%	44%	41%	47%
To develop critical intellectual skills for problem solving and learning	52%	51%	50%	44%
To help identify and develop your personal interest, aptitudes and talents	69%	67%	68%	75%
To discover your vocational interests	47%	51%	42%	52%
To prepare for immediate employment and careers after graduation	64%	84%	67%	58%
To meet academic requirements for future entry into a professional faculty (eg. law, medicine)	33%	21%	24%	27%
To develop skills for leadership in community affairs	20%	11%	19%	29%
To prepare for participation in social, political or cultural life	25%	14%	21%	29%
To develop a better understanding of society and society's institutions, history, values, expectations	34%	19%	30%	35%

**Percentage figures refer to those indicating a goal as being "quite" or "very important" on a full point scale. Other responses were "not important", "somewhat important" and "important".

TABLE 40

GOAL FOR ATTENDING A POST-SECONDARY INSTITUTION BY

SEQUENTIAL/NON-SEQUENTIAL STATUS

GOALS	SEQUENTIAL (N = 1590)	NON-SEQUENTIAL (N = 384)
To acquire a general well-rounded education	51% (805)	41% (158)
To develop critical intellectual skills for problem solving and learning	51% (811)	45% (172)
To help identify and develop your personal interests, aptitudes and talents	68% (1078)	66% (253)
To discover your vocational interests	47% (748)	43% (163)
To prepare for immediate employment and careers after graduation	67% (1069)	65% (248)
To meet academic requirements for future entry into a professional faculty (eg. law, medicine)	29% (465)	23% (88)
To develop skills for leadership in community affairs	19% (299)	14% (54)
To prepare for participation in social, political or cultural life	23% (368)	17% (67)
To develop a better understanding of society and society's institutions, history, values, expectations	31% (487)	23% (87)

*Percentage figures refer to those indicating a goal as being "quite" or "very important" on a five point scale. Other responses were "not important", "somewhat important" and "important".

Parental Educational Expectations Compared to Actual Educational Participation

Table 41 compares the level of education the students' father expected him/her to complete with the actual participation of the student in post-secondary education. Table 41 indicates that students tended to carry out their father's expectations. For those students who did participate in some form of post-secondary education, 71% had fathers who expected them to complete some level of education higher than a complete high school. Little differences were evident between males and females in terms of the level of education fathers expected their sons or daughters to complete. Results were similar for those students who did not go on to post-secondary. 67% of the males and 74% of the females who did not participate in post-secondary had fathers who expected them to complete high school or less. Conversely, 33% of the males and 20% of the females had fathers who expected them to go on to post-secondary but who did not carry out their expectations.

Similar results occur when mothers' expectations are compared to actual post-secondary participation (Table 42). 76% of the males and 72% of the females who participated in some form of post-secondary had mothers who expected them to complete a level of education higher than high school. 52% of the males who enrolled in community college or an undergraduate program at a university had mothers who expected this educational achievement; the corresponding percentage for females was slightly lower - 48%.

Table 43 compares the father's expected level of educational achievement by his child and the type of post-secondary institution attended for those respondents who indicated that they had participated in post-secondary education after high school. Overall, the data confirms the high percentage of students carrying out their father's educational expectations for them.

Of the 1810 students participating in post-secondary education, 29% of them indicated that their fathers had expected them to only complete high school or less. The majority of these students enrolled in a university or community college. Of interest is the large percentage, 47%, of students whose fathers expected them to go to a technical-vocational school and who actually did participate in other post-secondary. The 'other post-secondary' would be private technical and business schools, nurses' training in hospitals, etc. Similarly, 62% of those students whose father wanted them to attend a community college did so.

The importance of the influence that father's have on a student's post-secondary decision is especially evident for those students participating in a university at a Bachelor's or higher level. 921 students indicated that their fathers expected them to complete a Bachelor's or higher degree; 76% of these students carried out or were carrying out their father's expectations at the Bachelor's level.

Table 43 also compares fathers' educational expectations with the type of post-secondary attended by sex. For males entering a university, a higher percentage of them had fathers who expected them to only complete high school or less than for females - 48% versus 35% respectively. Females tended to enroll in other forms of post-secondary in the province (private business schools, technical schools, nurses training in hospitals) - 33% versus 11% for males.

For those fathers who expected their children to go to a technical vocational school, 40% of the males went to a community college; the majority of the females, 59%, went to 'other post-secondary' in the province. This may reflect the high demand for some community college courses and the few places available to sequential students. These results and others in this study seem to indicate that more females than males are being influenced by the situation in the province's community colleges. A much smaller percentage of females, 57%, than males, 71%, attended community college in accordance with their fathers' expectations. As previously stated, both males and females tend to carry out their father's expectations for a university undergraduate degree or higher.

TABLE 41

HIGHEST LEVEL OF EDUCATION FATHER EXPECTED THE RESPONDENT TO COMPLETE

BY PARTICIPATION IN POST-SECONDARY EDUCATION AND SEX

HIGHEST LEVEL FATHER EXPECTED TO COMPLETE	ACTUAL PARTICIPATION (N = 2712)			
	YES (N = 1825)		NO (N = 887)	
	M (N = 771)	F (N = 1054)	M (N = 399)	F (N = 488)
Complete high school or less	29%	29%	67%	74%
Technical/vocational school	4%	5%	5%	3%
Community college/ university undergraduate	48%	46%	23%	18%
Professional, post-graduate	14%	12%	3%	2%
Other	5%	8%	2%	3%

TABLE 42

HIGHEST LEVEL OF EDUCATION MOTHER EXPECTED THE RESPONDENTS TO COMPLETE BY PARTICIPATION IN POST-SECONDARY EDUCATION AND SEX

HIGHEST LEVEL MOTHER EXPECTED TO COMPLETE	ACTUAL PARTICIPATION (N = 2786)			
	YES (N = 1873)		NO (N = 913)	
	M (N = 792)	F (N = 1081)	M (N = 409)	F (N = 504)
Complete high school or less	24%	28%	64%	70%
Technical/vocational school	4%	6%	6%	5%
Community college/ university undergraduate	52%	48%	22%	18%
Professional, post-graduate	15%	11%	6%	4%
Other	5%	7%	2%	3%

TABLE 43

HIGHEST LEVEL OF EDUCATION FATHER EXPECTED THE RESPONDENT TO COMPLETE BY TYPE OF POST-SECONDARY PARTICIPATION BY SEX

N = 1810

HIGHEST LEVEL EXPECTED BY FATHER	ACTUAL POST-SECONDARY PARTICIPATION							
	UNIVERSITY		COMMUNITY COLLEGE		OTHER MANITOBA		OUTSIDE MANITOBA	
	M	F	M	F	M	F	M	F
Some high school	50%	33%	38%	33%	6%	34%	6%	-
Complete high school	46%	35%	36%	25%	11%	33%	7%	7%
Technical/vocational school	17%	23%	40%	9%	27%	59%	16%	9%
Community College	17%	12%	71%	57%	5%	20%	7%	11%
University - Bachelor's	82%	81%	9%	8%	3%	8%	6%	3%
Law, Dentistry, M.D.	81%	68%	10%	11%	1%	15%	8%	6%
M.A., Ph.D.	89%	87%	3%	4%	-	4%	8%	5%
Other	55%	51%	21%	10%	17%	33%	7%	6%

CHAPTER VI

FINANCING POST-SECONDARY EDUCATION

This chapter focuses on how students' financed their post-secondary education. The PDEM-I and II high school surveys had collected considerable data on what students' expected their major sources of financing their first-year of post-secondary education to be. Actual major sources of financing post-secondary, comparisons of students' expected sources and actual sources of financing and profiles of those students who received government student aid are discussed.

Sources of Financing First-Year of Post-Secondary

The findings of this study regarding actual major post-secondary financing sources differ from those found in the high school surveys regarding expected major sources of financing. Consistently over the years since 1972, grade 12 students have indicated summer employment as their expected major funding source for post-secondary education. However, as Table 44 indicates, the most important actual source of funds for post-secondary was parental or other family aid: summer employment was the second most important source with 20% of the respondents indicating it as major source of finances. Students that went on to post-secondary education financed their first-year of post-secondary first, by parental or other family aid, and second, by summer employment.

Sources of Financing First-Year of Post-Secondary by Type of Institution

Differences emerge in what the students major sources of financing were when enrollment in post-secondary was further defined by the type of post-secondary institution attended - universities, community colleges, other post-secondary institutions in Manitoba and post-secondary institutions outside Manitoba.

The most important actual source of financing post-secondary, regardless of type of post-secondary institution, was parental or other family aid (Table 45), with students attending a university or a post-secondary institution in the province other than a community college having the largest percentages. Considerable differences exist in the next major sources. Only those students who attended a university indicated summer employment as the second major funding source. All other groups ranked it third or fourth. Community college students ranked government student aid second in importance. This may be due to the fact that the majority of community college students are non-sequential, and having being out-of-school one or more years, were sponsored by government programs, particularly Canada Manpower. Students attending a post-secondary institution outside Manitoba had to rely on personal savings as a major funding source to a greater extent than other students.

TABLE 44

SOURCES OF FINANCING FIRST-YEAR OF POST-SECONDARY EDUCATION

	MOST IMPORTANT (N = 1951)	SECOND MOST IMPORTANT (N = 1795)
Personal savings (not including summer employment)	16%	16%
Parental or other family aid (includes room and board at home, monetary aid)	36%	23%
Government student aid (includes bursary, student loan)	15%	10%
Other scholarships, grants	2%	4%
Summer employment	20%	29%
Part-time job during academic year	3%	13%
Full-time job during academic year	3%	1%
Husband or wife working	1%	1%
Other financial sources	4%	3%

TABLE 45

MAJOR SOURCE OF FINANCING FIRST-YEAR OF POST-SECONDARY EDUCATION BY TYPE OF INSTITUTION

SOURCES OF FINANCES	TYPE OF INSTITUTION			
	UNIVERSITIES (N = 1081)	COMMUNITY COLLEGES (N = 410)	OTHERS IN MANITOBA (N = 299)	OUTSIDE MANITOBA (N = 126)
Personal savings (not including summer employment	14%	18%	18%	24%
Parental or other family aid (includes room and board at home, monetary aid)	37%	33%	40%	33%
Government student aid (includes bursary, student loan)	13%	20%	17%	12%
Other scholarships, grants	3%	1%	1%	4%
Summer employment	27%	10%	9%	14%
Part-time job during academic year	3%	5%	2%	2%
Full-time job during academic year	1%	4%	6%	6%
Husband or wife working	1%	1%	1%	1%
Other financial sources	2%	8%	6%	6%

Sources of Financing First-Year of Post-Secondary by Sex

Both males and females indicated that parental aid was the major funding source for their post-secondary education; however, a much larger percentage of female, 41%, than males, 30%, saw it as a major funding source (Table 46). Summer employment appeared to be not as an important a source to females as it was to males, 15% versus 26% respectively.. Government student aid was much more important to females than males.

Expected and Actual Major Sources of Financing First-Year of Post-Secondary

Table 47 compares what the students' indicated in grade 12 as to be the major sources of financing their post-secondary education and the actual major sources of financing.

Between 1971/72 and 1977/78, between 36% and 48% of those grade 12 students going to post-secondary indicated summer employment as their major source of finances. However, in terms of importance as an actual source of funding the first-year of post-secondary, only 28% of the students indicated it as a major source.

Parental aid remained as the most often stated source of financing for 46% of the respondents. Responses in grade 12 to this as a major financing source ranged from a high of 47% in 1971/72 to a low of 28% in 1977/78.

Thirty-four percent of those students who indicated in grade 12 that government student aid was their expected major financing source responded that it actually was their major financial source.

The findings presented in Table 47 suggest that a student planning to go to post-secondary should be aware that a number of financing sources will probably be required to finance their post-secondary career; few grade 12 students were able to identify their major source of funds and carry through with that decision.

Government Student Aid as an Expected and Actual Source of Financing First-Year Post-Secondary by Sex

Ninehundred and seventeen grade 12 students (388 males; 529 females) indicated government student aid as a major source of finances (Table 48). Though more females than males indicated that government student aid was actually a major source of financing, the percentages for both sexes were low, 15% and 25% respectively for males and females. Parental aid was more often stated as a major source for both sexes, but more so for females. Similarly, more students indicated that summer employment was an actual source, but for a larger percentage of males than females.

TABLE 46

MAJOR SOURCES OF FINANCING FIRST-YEAR OF POST-SECONDARY EDUCATION BY SEX

SOURCES OF FINANCE	MALE (N = 807) %	FEMALE (N = 1113) %
Personal savings (not including summer employment)	18	15
Parental or other family aid (includes room and board at home, monetary aid)	30	41
Government student aid (includes bursary, student loan)	11	18
Other scholarships, grants	3	2
Summer employment	26	15
Part-time job during academic year	3	3
Full-time job during academic year	4	2
Husband or wife working	1	1
Other financial sources	6	3

TABLE 47

COMPARISON OF MAJOR SOURCES OF FUNDING FIRST-YEAR OF POST-SECONDARY EDUCATION AS INDICATED IN GRADE 12 AND ACTUAL MAJOR SOURCES

SOURCES OF FUNDING	ACTUAL MAJOR SOURCES OF FUNDING FIRST-YEAR POST-SECONDARY									
	PERSONAL SAVINGS	PARENTAL AID	GOVERNMENT STUDENT AID	OTHER SCHOLARSHIPS	SUMMER EMPLOYMENT	PART-TIME JOB	FULL-TIME JOB	HUSBAND/ WIFE WORKING	OTHER FINANCIAL SOURCES	TOTAL N
Personal savings	22%	27%	14%	2%	22%	4%	4%	1%	4%	432
Parental aid	14	46	11	2	21	3	2	-	2	606
Government student aid	13	22	34	3	18	3	3	1	4	364
Other scholarships	15	22	27	3	23	1	3	-	6	233
Summer employment	18	27	13	2	28	4	4	1	3	648
Part-time job during academic year	19	32	13	1	21	7	4	-	4	221
Full time job during academic year	19	23	16	1	15	6	11	-	8	73
Husband/wife working	17	44	13	-	22	4	-	-	-	23
Other financial sources	15	49	12	2	14	3	-	-	6	66

TABLE 48

STUDENTS INDICATING GOVERNMENT STUDENT AID AS A MAJOR POST-SECONDARY FINANCIAL SOURCE IN GRADE 12 BY ACTUAL MAJOR FINANCIAL SOURCE BY SEX

ACTUAL MAJOR SOURCE OF FINANCING	N OF STUDENTS INDICATING GOVERNMENT AID IN GRADE 12	
	MALE (N = 388)	FEMALE (N = 529)
Personal Savings	17%	13%
Parental Aid	29%	36%
Government Aid	15%	25%
Other Grants	2%	2%
Summer Employment	26%	16%
Part-time Job	2%	2%
Full-time Job	2%	2%
Spouse Working	1%	1%
Other	6%	3%

Government Student Aid as a Major Source of Financing First-Year by Parental Income

The data on parental income was given by the students in the grade 12 surveys. Table 49 indicates that the largest percentage of students who went to post-secondary and indicated government student aid as being their major source of financing their post-secondary came from families whose income was in the $10,000 - $14,999 range. This is approximately double the number of students found in any of the other income categories.

TABLE 49

PERCENTAGE OF STUDENTS WHO ENTERED POST-SECONDARY EDUCATION AND WHO INDICATED GOVERNMENT STUDENT AID AS THEIR MAJOR SOURCE OF FINANCES BY PARENTAL INCOME

PARENTAL INCOME	RECEIVED GOVERNMENT STUDENT AID	
	N	%
Less than $4,000	39	17
$ 4,000 - 5,999	39	17
$ 6,000 - 7,999	35	15
$ 8,000 - 9,999	29	13
$10,000 - 14,999	71	31
$15,000+	17	7
	230	100

Government Student Aid as a Major Source of Financing First-Year Post-Secondary by Type of Institution and Family Income

About 50% of the 230 students who indicated government student aid was the major source of financing their first year of post-secondary enrolled in a university. Of these students the largest percentage, 29%, reported parental incomes in the $10,000 - $14,999 range. The second largest group came from families with incomes in the $4,000 - $5,999 range. The same situation is evident for the other types of post-secondary, though both community colleges and other post-secondary institutions in Manitoba had a larger percentage of their students with parental incomes of less than $4000 (Table 50).

TABLE 50

GOVERNMENT STUDENT AID AS A MAJOR SOURCE OF FINANCING FIRST-YEAR POST-SECONDARY BY TYPE OF INSTITUTION AND FAMILY INCOME

FAMILY INCOME	TYPE OF POST-SECONDARY INSTITUTION ATTENDED			
	UNIVERSITY	COMMUNITY COLLEGE	OTHER MANITOBA	OUTSIDE MANITOBA
$4,000	15 (13%)	15 (22%)	9 (23%)	- (0%)
$ 4,000 - 5,999	23 (21%)	10 (15%)	5 (13%)	1 (8%)
$ 6,000 - 7,999	20 (18%)	11 (16%)	3 (8%)	1 (8%)
$ 8,000 - 9,999	14 (13%)	7 (10%)	8 (2%)	- (0%)
$10,000 - 14,999	33 (29%)	20 (30%)	10 (26%)	8 (67%)
$15,000 +	7 (6%)	4 (6%)	4 (10%)	2 (17%)
TOTAL	112	67	39	12

CHAPTER VII

SOCIOECONOMIC STATUS AND POST-HIGH SCHOOL OUTCOMES

This chapter discusses the post-high school outcomes of Manitoba high school students in terms of their socioeconomic status. Socioeconomic status (SES) for this report was measured by Blishen's (1971) revised index scores for occupations in Canada. Both Blishen (1967) and Duncan (1961) used prestige ranking of occupations to develop an index to measure socioeconomic status. For an explanation of the construction of this revised index see Blishen and McRoberts (1976). The Blishen index assigns socioeconomic scores to occupations based on education, income and prestige scores developed by Pineo-Porter (1967).

Occupations of students, fathers and mothers obtained from the questionnaire were originally coded using the Canadian Classification and Dictionary of Occupations. These were then recorded and assigned a prestige score based on Blishen's revised index. For all tabulations, unless otherwise noted, socio-economic status is based on the prestige of the father's occupation.

Socioeconomic Status and Post-Secondary Attendance

As indicated in Table 51, it is evident that high SES students are more likely to participate in post-secondary education than students from the medium or low SES levels. 78% of these students classified in the high SES level participated in post-secondary; this compared to 68% for the medium SES group and 60% for the low SES group.

Table 52 compares socioeconomic status and participation in post-secondary education by sex of respondents. Within socioeconomic levels, the largest difference in participation of males and females in post-secondary education occurred in the high SES level. 78% of the females in the high SES level participated in post-secondary as compared to 67% of the high SES males. Between SES groups, as the SES level increases, so does the percentage of males and females participating in post-secondary education, though the percentage of medium SES and high SES males is approximately the same.

When students are grouped by type of post-secondary education attended after high school and SES level, it is evident that the largest majority of students in the high SES level, 70% go to university (Table 53). This compares to approximately 60% of students in the medium SES level, and 50% of the students in the low SES level. A greater percentage of students in the low and medium SES levels went to community colleges and other post-secondary institutions in Manitoba (private business schools, technical schools, etc.) than high SES level students.

TABLE 51

SOCIOECONOMIC STATUS AND PARTICIPATION IN POST-SECONDARY EDUCATION

N = 2935

SOCIOECONOMIC STATUS	POST-SECONDARY PARTICIPATION		
	DID NOT STATE	YES	NO
N/A (N = 232)	1% (4)	71% (164)	28% (64)
Low (N = 1358)	1% (8)	60% (815)	39% (525)
Medium (N = 730)	1% (10)	68% (495)	31% (225)
High (N = 615)	1% (4)	78% (478)	21% (133)

TABLE 52

SOCIOECONOMIC STATUS AND PARTICIPATION IN POST-SECONDARY EDUCATION BY SEX

SOCIOECONOMIC STATUS	POST-SECONDARY PARTICIPATION			
	YES		NO	
	MALE	FEMALE	MALE	FEMALE
LOW	59% (338)	62% (468)	41% (239)	38% (283)
MEDIUM	69% (222)	69% (268)	31% (102)	31% (119)
HIGH	67% (113)	78% (281)	33% (55)	22% (78)

TABLE 53

POST-SECONDARY ATTENDANCE: PERCENTAGES BY SOCIOECONOMIC STATUS AND TYPE OF POST-SECONDARY ATTENDED

N = 1773

SOCIOECONOMIC STATUS	TYPE OF POST-SECONDARY ATTENDED			
	UNIVERSITIES	COMMUNITY COLLEGES	OTHER MANITOBA	OUTSIDE MANITOBA
High (N = 473)	70% (330)	14% (68)	9% (43)	7% (32)
Medium (N = 490)	57% (277)	24% (117)	13% (64)	7% (32)
Low (N = 810)	49% (396)	24% (191)	20% (162)	8% (61)

Highest Level of Education Father Expected Respondent to Complete

Low SES respondents had fathers who expected them to complete only a high school or less education (Table 54). About 40% of the low SES males and females had fathers who expected them to take some form of post-secondary education. This contrasts with 70% of the high SES level students whose fathers expected them to complete some form of post-secondary education.

Few differences exist between high SES level males and females and low SES level males and females in terms of father's expectations to complete some form of post-secondary; however, for medium SES level respondents, 56% of the males had fathers expecting them to complete some form of post-secondary education as compared to 48% for females.

Table 55 and 56 compare the fathers' and mothers' level of education with their expectations for the level of education their son/daughter would complete. As would be expected, as the mothers' level of education increases so does her educational expectations. Fifty percent of the mothers with less than a complete high school education expected their children to only complete high school. This decreases to 16% for mothers with a community college or university undergraduate education. Conversely, about one-third of mothers with less than a complete high school education expected their children to complete a community college or university education. This increases to about 55% for mothers with a community college or university education. There are few differences between mothers' educational expectations for males or females.

Results are similar when fathers' education is compared to their educational expectations. The higher the father's level of education the greater is his expectations for the educational achievement of his son/daughter. The percentage of children expected to complete a community college or university (undergraduate) education increases from approximately 33% for fathers with some high school education to approximately 53% for fathers with a community college or university (undergraduate) education. Also the percentage of students expected to complete a Masters or Doctorate degree or a professional degree such as Law, Dentistry or Medicine is much larger for students whose father has a community college/university (undergraduate) degree or a post graduate degree. Educational expectations of fathers for males or females are very similar. Some differences exist for fathers who have a technical-vocational education and their expectations for educational achievement at the community college/university (undergraduate) level - 59% for males versus 36% for females; similarly, fathers who have a community college/university (undergraduate) degree expect 29% of their sons to complete a post-graduate (Masters, Doctorate) or professional degree (Law, Medicine, etc.) as compared to 16% for females.

TABLE 54

HIGHEST LEVEL OF EDUCATION YOUR FATHER EXPECTED YOU TO COMPLETE BY SOCIOECONOMIC STATUS AND SEX

N = 2575

	HIGH		MEDIUM		LOW	
LEVEL OF EDUCATION	MALE (N = 242)	FEMALE (N = 352)	MALE (N = 320)	FEMALE (N = 375)	MALE (N = 562)	FEMALE (N = 724)
Some high school	1%	1%	2%	1%	4%	3%
Complete high school	23%	23%	33%	43%	49%	48%
Technical/ vocational school	4%	2%	3%	4%	5%	6%
Community college	9%	10%	12%	11%	11%	11%
University - Bachelor's degree	42%	40%	31%	28%	21%	20%
Degree in Law, Medicine, Dentistry etc.	10%	14%	9%	7%	4%	4%
Master's or Doctoral degree	7%	4%	4%	2%	2%	1%
Other	4%	7%	6%	6%	4%	7%

TABLE 55

MOTHERS' EDUCATION BY HIGHEST LEVEL MOTHER EXPECTED RESPONDENTS TO COMPLETE BY SEX

N = 2669

MOTHERS' LEVEL OF EDUCATION	LEVEL OF EDUCATION EXPECTED TO COMPLETE					
	Some High School	Complete High School	Technical-Vocational School	Community College University (Undergraduate)	Masters, Doctors, Law, Medicine	Other
Some High School						
Male (N = 638)	5% (15)	44% (282)	5% (31)	37% (238)	8% (51)	3% (21)
Female (N = 912)	3% (29)	48% (436)	7% (62)	32% (288)	5% (43)	6% (55)
High School Graduate						
Male (N = 244)	1% (3)	32% (79)	4% (9)	44% (108)	14% (34)	5% (11)
Female (N = 264)	2% (6)	3% (81)	3% (9)	46% (121)	11% (28)	7% (19)
Technical-Vocational School Above High School						
Male (N = 86)	-	29% (25)	7% (6)	42% (36)	17% (14)	6% (5)
Female (N = 131)	-	25% (33)	5% (7)	47% (62)	16% (21)	6% (8)
Community College, University Undergraduate						
Male (N = 149)	-	16% (24)	4% (6)	54% (81)	19% (29)	6% (9)
Female (N = 188)	-	15% (28)	4% (8)	53% (100)	19% (35)	9% (17)
Master's, Doctor's, Law, Dentistry						
Male (N = 16)	-	6% (1)	-	38% (6)	51% (8)	6% (1)
Female (N = 6)	-	-	-	67% (4)	33% (2)	-
Other						
Male (N = 13)	-	23% (3)	-	62% (8)	15% (2)	-
Female (N = 4)	-	23% (5)	5% (1)	64% (14)	-	9% (2)

TABLE 56

FATHERS' EDUCATION BY HIGHEST LEVEL FATHER EXPECTED RESPONDENTS TO COMPLETE BY SEX

N = 2617

FATHERS' LEVEL OF EDUCATION	LEVEL OF EDUCATION EXPECTED TO COMPLETE					
	Some High School	Complete High School	Technical-Vocational School	Community College University (Undergraduate)	Masters, Doctors, Law, Medicine	Other
Some High School						
Male (N = 733)	3% (24)	49% (357)	5% (34)	33% (240)	6% (45)	5% (3
Female (N = 1007)	4% (36)	48% (486)	6% (58)	31% (311)	5% (53)	6% (6
High School Graduate						
Male (N = 158)	3% (4)	29% (45)	3% (4)	51% (81)	13% (20)	3% (
Female (N = 151)	1% (1)	31% (47)	-	52% (78)	11% (17)	5% (
Technical-Vocational School						
Male (N = 53)	2% (1)	25% (13)	8% (4)	59% (31)	4% (2)	4% (
Female (N = 81)	1% (1)	36% (29)	3% (2)	36% (29)	11% (9)	14% (1
Community College, University Undergraduate						
Male (N = 133)	3% (2)	14% (18)	1% (1)	50% (67)	29% (38)	4% (
Female (N = 194)	1% (1)	19% (36)	2% (3)	56% (108)	16% (32)	7% (1
Master's, Doctor's, Law						
Male (N = 38)	-	13% (5)	5% (2)	39% (15)	34% (13)	8% (
Female (N = 44)	-	11% (5)	2% (1)	41% (18)	36% (16)	9% (
Other						
Male (N = 7)	14% (1)	29% (2)	-	28% (2)	14% (1)	14% (
Female (N = 18)	-	33% (6)	6% (1)	33% (6)	-	28% (

Reasons for Taking Post-Secondary Education by Socioeconomic Status and Sex

All groups indicated that the major reasons for attending post-secondary were: (1) To obtain a degree/learn a trade; (2) To get a better (interesting) job; (3) To get a general education; and (4) Personal enrichment/self-fulfillment.

Some differences existed between SES levels (Table 57). While a slightly larger percentage of high and medium SES males than low SES males indicated 'to get a better/interesting job' as an important reason, the opposite was true for females; i.e., low SES females saw this as being a more important reason than medium or high SES females. A larger percentage of high SES females indicated they went to post-secondary 'to get a general education' than did low SES females.

Within SES levels, the largest difference exists between low SES males and females on the reason 'to obtain a degree, learn a trade.' Thirty-four percent of the females saw this as an important reason as compared to 29% of the males.

Reasons for Selecting Program of Study by Socioeconomic Status and Sex

Overall there were three major reasons why students selected their program of studies (Table 58): (1) challenging and interesting program, (2) opportunities for good jobs with high pay upon graduation; and (3) desired skills and training in this area.

Between SES levels there were some differences in reasons for selecting a program of studies. Over 60% of the respondents in all three SES levels indicated "challenging and interesting program" as a reason for selecting their program of study with high SES females having the largest percentage response; a smaller percentage of high SES respondents indicated "desired skills and training in this area" than did medium or low level SES respondents.

Within a SES level, differences occur. A larger percentage of high SES females, 66%, indicated "challenging and interesting program" as a major reason than did high SES males, 61%. A larger percentage of females than males in all three SES levels indicated "desired skills and training in this area" as a major reason. Similarly, more males in all three SES levels than females indicated they chose their program because of "opportunities for a good job with high pay upon graduation." The percentage difference was greatest for high SES males and females.

TABLE 57

REASONS FOR TAKING POST-SECONDARY EDUCATION

BY SOCIOECONOMIC STATUS

REASONS	SES LEVEL		
	HIGH	MEDIUM	LOW
To obtain a degree, learn a trade			
-male	31% (57)	31% (68)	29% (97)
-female	34% (95)	34% (90)	34% (157)
To get a better/interesting job			
-male	27% (49)	27% (59)	25% (83)
-female	21% (59)	25% (64)	28% (129)
To get a general education			
-male	29% (53)	26% (57)	29% (96)
-female	30% (84)	27% (70)	25% (117)
Personal enrichment, self-fulfillment			
-male	7% 13)	11% (24)	10% (34)
-female	9% (26)	11% (30)	10% (45)
Financial independence			
-male	-	1% (2)	2% (5)
-female	1% (4)	1% (2)	1% (6)
No other plans			
-male	3% (5)	2% (4)	2% (7)
-female	1% (4)	2% (4)	1% (5)
Did not want to work			
-male	1% (2)	- (1)	- (1)
-female	- (1)	1% (1)	- (1)
Parents encouraged			
-male	2% (4)	1% (2)	1% (2)
-female	1% (4)	-	1% (4)
College Athletics			
-male	-	-	1% (4)
-female	-	-	-

TABLE 58

MAJOR REASONS FOR SELECTING PROGRAM OF STUDIES BY SOCIOECONOMIC STATUS AND SEX

MAJOR REASONS	SES LEVEL		
	HIGH	MEDIUM	LOW
Opportunities for good job with high pay upon graduation			
-Male	18% (33)	16% (36)	16% (53)
-Female	8% (22)	11% (29)	10% (45)
Opportunity to select a field of study allowing for employment in home community			
-Male	1% (5)	-	1% (2)
-Female	-	1% (2)	1% (4)
Challenging and interesting program			
-Male	61% (112)	64% (140)	62% (201)
-Female	66% (184)	64% (165)	62% (276)
Recommended by parents/friends			
-Male	-	2% (5)	1% (2)
-Female	1% (3)	- (1)	- (1)
Desired skills and training in this area			
-Male	12% (22)	14% (30)	16% (52)
-Female	20% (55)	16% (42)	24% (105)
Restriction on entrance to other programs			
-Male	1% (2)	-	1% (2)
-Female	- (1)	- (1)	1% (4)
Never seriously considered another			
-Male	1% (1)	1% (1)	1% (4)
-Female	3% (7)	2% (2)	1% (6)
Guidance/career counselor advised program			
-Male	1% (1)	1% (3)	1% (3)
-Female	1% (2)	1% (2)	- (1)
Preparation for professional faculty			
-Male	6% (11)	2% (5)	2% (7)
-Female	1% (4)	5% (12)	1% (4)

Major Reasons for Delaying Post-Secondary Education by Socioeconomic Status and Sex

Table 59 compares major reasons for delaying entry into post-secondary for males and females by socioeconomic status level.

A number of differences are evident between SES levels. While overall, males were more apt than females to indicate that they "wanted some work experience" as a reason for delaying their post-secondary education, the percentage of high SES males doing so was slightly higher than for low SES males. Many respondents indicated that they delayed going on to post-secondary education because "they did not know what they wanted to do." In terms of sex and SES levels, a larger percentage of low SES males, 26%, indicated this as a reason than did medium or high SES males. However, the opposite is true for females; a larger percentage of high and medium SES females indicated this as a reason than did low SES females. Adequacy of finances was also a reason for delaying entry into post-secondary. This was expecially true for low SES males and females, 27% and 23% respectively, than for other SES levels.

Since many courses in the province's community colleges and some university courses have a quota for new enrollees, some students cannot start their post-secondary immediately after high school and start at a later date. "Earliest possible start date" was a major reason for medium SES males and high SES females.

Within individual SES levels, there were also differences. "Wanted to take a break from school" was a major reason for 21% of the medium SES females but only 12% of the medium SES males. As previously stated, both between SES levels and within the same SES level, a larger percentage of males than females "wanted some work experience" before going on to post-secondary. A larger percentage of medium and high SES females than males were undecided about their future and so delayed their post-secondary education. The availability of adequate finances appeared to be more of a problem for males in all SES levels than females. Delayed entry into post-secondary because of start dates appeared to be a problem moreso for low and high SES females than for their male counterparts. This may be a reflection of the type of courses in which females enroll. For example, at the community colleges, one of the areas in which females traditionally enroll are Health Science courses - diploma nursing, practical nursing, medical technology, etc. These courses receive many more applications for entry than course quotas permit. Thus many applicants are place on wait-lists for future entry dates.

TABLE 59

MAJOR REASONS FOR DELAYING POST-SECONDARY EDUCATION BY SOCIOECONOMIC STATUS AND SEX

MAJOR REASONS	SES LEVEL		
	HIGH	MEDIUM	LOW
Wanted to take a break from school			
-Male	12% (4)	12% (6)	9% (8)
-Female	12% (4)	21% (8)	9% (9)
Wanted some work experience			
-Male	27% (9)	26% (13)	23% (20)
-Female	18% (6)	21% (8)	17% (16)
Did not know what I wanted to do			
-Male	21% (7)	18% (9)	26% (22)
-Female	27% (9)	29% (11)	23% (22)
Wanted to buy things			
-Male	-	2% (1)	3% (4)
-Female	-	-	1% (1)
Disillusioned about going on to post-secondary			
-Male	2% (1)	4% (2)	-
-Female	-	-	-
Did not have adequate finances to continue			
-Male	18% (6)	16% (8)	27% (23)
-Female	12% (4)	8% (3)	23% (22)
Adequate parental support not available			
-Male	-	-	1 (1%)
-Female	-	-	-
Wanted to travel			
-Male	12% (4)	1 (2%)	1 (1%)
-Female	9% (3)	5% (2)	5% (5)
Earliest possible start date			
-Male	9% (3)	22% (11)	9% (8)
-Female	24% (8)	16% (6)	20% (19)

Major Sources of Financing First-Year of Post-Secondary Education by Socioeconomic Status and Sex

As previously indicated, three major sources of finances were identified by students: parental or other family aid (includes room and board at home), summer employment and personal savings (not including summer employment).

Some important differences emerge when the data are examined by socioeconomic status and sex of respondents (Table 60). A larger percentage of high SES students indicated that 'parental or other family aid' was the major source of finances than did either medium or low SES students. The percentages range from 28% for low SES males to 33% for high SES males and from 38% for low SES females to 48% for high SES females. It is also evident that within SES levels, females place much more importance on parental aid than do males, regardless of SES level. Forty-eight percent of the high level SES females indicated it as a major financing source as compared to 33% of the high SES males. Similar differences exist within the other SES levels.

'Summer employment' was another financial source identified as being more important to high SES level students than medium or low SES respondents. It is also apparent that 'summer employment' is of more importance to males on all SES levels than females. For example, while 33% of the high SES males identified 'summer employment' as the major source of finances, only 23% of the high SES females did so.

'Government student aid' was an important funding source for a larger percentage of low SES respondents than high or medium SES level respondents. Also, within SES levels, a larger percentage of low SES females, 24%, indicated 'government student aid' as a major funding source than did low SES males, 15%.

TABLE 60

MAJOR SOURCES OF FINANCING FIRST-YEAR OF POST-SECONDARY BY SOCIOECONOMIC STATUS AND SEX

SOURCES OF FINANCING	SES LEVEL		
	HIGH	MEDIUM	LOW
Personal savings (not including summer employment			
-Male	16% (30)	16% (36)	19% (65)
-Female	12% (33)	17% (44)	15% (69)
Parental or other family aid			
-Male	33% (62)	32% (69)	28% (95)
-Female	48% (136)	45% (120)	38% (175)
Government student aid			
-Male	5% (9)	8% (17)	15% (50)
-Female	7% (20)	12% (33)	24% (110)
Other scholarships; grants			
-Male	3% (6)	3% (7)	2% (5)
-Female	1% (4)	3% (8)	2% (8)
Summer employment			
-Male	33% (63)	27% (60)	22% (74)
-Female	23% (65)	17% (44)	12% (54)
Part-time job during academic yea.			
-Male	4% (7)	5% (11)	2% (7)
-Female	4% (10)	3% (7)	3% (13)
Full-time job during academic year			
-Male	3% (5)	3% (6)	5% (16)
-Female	4% (11)	1% (2)	2% (11)
Husband/wife working			
-Male	- (1)	-	1% (3)
-Female	-	1% (2)	1% (4)
Other financial sources			
-Male	4% (7)	6% (13)	6% (20)
-Female	1% (4)	2% (6)	4% (20)

Major Reasons for not Participating in Post-Secondary Education by Socio-economic Status and Sex

The major reason why high school students did not continue on to post-secondary was that they wanted to start working (Table 61). This was especially an important reason for high SES level males; within SES levels, more males perceived this to be a major reason than did females, especially at the high SES level where there was a difference of 16%.

Many high school students were undecided as to what they wanted to do; about 15% of the high and medium SES level respondents indicated this as a major reason as compared to 11% of the low SES level respondents. With the exception of the medium SES females, slightly more females than males indicated this as a reason.

A larger percentage of high SES level respondents, 15%, indicated that they did not go on to post-secondary because they lacked a major subject, than did medium (13%) or low (7%) SES respondents. With the exception of the high SES category, males were more apt to indicate this as a major reason.

A smaller percentage of high SES level respondents than medium or low SES respondents indicated that they were not interested in going on to post-secondary, 6% compared to about 12%. Slightly more females than males in each of the SES levels indicated this as a reason.

Limited finances were a major reason for not participating in post-secondary education for low SES students. With the exception of medium SES females, limited finances was more often indicated as a reason for males than females in the high and low SES categories.

A larger percentage of females than males in each of the SES levels indicated marriage as a reason for not going on to post-secondary after high school.

Major Reasons for Leaving High School Before Graduating from Grade 12

Most students who left grade 12 before graduation indicated they did so because they only had one subject to complete. Between SES levels a larger percentage of the medium SES level respondents, 46%, indicated this as a major reason than did high or low SES respondents. Within SES levels, females in the high and low SES levels more often indicated this as a reason than did males in the same SES level (Table 62).

'Lack of interest' was also a major reason for leaving high school for high SES respondents and, within an SES level category, more so for males.

The largest percentage of respondents who indicated they left high school because they started working were high SES males. Only in the medium SES level did larger percentage of females than males indicate this as a reason.

Failure was most often stated as a reason for not completing high school by high SES students than any others. While more males than females in the low SES level category indicated this as a reason, the opposite was evident for high and medium SES level respondents.

TABLE 61

MAJOR REASONS FOR NOT PARTICIPATING IN POST-SECONDARY EDUCATION BY SOCIOECONOMIC STATUS AND SEX

MAJOR REASONS	SES LEVEL		
	HIGH	MEDIUM	LOW
Limited finances			
-Male	10% (5)	10% (10)	16% (36)
-Female	7% (5)	15% (17)	16% (35)
Marriage			
-Male	-	-	2% (4)
-Female	9% (7)	6% (7)	9% (25)
Undecided as to what to do			
-Male	15% (7)	17% (16)	11% (26)
-Female	18% (14)	11% (12)	14% (38)
Started working			
-Male	54% (26)	42% (41)	47% (109)
-Female	38% (29)	41% (45)	39% (107)
Travel			
-Male	-	2% (2)	1% (3)
-Female	3% (2)	-	1% (2)
Needed at home			
-Male	-	-	2% (4)
-Female	-	1% (1)	- (1)
Not interested in post-secondary education			
-Male	6% (3)	14% (14)	15% (36)
-Female	8% (6)	19% (21)	19% (54)
Parents discouraged it			
-Male	-	1% (2)	-
-Female	1% (1)	-	- (1)
Lacking major subject			
-Male	15% (7)	13% (13)	7% (17)
-Female	17% (13)	7% (8)	5% (15)

TABLE 62

MAJOR REASONS FOR LEAVING HIGH SCHOOL BEFORE GRADUATION FROM GRADE 12 BY SOCIOECONOMIC STATUS AND SEX

MAJOR REASONS	SES LEVEL		
	HIGH	MEDIUM	LOW
Only had one subject to complete			
-Male	33% (4)	46% (12)	23% (11)
-Female	43% (3)	46% (10)	42% (19)
Lack of interest			
-Male	25% (3)	19% (5)	17% (8)
-Female	14% (1)	5% (1)	16% (7)
To go to a different institution			
-Male	-	-	4% (2)
-Female	-	5% (1)	7% (3)
To start working			
-Male	33% (4)	19% (5)	29% (14)
-Female	-	23% (5)	7% (3)
Failed			
-Male	8% (1)	4% (1)	8% (4)
-Female	29% (2)	9% (2)	4% (2)

Major Reasons for not Graduating from a Post-Secondary Insititution by Socioeconomic Status and Sex

The main reason why students did not graduate from post-secondary was that they did not enjoy their course of study. About 11% of the students in each of the SES levels indicated this as a major reason. A larger percentage of males, 15%, in the low SES category said this was a major reason than males in the high and medium SES levels. For females, a larger percentage of high and medium SES level females indicated this as a reason than low SES females. Within SES levels, a larger percentage of low SES males, 15%, than females, 7%, indicated they did not enjoy the course (Table 63).

A larger percentage of medium SES respondents indicated that they got a permanent job than did respondents from the other SES levels. This was particularly true for males in the medium SES level.

Though small numbers of students were involved, 28 students indicated 'finances' as a reason for not graduating from post-secondary. The largest number of these students, 16, were in the low SES level. More females than males in the low and medium SES categories expressed finances as a reason for not graduating from post-secondary.

Goals for Attending a Post-Secondary Institution by Socioeconomic Status and Sex

The four major goals for attending post-secondary were: (1) to help identify and develop your personal interests, aptitudes and talents; (2) to prepare for immediate employment and careers after graduation; (3) to develop critical intellectual skills for problem solving and learning; and (4) to acquire a general well-rounded education. Differences between SES levels and within SES levels for each of these goals will be discussed (Table 64).

Identification of personal interests, aptitudes and talents. A larger percentage of high and medium SES males and females perceived this goal to be important than did low SES males and females. Within SES levels there was a larger percentage of females than males who identified this goal as "quite" or "very important".

Preparation for immediate employment and careers after graduation. Over two-thirds of the medium and low SES males and females indicated this goal as being "quite" or "very important" for attending post-secondary; this compared to about 60% of the high SES students. Within SES levels, more females than males indicated this goal as important.

Developing critical intellectual skills for problem solving and learning. Except for medium level SES males, where 62% indicated this goal as bing "quite" or "very important", all other SES groups accorded it about the same in importance. Within SES levels a lower percentage of females in the medium and low SES levels perceived it as being important.

Acquiring a general well-rounded education. While a larger percentage of high SES females indicated this reason as "quite" or "very important", there were little differences between males in all SES categories and between females in the medium and low SES categories. Within SES categories, females tended to attach more importance to this reason than males, with the largest percentage difference between high SES females and high SES males.

TABLE 63

MAJOR REASONS FOR NOT GRADUATING FROM POST-SECONDARY BY SOCIOECONOMIC STATUS AND SEX

MAJOR REASONS	SES LEVEL		
	HIGH	MEDIUM	LOW
Financial problems			
-Male	5% (5)	1% (1)	4% (7)
-Female	1% (1)	4% (5)	5% (9)
Did not enjoy course			
-Male	9% (9)	10% (10)	15% (25)
-Female	10% (15)	11% (14)	7% (14)
Got a permanent job			
-Male	2% (2)	12% (12)	1% (2)
-Female	4% (6)	5% (6)	5% (10)
Illness			
-Male	-	1% (1)	2% (3)
-Female	-	-	1% (2)
Wanted to earn money			
-Male	-	1% (1)	1% (2)
-Female	1% (2)	-	1% (2)
Failed			
-Male	4% (4)	3% (3)	3% (5)
-Female	4% (6)	2% (2)	5% (11)
Too difficult to work and go to school			
-Male	7% (7)	10% (10)	8% (13)
-Female	10% (14)	8% (11)	8% (16)
Personal Reasons			
-Male	-	1% (1)	2% (3)
-Female	1% (1)	4% (5)	1% (2)

TABLE 64

GOALS FOR ATTENDING A POST-SECONDARY INSTITUTION BY SOCIOECONOMIC STATUS AND SEX

GOALS	SES LEVEL		
	HIGH	MEDIUM	LOW
To acquire a general well-rounded education			
-Male	45% (87)	46% (102)	44% (150)
-Female	61% (171)	52% (139)	51% (240)
To develop critical intellectual skills for problem solving and learning			
-Male	52% (100)	62% (138)	52% (175)
-Female	51% (143)	48% (128)	46% (213)
To help identify and develop your personal interests, aptitudes and talents			
-Male	65% (125)	66% (147)	61% (206)
-Female	76% (215)	74% (197)	71% (330)
To discover your vocational interests			
-Male	37% (71)	42% (93)	40% (134)
-Female	57% (159)	56% (148)	49% (229)
To prepare for immediate employment and careers after graduation			
-Male	59% (112)	67% (150)	66% (223)
-Female	65% (184)	71% (188)	74% (345)
To meet academic requirements for future entry into a professional faculty (eg. Law, Medicine			
-Male	33% (62)	26% (57)	27% (91)
-Female	32% (88)	35% (92)	24% (112)
To develop skills for leadership in community affairs			
-Male	11% (21)	11% (25)	16% (55)
-Female	24% (67)	23% (61)	22% (100)
To prepare for participation in social, political or cultural life			
-Male	19% (26)	17% (37)	18% (61)
-Female	28% (78)	27% (73)	24% (112)
To develop a better understanding of society and society's institutions history, expectations			
-Male	21% (40)	25% (56)	24% (79)
-Female	36% (101)	36% (96)	33% (151)

*Percentage figures refer to those respondents indicating a tool as being "quite" or "very important" on a five point scale. Other responses were "not important, somewhat important, and important".

CHAPTER VIII

LABOUR MARKET OUTCOMES

This chapter will investigate the labour market outcomes of students surveyed in the outcomes study. Variables looked at will be how satisfied the respondent is with their present job, how well education prepared them for their present job, labour market status, weekly and hourly earnings and average hours worked per week. Groups looked at in detail will be all respondents, non-high school graduates (persons not completing their high school successfully), high school graduates, non-post-secondary graduates (persons beginning but not finishing or not successfully completing their post-secondary education), post-secondary graduates, males and females. Breakouts by the year respondents graduated from high school are also included as well as additional detailed breakdowns of occupations of respondents.

Outcome Categories by Labour Market Characteristics - Summary Results

Table 65 indicates responses for all respondents, non-high school graduates, high school graduates, non-post-secondary graduates, post-secondary graduates, males and females. When asked how satisfied they were with their present job, 61% of non-high school graduates and 59% of non-post-secondary graduates were satisfied or very satisfied compared to 64% of high school graduates and 69% of post-secondary graduates who were satisfied with their present job. For all respondents, 64% were satisfied compared to 62% of males and 66% of females.

While only 25% of non-high school graduates and 24% of non-post-secondary graduates thought that their education prepared them well or very well for their present job, 42% of high school graduates and 59% of post-secondary graduates were satisfied as how well they were prepared. There were 46% of females who were somewhat prepared or well prepared for their job compared to 36% of males. 42% of all respondents were somewhat or well prepared.

Labour market status of respondents in November, 1977 indicated that the employment/population ratio for non-high school graduates was 75.6%, 63.9% for non-post-secondary graduates, 53% for high school graduates and 55.9% for post-secondary graduates. The employment/population ratio for females was 52.2%

TABLE 65

OUTCOME CATEGORIES BY LABOUR MARKET CHARACTERISTICS

Category	Number of Respondents	How Satisfied Are You With Present Job	How Well Did Your Education Prepare You For Your Job	Labour Market Status of Respondents November/77				Labour Market Participation Rate %	Unemployment Rate %	Earnings of Employed		Average Hours Work Per Week
				Employed %	Unemployed %	In School %	Other %			Weekly $	Hourly $	
Total Respondents	2,835	64.1%	42.3%	54.7	3.3	36.5	5.5	58.0	5.6	207.39	5.36	40.4
Non High School Graduates	178	61.0	25.2	75.6	4.1	12.2	8.2	79.7	5.1	222.07	5.69	41.0
High School Graduates	2,641	64.2	42.0	53.0	3.3	38.5	5.2	56.3	5.8	216.34	5.54	40.6
Non Post-Secondary Graduates	306	58.7	24.2	63.9	3.9	25.3	6.9	67.8	5.8	222.59	5.62	39.8
Post-Secondary Graduates	916	69.1	58.9	55.9	3.3	36.8	4.1	59.2	5.6	227.99	5.96	40.3
Females	1,479	65.6	45.6	52.2	3.0	35.4	7.4	55.2	5.5	177.32	4.92	37.9
Males	1,150	62.3	35.7	58.0	3.6	37.3	3.0	61.6	5.8	244.63	5.90	43.6

and for males 58.0% while for all respondents it was 54.7%. The actual employment/population ratio for the 15-24 age group for Manitoba was 58.3% for November, 1977. (The employment/population ratio represents the number of employed persons as a percentage of the population).

The labour force participation rate for non-high school graduates was 79.7% and for non-post-secondary graduates 67.8%. The participation rate of high school graduates was 56.3% and post-secondary graduates 59.2%. While 55.2% of females were labour force participants, 61.6% of males were participating in the labour force compared to 58% for all respondents. The actual labour force participation rate of all Manitobans in the 15-24 age group was 65.6% (participation rate represents the labour force as a percentage of the population of that age group). The unemployment rate for non-high school graduates was 5.1%, 5.8% for high school graduates, 5.8% for non-post-secondary graduates and 5.6% for post-secondary graduates. Unemployment rate for females was 5.5% and 5.8% for males compared to 5.6% for all respondents. The actual unemployment rate for all Manitobans in the 15-24 age group was 11.1%.

Weekly earnings of respondents showed that non-high school graduates were earning $222 per week and $5.69 per hour, high school graduates $216 per week and $5.54 per hour, non-post-secondary graduates $223 per week and $5.62 hourly, and post-secondary graduates $228 weekly and $5.96 hourly. While females earned $177 weekly and $4.92 hourly, males earned $244 and $5.90 and all graduates indicated earnings of $207 per week and $5.36 per hour. The industrial composite average weekly earnings for Manitoba in July, 1978 were $243 per week.

While all respondents indicated average hours worked per week of 40.4, males worked 44 hours and females 38 hours per week on the average.

Profile of Characteristics to Labour Market Outcomes - All Respondents

Very little difference was indicated between respondents in their satisfaction with their present job but generally, those who graduated from their education programs were more satisfied than those who did not and females were more satisfied than males (Table 66).

TABLE 6o

PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES

ALL RESPONDENTS - 1971-1977

CHARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL TIME JOBS HELD
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
Sex													
Male	1150	62.3	35.7	88.0	3.6	2[illegible]4	3.0	61.[illegible]	5.8	244.63	5.90	43.6	1.36
Female	1479	65.6	45.6	52.9	3.0	37.3	7.4	55.2	5.5	177.32	4.92	37.9	1.26
Socio-Economic Status													
Low	1222	65.6	40.4	58.0	3.2	31.9	6.8	61.2	5.2	210.10	5.33	41.5	1.30
Medium	659	64.0	43.9	56.5	2.6	36.6	4.3	59.1	4.4	212.80	5.57	39.5	1.31
High	550	62.6	37.5	43.6	2.9	49.1	4.1	46.6	6.3	195.69	5.14	39.[illegible]	1.33
Did you Graduate from High School													
Yes	2457	64.3	42.3	53.4	3.2	38.1	5.3	56.6	5.6	206.38	5.33	40.4	1.30
No	169	61.0	25.2	75.6	4.1	12.2	8.2	79.8	5.1	221.00	5.67	40.9	1.33
Did you Graduate from Post-Secondary													
Yes	863	69.1	58.9	55.9	3.3	36.8	4.1	59.1	5.1	227.99	5.96	40.3	1.25
No	310	58.6	24.5	62.3	3.5	24.8	6.8	87.1	4.1	222.59	5.62	39.8	1.34
Group													
Going University	550	63.1	39.7	29.2	2.7	64.1	4.0	31.9	8.4	197.98	5.36	39.0	1.31
Going Community College	203	62.2	48.0	57.9	4.3	34.1	3.8	62.1	6.9	193.57	5.09	40.4	1.37
Going Other Post-Secondary	280	66.6	41.5	50.5	1.3	44.1	4.0	51.3	2.9	215.99	5.57	39.7	1.26
Undecided	452	62.3	40.3	69.9	4.3	21.0	4.7	74.2	5.8	215.47	5.34	41.3	1.40
Impacted	580	62.4	37.5	53.6	3.9	37.9	4.5	57.3	6.9	200.69	5.18	40.5	1.26
Not Going	427	70.2	45.0	69.2	3.2	11.8	11.8	76.9	3.9	226.11	5.74	41.3	1.23

Responses to how well education prepared you for your job showed those graduating successfully from their education programs felt that they were much better prepared in their job by their education programs than those who did not graduate. Females generally thought they were better prepared than males.

As expected, the employment/population ratio for those successfully completing education programs is lower than for those who did not successfully complete their programs. Persons of higher socio-economic status were less likely to be employed and more likely to be in school than those of lower socio-economic status. Males were more likely to be employed than females and females were more likely to be in school than males.

Labour force participation rates were higher for males than females and declined, as socio-economic status increased. Males also had slightly higher unemployment rates.

An analysis of average weekly earnings indicated higher weekly salaries for males ($245) than females ($177). Salaries are higher for post-secondary graduates ($228) than for non-post-secondary graduates ($223 weekly). The discrepancy in salary between high school and non-high school graduates is basically due to the fact that many of the high school graduates were attending post-secondary when surveyed and reported salaries from part-time or summer jobs while most non-high school graduates were working full-time.

Profile of Characteristics to Labour Market Outcomes for Males and Females

Females were generally more satisfied than males with their present jobs (Tables 67 When asked how well their education prepared them for their job, females thought that they had been better prepared than males. Labour market status of females indicate that slightly less were employed than for males. More males were attending school than females and more females were in "other" labour force categories such as keeping house. As expected, more persons of high socio-economic status were attending school for both males and females than those of low socio-economic status.

TABLE 67

PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES FOR FEMALE GRADUATES

CHARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL TIME JOBS HELD
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
Socio-Economic Status													
Low	676	66.5%	46.0%	54.1	2.5	33.8	9.6	56.6	4.4	182.87	4.99	38.0	1.26
Medium	354	67.0	27.6	54.1	2.9	38.0	4.9	57.0	5.0	186.57	5.18	38.0	1.19
High	326	63.1	40.6	43.4	3.2	47.2	6.1	46.6	3.2	184.23	5.14	38.5	1.34
Did you Graduate From [illegible] School													
Yes	1401	65.9	46.3	51.0	3.1	38.7	7.2	54.1	5.7	186.99	5.13	38.1	1.25
No	78	58.7	32.9	74.7	2.4	12.0	10.8	77.1	3.1	159.18	4.78	36.9	1.30
Did you Graduate From Post-Secondary Education													
Yes	500	68.9	62.3	56.7	3.0	35.0	5.3	59.6	5.0	207.30	5.64	38.7	1.22
No	1o1	57.6	27.7	56.2	2.9	30.0	8.9	61.2	4.8	185.37	5.11	36.4	1.27
Group													
Going University	305	65.4	41.8	28.5	2.7	63.6	5.4	31.1	8.6	194.88	5.44	37.0	1.25
Going Community College	124	63.7	48.8	55.1	4.7	34.9	5.5	59.7	7.8	175.11	4.92	39.8	1.31
Going Other Post-Secondary	184	66.8	47.1	46.4	2.0	46.5	5.0	48.5	4.2	192.83	5.24	38.6	1.21
[illegible]ided	296	62.5	44.9	66.6	4.1	21.8	7.4	70.8	5.8	182.96	4.95	37.3	1.29
[illegible]ected	330	63.9	50.4	53.1	3.1	38.5	5.3	56.2	5.5	188.72	5.21	38.3	1.26
Not Going	227	71.3	54.8	69.6	2.9	10.3	17.3	72.4	4.0	179.71	5.02	37.9	1.17

TABLE 68

PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES FOR MALE GRADUATES

CHARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL TIME JOBS HELD
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
Socio-Economic Status													
Low	543	64.3%	33.8%	63.0	4.1	29.5	3.2	67.2	6.2	264.38	6.10	45.8	1.34
Medium	305	60.7	39.8	59.5	2.2	34.8	3.5	61.7	3.6	256.12	6.31	41.7	1.41
High	224	61.7	32.7	43.8	2.5	52.3	1.3	46.4	5.5	239.15	5.80	42.5	1.35
Did you Graduate From High School													
Yes	1055	62.3	37.2	56.6	3.4	37.3	2.7	60.1	5.7	253.81	6.05	43.8	1.37
No	91	63.0	16.7	76.4	5.6	12.4	5.6	82.0	6.8	275.23	6.46	44.2	1.37
Did you Graduate From Post-Secondary Education													
Yes	363	69.4	54.5	54.7	3.8	39.4	2.1	58.4	6.4	255.44	6.38	42.5	1.30
No	130	59.8	20.5	71.2	4.5	19.7	4.5	75.8	6.0	265.19	6.19	43.7	1.42
Focus													
Going University	245	60.4	37.3	30.1	2.7	64.9	2.3	32.8	8.2	246.27	6.34	42.4	1.35
Going Community College	80	60.1	46.8	62.2	3.7	32.9	1.2	65.9	5.6	232.75	5.68	42.2	1.46
Going Other Post-Secondary	96	66.0	30.8	58.5	0	39.4	2.0	58.6	0	291.24	6.71	42.2	1.29
Employed	217	62.0	35.2	73.5	4.6	20.1	1.8	78.1	5.8	255.92	5.88	45.2	1.48
Unemployed	251	60.4	33.7	54.4	5.0	37.2	3.4	59.4	8.4	237.04	5.62	44.2	1.27
Not Working	200	68.9	34.3	77.5	3.6	13.8	5.1	81.1	4.4	282.33	6.59	44.9	1.37

Labour force participation rates were higher for males than for females. Unemployment rates were lower for females than for males. Breakdowns of participation rates by socio-economic status indicated higher participation rates for lower socio-economic status groups. Due to the methodology used to calculate socio-economic status, unemployment rates by socio-economic status are probably understated and often lower than for similar responses by the same groups.

The weekly earnings and hourly earnings show males earning higher salaries than females. For females, there seems to be a significant difference in earnings for those with higher levels of education. Females with higher levels of education indicate larger weekly earnings and hourly earnings than those with lower levels. Males also tend to work longer hours per week.

Profile of Characteristics to Labour Market Outcomes - Non-High School and High School Graduates

This section looks at the outcomes of those students who did not successfully graduate from high school and those students who were successful high school graduates (Tables 69 & 70). High school graduates were generally more satisfied with their present jobs than non-graduates. Also, high school graduates thought th they were better prepared by their education for their present jobs than non-graduates. Employment/population ratios for non-graduates are much larger than for graduates since more non-graduates enter the work force while high school graduates tend to go on to further training (as indicated by the larger numbers of "in school" for the high school graduates). Labour force participation rates were higher for non-graduates and unemployment rates slightly lower.

Weekly and hourly earnings of female non-high school graduates were lower than for graduates while the opposite was true for males. High school graduates tended to work longer hours than non-high school graduates.

TABLE 69

PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES

NON-HIGH SCHOOL GRADUATES - 1971-1977

CHARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL TIME JOBS HELD
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
Sex													
Male	91	63.0	18.7	76.4	5.5	12.4	5.6	82.0	6.7	275.29	6.48	41.6	1.37
Female	78	56.7	32.9	74.7	2.6	12.8	10.8	77.1	3.1	159.18	4.78	36.9	1.30
Socio-Economic Status													
Low	88	62.1	26.8	73.6	4.4	12.1	9.9	78.0	5.6	233.89	5.71	42.6	1.38
Medium	59	58.0	16.9	77.5	2.0	12.2	8.2	79.6	1.4	230.03	6.21	39.8	1.28
High	15	40.0	20.0	62.6	12.5	25.0	0	75.0	16.7	199.05	4.92	40.5	1.37
Did you Graduate from Post-Secondary													
Yes	22	71.5	59.1	79.2	4.2	12.5	4.2	83.3	5.0	218.05	5.48	41.6	1.35
No	22	68.4	15.8	68.2	4.5	13.6	9.0	72.7	6.2	266.63	6.21	40.3	1.30
Group													
Going University	7	57.2	14.3	57.1	0	14.3	28.6	57.1	0	216.71	5.13	45.9	1.63
Going Community College	14	57.2	21.4	86.6	0	13.3	0	86.7	0	242.22	6.93	44.3	1.36
Going Other Post-Secondary	13	60.7	38.5	76.9	0	23.1	0	76.9	0	217.75	5.44	39.6	1.36
Undecided	43	51.2	26.2	72.7	9.1	11.4	6.8	81.8	11.1	236.02	5.86	39.7	1.47
Impacted	29	78.5	21.4	64.5	6.5	12.9	16.2	71.0	9.1	197.30	4.92	42.1	1.36
Not Going	50	66.0	26.0	79.6	2.0	10.2	8.2	81.6	2.5	242.24	6.00	42.8	1.17

TABLE 70

PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES

High School Grads

CHARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL T' JOBS HI
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
Sex													
Male	1078	62.0	36.8	53.2	3.5	37.7	2.6	56.2	7.8	253.81	6.05	43.8	1.37
Female	1424	65.9	46.0	50.7	3.1	39.1	7.1	50.7	9.8	186.99	5.13	38.1	1.25
Socio-Economic Status													
Low	1154	66.0	41.1	56.5	3.1	34.0	6.5	59.5	5.1	218.16	5.47	41.4	1.29
Medium	621	64.2	45.9	54.7	2.9	38.5	4.0	57.6	5.0	220.53	5.71	39.8	1.31
High	543	62.6	37.5	42.9	2.8	50.2	4.2	45.6	6.1	207.40	5.43	40.1	1.35
Did you Graduate from High School													
Yes	2502	64.2	42.0	53.0	3.3	38.5	5.3	56.3	5.8	216.34	5.54	40.6	1.3
No													
Did you Graduate from Post-Secondary													
Yes	841	69.0	59.0	55.1	3.3	37.6	4.0	58.3	5.6	228.10	5.97	40.3	1.25
No	274	58.2	24.5	63.6	3.9	26.1	6.4	67.5	5.8	220.15	5.58	39.8	1.34
Group													
Going University	549	62.9	39.9	28.7	2.7	64.9	3.7	31.4	8.6	217.32	5.85	39.3	1.29
Going Community College	192	63.0	49.5	54.5	4.5	37.0	4.0	59.0	7.6	196.90	5.05	41.2	1.38
Going Other Post-Secondary	271	66.7	41.4	49.3	1.7	44.8	4.2	51.0	3.4	230.32	5.82	39.9	1.23
Undecided	420	62.8	41.9	68.2	4.0	23.5	4.3	72.1	5.5	217.19	5.36	41.2	1.38
Impacted	560	61.6	37.7	53.1	3.7	39.5	3.7	56.8	6.5	211.13	5.42	40.9	1.26
Not Going	256	70.9	47.2	71.9	3.5	12.4	12.2	75.4	4.7	226.96	5.74	41.1	1.25

Profile of Characteristics to Labour Market Outcomes for Non-Post-Secondary and Post-Secondary Graduates

The non-post-secondary graduates group is those persons who attended post-secondary education but, for some reason, did not graduate (Table 71). Post-secon graduates are much more satisfied with their present jobs than non-graduates (Tabl They also feel significantly better prepared by their education for their present job. Labour force participation rates are higher for non-graduates with graduates more likely to be in school in November, 1977. Males not graduating were more likely to be unemployed than graduates while, for females, the opposite was true. The female non-graduates were less likely to be unemployed than the graduates.

The average hourly salaries of post-secondary graduates are larger than non-post-secondary graduates. Post-secondary graduates worked slightly longer hours than non-post-secondary graduates who had also changed jobs more frequently than graduates in the past year.

Profile of Characteristics to Labour Market Outcomes By Type of Post-Secondary Institution Attended

The summary by general institution (Table 73) indicated that all respondents were quite satisfied with their present jobs with persons who had attended community college slightly happier than those who had attended university. Community college attendees were much happier, however, with how well their education had prepared them for their present job.

A much larger number of community college respondents were employed (62.7%) than for the universities (33.4%). Conversely, 61.2% of university respondents were in school compared to 29.7% for community college. The labour market participation rate was 95.3% for community college respondents and the unemployment rate 4.4% while for universities, the rates were 36.7% and 5.8% respectively. The participation rate for those attending other Manitoba institutions was 61.4% and 4.2% for the unemployment rate while for institutions outside of Manitoba, the rates were 42.4% and 4.0% respectively.

TABLE 71

PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES

NON-POST-SECONDARY EDUCATION GRADUATES - 1971-1977

CHARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL TI JOBS HE
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
Sex													
Male	132	59.7	20.1	70.9	5.2	19.4	4.5	76.1	6.9	265.18	6.19	43.7	1.41
Female	162	57.8	27.6	58.5	2.9	29.8	8.8	61.4	4.8	185.37	5.12	36.4	1.27
Socio-Economic Status													
Low	117	61.2	25.9	64.5	4.8	21.8	8.8	69.4	7.0	228.36	5.34	42.3	1.29
Medium	77	63.7	21.7	67.1	3.8	22.8	6.3	70.9	5.4	224.56	5.94	38.8	1.39
High	68	56.5	20.7	63.2	0	35.3	1.5	63.2	0	225.50	5.94	37.8	1.46
Did you Graduate from High School													
Yes	274	58.2	24.5	63.6	3.9	26.1	6.4	67.5	5.8	220.15	5.58	39.8	1.34
No	20	68.4	15.8	71.4	4.8	14.3	9.6	76.2	6.2	260.63	6.21	40.3	1.30
Group													
Going University	64	67.7	19.4	53.8	3.0	31.3	12.0	55.2	5.4	213.47	5.70	39.2	1.39
Going Community College	32	57.6	34.4	71.9	3.1	25.0	0	75.0	4.2	221.79	5.52	39.5	1.31
Going Other Post-Secondary	30	66.7	16.6	60.0	3.3	26.7	10.0	63.3	5.3	270.88	6.54	40.0	1.22
Undecided	34	55.9	26.7	67.6	5.4	18.9	8.1	73.0	7.4	202.28	4.93	41.2	1.39
Impacted	35	52.7	27.4	64.1	3.8	28.2	3.9	67.9	5.7	212.23	5.31	40.4	1.29
Not Going	40	60.0	27.5	82.0	5.1	10.3	2.6	87.2	5.9	247.97	6.33	38.3	1.26

TABLE 72

PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES

POST-SECONDARY EDUCATION GRADUATES - 1971-1977

CHARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL T JOBS-H
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
Sex													
Male	363	69.4	54.5	54.7	3.8	39.4	2.1	58.4	6.4	255.44	6.38	42.5	1.36
Female	500	68.9	62.3	56.7	3.0	35.0	5.3	59.6	5.0	207.30	5.64	38.7	1.27
Socio-Economic Status													
Low	379	70.7	54.7	56.7	2.2	36.1	5.0	59.0	3.8	228.83	5.94	40.9	1.25
Medium	218	70.1	67.7	58.2	3.4	37.1	1.3	61.6	5.6	238.07	6.17	40.1	1.21
High	190	66.5	55.9	47.0	3.5	44.1	5.5	50.5	6.9	212.97	5.63	40.1	1.24
Did you Graduate from High School													
Yes	839	68.9	58.9	55.3	3.3	37.4	4.0	58.5	5.6	228.10	5.97	40.3	1.25
No	22	71.5	59.1	79.2	4.2	12.5	4.2	83.3	5.0	218.05	5.48	41.6	1.35
Group													
Going University	212	68.6	55.6	43.1	4.4	48.9	3.6	47.6	9.3	228.72	6.13	39.7	1.25
Going Community College	84	75.3	70.7	52.8	5.6	36.0	5.6	58.4	9.6	202.04	5.30	41.9	1.34
Going Other Post-Secondary	138	72.0	55.7	57.1	0.7	39.6	2.6	57.7	1.2	227.89	5.96	38.9	1.20
Undecided	111	43.1	60.2	68.9	3.4	21.6	6.0	72.4	4.8	245.54	5.98	41.5	1.35
Undecided	188	63.0	56.9	56.5	4.0	37.0	2.5	60.5	6.6	222.69	5.80	40.6	1.26
Not Going	102	69.6	62.0	69.0	1.9	21.4	7.8	70.9	2.7	242.69	6.44	40.5	1.11

TABLE 73

PROFILE OF INSTITUTIONS TO LABOUR MARKET OUTCOMES

Institutions	Number of Respondents	How Satisfied Are You With Present Job	How Well Did Your Education Prepare You For Your Job	Labour Market Status			Labour Market Participation Rate %	Unemployment Rate %	Earnings of Employed			
				Employed %	Unemployed %	In School %			Weekly (N)	($'s)	Hourly (N)	(
Universities	987	60.7	36.2	33.4	2.1	61.2	36.7	5.8	355	229.25	348	5.
Community Colleges	379	68.2	58.8	62.7	4.0	29.7	95.3	4.4	220	231.05	215	5.
Others in Manitoba	269	68.4	56.0	54.8	2.4	36.0	61.4	4.2	155	227.53	152	5.
Others Outside Manitoba	115	62.9	40.0	39.1	1.6	55.3	42.4	4.0	53	212.91	51	5.

The weekly earnings of universities graduates were $229 with hourly earnings of $5.99. Community college graduates earned $231 weekly and $5.91 hourly. University respondents worked slightly longer hours per week than those who had attended community college.

Table 74 indicates the labour market responses of students by particular institution. Respondents from Assiniboine and Keewatin Community Colleges were the most satisfied with their present jobs (69% and 75%) while respondents for University of Manitoba and St. Boniface College were less satisfied (59% & 55% Whereas 82% of Keewatin Community College graduates thought that their education had prepared them well or very well for their jobs, 27% of St. Boniface College and 32% of University of Winnipeg respondents were well or very well prepared. Unemployment rates of institutions in Winnipeg were much lower than the rates of respondents of institutions outside of Winnipeg (4.9%-5.6% for institutions in Winnipeg and 11.8% to 12.5% for those outside of Winnipeg).

Salaries ranged from $252 weekly for Keewatin Community College respondents to $202 weekly for Assiniboine Community College respondents. Hourly salaries ranged from $6.40 for respondents from Keewatin Community College to $5.31 for those from St. Boniface College.

Table 75 contains breakdowns of mean weekly and hourly salary, number of full-time jobs and hours per week worked by program and institution for post-secondary education.

Profile of Labour Market Outcomes by Year of High School Graduation

Table 76 contains the responses by year of graduation. Generally, those who had just recently graduated from high school were slightly less satisfied with their present jobs and slightly less satisfied with how well their education had prepared them for their present job than earlier high school graduates..

More recent high school graduates were less likely to be employed, more likely to be unemployed and more likely to be in school. They were also less likely to not be in the "other" labour force category which includes housewives, etc.

TABLE 74

PROFILE OF INSTITUTIONS TO LABOUR MARKET OUTCOMES

Name of Institution	Number of Respondents	How Satisfied Are You With Present Job	How Well Did Your Education Prepare You For Your Job	Labour Market Status			Labour Market Participation Rate %	Unemployment Rate %	Earnings of Employed			
				Employed %	Unemployed %	In School %			Weekly (N)	Weekly ($'s)	Hourly (N)	Hourly ($'s
University of Manitoba	701	59.0	36.7	32.4	1.7	62.6	34.1	5.0	263	234.46	261	6.06
University of Winnipeg	163	64.1	31.8	39.1	2.3	58.0	41.4	5.6	45	209.61	43	6.16
Brandon University	110	67.9	40.6	31.4	4.2	58.5	35.6	11.9	39	218.72	36	5.43
St. Boniface College	12	54.6	27.3	33.3	0	53.3	33.3	0	8	234.87	8	5.31
Red River Community College	317	67.8	53.4	64.0	3.3	29.0	67.4	4.9	136	233.28	182	6.02
Assiniboine Community College	50	69.4	62.5	55.6	7.4	35.2	62.9	11.8	28	201.50	27	5.04
Keewatin Community College	12	75.0	81.8	58.3	8.3	25.0	66.7	12.5	6	252.43	6	6.40
Other Institutions in Manitoba	269	68.4	56.0	54.8	2.4	36.0	57.2	4.2	155	227.53	152	6.00
Other Institutions Outside Manitoba	115	62.9	40.0	39.1	1.6	55.3	40.7	4.0	53	212.91	51	5.94

TABLE 75

MEAN WEEKLY AND HOURLY SALARY, NUMBER OF FULL-TIME JOBS, AND HOURS PER WEEK WORKED BY PROGRAM AND INSTITUTION FOR POST-SECONDARY ATTENDERS

INSTITUTION AND PROGRAM	MEAN WEEKLY SALARY ($'s)	MEAN HOURLY SALARY ($'s)	HOURS PER WEEK WORKED	NUMBER OF FULL-TIME JOBS
University of Manitoba				
Agriculture (N = 30)	230.66	5.00	49.97	1.2
Architecture (n = 10)	168.17	5.16	32.6	1.2
Arts (N = 93)	200.90	5.34	38.69	1.3
Administrative Studies (N = 48)	239.65	5.77	41.47	1.2
Education (N = 33)	207.11	6.24	36.57	1.2
Engineering (N = 22)	330.14	7.64	43.23	1.1
Home Economics (N = 19)	189.55	5.36	36.15	1.3
Pharmacy (N = 3)	236.42	5.52	50.25	1.0
Science (N = 75)	253.84	6.50	41.38	1.3
Fine Art (N = 4)	150.00	3,80	39.29	1.6
Dental Hygiene (N = 9)	217.89	7.46	31.33	1.4
Medical Rehabilitation (N = 3)	275.60	6,89	40.00	1.5
Music (N = 3)	114.67	4.17	28.33	1.0
Nursing (N = 11)	265.30	6.18	43.00	1.2
Physical Education (N = 20)	215.66	5.17	41.50	1.3
Social Work (N = 5)	133.00	3.85	37.00	1.3
Law (N = 1)	165.00	4.13		1.0
Medicine (N = 3)	216.33	4.38		1.0
Natural Resource Management (N = 1)	250.00	6.58		1.0
University of Winnipeg				
Arts (N = 66)	217.69	5.82	38.15	1.4
Education (N = 10)	238.21	6.19	39.50	1.4
Science (N = 17)	239.33	7.14	37.17	1.3
Brandon University				
Arts (N = 16)	135.68	4.15	40.12	1.4
Education (N = 15)	224.46	5.40	42.21	1.1
Science (N = 10)	224.73	5.20	43.80	1.1
Music (N = 8)	224.14	6.28	38.11	1.6
General Studies (N = 3)	243.10	4.53	-	1.0
St. Boniface College				
Mean for all programs (N = 9)	225.44	5.19	42.11	1.0

INSTITUTION AND PROGRAM	MEAN WEEKLY SALARY ($'s)	MEAN HOURLY SALARY ($'s)	HOURS PER WEEK WORKED	NUMBER OF FULL-TIME JOBS
Red River Community College				
Two-Year Programs				
Health Sciences (N = 13)	222.36	5.84	39.35	1.1
Industry and Technology				
Chemical Technology (N = 9)	202.25	5.84	34.67	1.1
Civil Technology (N = 9)	248.49	5.93	42.30	1.4
Electrical-Electronic (N = 27)	259.47	6.86	39.81	1.5
Teacher Education (N = 6)	208.86	5.75	37.17	1.0
Applied Arts and Business (N = 64)	222.93	5.75	39.09	1.3
One Year or Less Program				
Health Sciences (N = 30)	207.42	5.60	38.31	1.1
Applied Arts and Business (N = 50)	209.30	6.35	39.06	1.2
Teacher Education (N = 5)	178.80	3.91	46.0	1.2
Industry and Technology				
Auto/Diesel (N = 13)	228.35	5.68	40.93	1.3
Construction (N = 5)	465.60	9.42	44.50	1.4
Drafting (N = 2)	188.12	4.37	43.00	1.3
Industrial Electrical (N = 7)	237.24	5.97	39.71	1.1
Metals (N = 6)	232.50	6.67	52.50	2.0
Industrial Electronics	306.46	7.51	42.25	1.1
Assiniboine Community College				
Administrative Studies (N = 10)	200.06	4.91	40.70	1.2
Business Education Skills (N = 10)	169.29	4.34	38.80	1.5
Construction and Drafting (N = 4)	243.21	6.26	38.50	1.0
Electrical (N = 2)	265.00	6.63	40.00	1.0
Mechanical (N = 5)	259.00	5.72	47.20	1.0
Social Services (N = 6)	185.84	5.02	41.5	1.0
Keewatin Community College				
Mean salary for all programs (N = 6)	299.79	6.40	43.57	1.7
Other institutions in Manitoba (N = 194)	223.79	5.80	39.61	1.2
Other institutions outside Manitoba (N = 72)	212.00	5.77	41.36	1.4

NOTE: Respondents include both those who graduated from a post-secondary institution and those who attended a post-secondary institution but did not graduate. It does not include students who are still attending post-secondary.

TABLE 76

PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES

YEAR OF GRADUATION

Year of Graduation	Number of Respondents	How Satisfied Are You With Present Job	How Well Did Your Education Prepare You For Your Job	Labour Market Status				Labour Market Participation Rate %	Unemployment Rate %	Earnings of Employed			
				Employed %	Unemployed %	In School %	Other			Weekly (N)	Weekly ($'s)	Hourl (N)	Hourl (
71 - 72	509	66.4	40.0	70.6	4.1	19.9	7.6	76.2	5.2	275	248.30	270	6
73	434	69.0	44.7	65.5	3.7	23.7	7.0	69.2	5.4	217	235.21	213	6
74 - 75	446	65.1	40.8	62.1	2.2	21.6	4.1	60.3	3.9	172	218.03	167	5
76	745	59.6	37.6	46.1	2.3	47.6	4.1	48.3	5.0	100	187.68	99	5
77 - 78	489	59.3	32.7	37.9	4.4	54.9	2.8	42.23	10.3	24	173.76	22	4

Average earnings, both hourly and weekly increase as graduates are out of school longer. Recent graduates would seem to be more likely to change their jobs than earlier graduates.

Tables 77, 78, 79, 80 and 81 contain detailed breakdowns of characteristics by year graduated from high school.

How Well Did Your Education Prepare You for Present Job?

Figure 4 breaks down responses by sex. Males indicate generally that they are not well prepared for their present job while females indicate that they are better prepared.

Figure 5 breaks down responses by whether the respondents participated/did not participate in post-secondary. Those who participated in post-secondary were well or very well prepared while those who did not participate were more likely to indicate that they were not well or somewhat prepared for their present job.

Figure 6 indicates the responses by type of post-secondary attended. Whereas Community College respondents and others in Manitoba were more likely to feel very well or well prepared for their present jobs, University and other outside Manitoba respondents indicated that they were not as well prepared.

When broken down by socio-economic status (Figure 7), low and medium socio-economic status respondents felt better prepared for their present job than high socio-economic status respondents.

Satisfaction with Present Job

By sex, both males and females tended to be satisfied or very satisfied with their present job, with a slightly larger percentage of males being dissatisfied (Figure 8). When the question was cross-tabulated by whether or not respondents had participated in post-secondary education, those who had participated were slightly less satisfied than those who did not participate (Figure 9).

TABLE 77
PROFILE OF CHARACTERISTICS TO OUTCOMES

1971 - 1972

CHARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL TI JOBS HE
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
Sex													
Male	241	67.2	43.1	75.7	4.9	17.9	1.6	80.5	6.1	280.59	6.73	43.8	1.29
Female	268	74.6	57.4	69.4	3.1	12.5	15.0	72.5	4.3	211.63	5.78	38.1	1.23
Socio-Economic Status													
Low	250	72.0	47.1	69.1	3.8	14.5	12.6	72.9	5.2	251.86	6.28	41.7	1.32
Medium	120	70.7	53.9	79.5	2.4	14.2	3.9	81.9	2.9	250.72	6.48	40.0	1.18
High	80	75.3	52.4	70.9	2.3	19.8	7.0	73.3	3.2	240.40	5.90	41.3	1.32
Did you Graduate from High School													
Yes	474	71.5	51.5	71.8	4.0	15.5	8.6	75.9	5.3	245.20	6.25	40.7	1.28
No	34	64.7	38.0	80.0	2.9	5.7	11.5	82.9	3.4	249.30	6.18	43.2	1.03
Did you Graduate From Post-Secondary Education													
Yes	306	72.6	60.6	70.6	4.1	20.1	5.3	74.6	5.5	248.30	6.38	41.0	1.27
No	60	64.3	25.0	81.7	5.0	0	10.0	88.3	5.7	231.63	5.93	37.6	1.21
Group													
Going University	75	69.4	46.7	62.6	6.3	25.0	6.3	68.8	9.1	248.37	6.08	42.1	1.27
Going Community Colleges	26	66.6	48.1	92.0	8.0	0.0	4.0	96.0	8.3	241.36	5.79	42.7	1.65
Going Other Post-Secondary	55	84.9	58.9	68.5	0	24.6	7.0	68.4	0	251.92	6.58	38.9	1.22
Employed	106	69.9	54.8	74.8	4.5	13.5	7.2	79.3	5.7	254.21	6.42	40.5	1.36
Unemployed	72	71.0	40.6	72.1	5.1	16.5	6.4	77.2	6.6	241.79	6.46	41.4	1.29
Expected	163	68.5	47.2	73.3	2.9	9.9	14.0	76.2	3.8	240.92	6.12	41.0	1.13
Not Going													

TABLE 78

PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES

73 Grads

CHARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL T JOBS I
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
Sex													
Male	200	69.6	40.5	64.9	3.9	26.3	4.9	68.8	5.7	272.25	6.47	44.7	1.2
Female	233	68.4	48.4	66.0	3.6	21.6	8.8	69.6	5.2	209.64	5.65	38.7	1.1
Socio-Economic Status													
Low	179	72.8	42.2	74.3	3.2	14.4	8.0	77.5	4.1	231.78	5.68	43.1	1.1
Medium	116	70.5	53.6	62.0	0.8	31.4	5.8	62.8	1.3	262.26	6.85	39.7	1.1
High	93	64.1	40.9	53.1	4.1	35.7	7.2	57.1	7.1	226.48	5.90	40.3	1.2
Did you Graduate from High School													
Yes	398	68.7	27.1	63.6	4.0	25.0	7.4	67.6	6.0	236.45	5.96	41.4	1.2
No	35	71.4	17.2	88.2	0	8.8	2.9	88.2	0	252.32	6.66	42.1	1.2
Did you Graduate from Post-Secondary													
Yes	234	69.3	56.4	59.6	3.7	31.4	5.3	63.3	5.8	235.21	6.09	40.7	1.2
No	69	65.1	23.8	73.9	4.3	10.1	8.6	78.2	5.6	239.74	5.92	41.3	1.2
Group													
Going University	103	63.0	40.8	48.7	5.3	40.7	5.3	54.0	9.8	224.06	6.00	38.4	1.2
Going Community College	40	67.5	55.0	65.0	2.5	25.0	7.5	67.5	3.7	206.04	5.34	42.2	1.
Going Other Post-Secondary	40	67.3	51.3	68.3	0	26.8	4.9	68.3	0	262.52	6.94	39.9	1.2
Undecided	51	66.0	34.7	77.4	3.6	13.2	5.6	81.1	4.7	269.39	5.79	47.8	1.2
Impacted	94	69.5	51.7	67.3	4.0	23.8	5.0	71.3	5.6	226.97	5.83	41.8	1.
Not Going	83	79.8	42.0	75.0	4.8	7.1	13.1	79.8	6.0	248.16	6.28	40.8	1.

TABLE 79

PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES

74/75 Grads

HARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL TIME JOBS HELD
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
SEX													
ale	208	60.6	31.7	56.7	1.9	39.0	2.4	58.6	3.2	260.74	6.02	43.6	1.31
emale	245	67.5	51.1	58.7	2.7	30.0	8.8	61.5	4.4	189.11	5.19	38.4	1.16
cio-Economic Status													
ow	206	64.2	41.3	64.8	1.9	28.2	5.2	66.7	2.8	235.75	5.70	42.1	1.16
edium	104	71.1	43.0	57.0	3.7	32.7	6.5	60.7	6.2	218.43	5.57	40.6	1.32
igh	116	60.5	40.0	46.2	2.5	46.2	5.1	48.7	5.2	196.89	5.30	39.4	1.29
id you raduate from igh School													
es	418	63.7	42.4	56.1	2.1	36.5	5.3	58.2	3.6	220.38	5.55	40.8	1.22
o	34	73.5	35.3	82.3	5.9	2.9	8.8	88.2	6.7	235.30	5.76	40.1	1.25
id you raduate from ost-Secondary													
es	188	63.9	58.1	48.4	2.1	47.4	2.1	50.5	4.1	218.03	5.63	40.0	1.27
o	60	55.4	22.6	61.6	6.7	16.7	10.0	68.3	9.8	247.7	5.75	42.7	1.21
roup													
oing University	91	65.9	44.9	30.2	2.1	60.4	7.3	32.3	6.4	229.78	5.94	41.2	1.20
oing Community ollege	37	59.4	51.3	67.6	2.7	27.0	2.7	70.3	3.8	189.40	5.43	39.2	1.16
oing Other ost-Secondary	77	34.0	34.2	55.6	3.7	35.8	4.9	59.2	6.2	223.78	5.33	40.2	1.22
decided	65	67.6	43.7	78.4	0	18.5	3.1	78.5	0	226.68	5.49	41.3	1.23
pected	106	58.9	40.4	62.6	1.9	30.8	4.6	64.5	2.9	232.95	5.75	41.5	1.22
t Going	52	75.0	38.0	63.7	1.8	20.0	14.5	65.5	2.8	206.01	5.21	40.0	1.20

TABLE 80
PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES
1976 Grads

CHARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL TI. JOBS HE
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
Sex													
Male	254	58.2	34.3	50.4	2.4	43.2	4.1	52.7	4.5	230.96	5.71	42.7	1.48
Female	457	60.5	39.6	43.5	2.2	50.2	4.1	45.7	4.9	164.81	4.63	37.2	1.29
Socio-Economic Status													
Low	368	61.4	37.0	49.2	2.6	43.5	4.6	51.8	5.0	191.04	5.04	39.9	1.38
Middle	160	58.8	39.9	48.3	1.4	45.9	4.3	49.8	2.9	190.18	4.94	39.3	1.37
High	142	57.4	32.6	34.6	3.3	60.0	2.0	38.0	8.8	188.11	5.09	38.1	1.34
Did you graduate from High School													
Yes	709	60.6	39.1	44.8	2.1	49.2	3.9	46.9	4.5	191.02	5.07	39.4	1.36
No	34	41.2	8.8	73.7	5.9	11.8	8.8	79.4	7.4	188.90	4.85	39.3	1.52
Did you graduate from Post-Secondary													
Yes	113	66.3	61.4	31.0	1.6	65.9	1.6	32.5	4.9	187.68	5.38	38.9	1.25
No	86	52.4	26.9	57.0	1.2	37.2	3.5	58.1	2.0	196.93	5.29	39.8	1.53
Groups													
Going University	157	59.3	36.6	11.7	0.6	85.6	2.3	11.7	4.8	189.27	5.90	35.6	1.26
Going Community College	52	53.9	50.0	51.0	3.6	43.6	1.8	54.5	6.7	179.60	4.76	39.9	1.55
Going Other Post-Secondary	56	61.1	39.6	38.7	0	59.7	1.6	38.7	0	179.13	4.68	38.2	1.15
Undecided	128	28.5	36.0	70.9	3.1	20.5	5.5	74.0	4.2	190.02	4.77	39.7	1.42
Impacted	192	51.8	31.4	45.1	3.9	47.1	4.0	49.0	8.0	196.36	5.05	39.4	1.26
Not Going	85	59.5	45.8	74.2	2.4	16.5	7.0	76.5	3.1	202.43	5.30	41.4	1.51

TABLE 81

PROFILE OF CHARACTERISTICS TO LABOUR MARKET OUTCOMES

1977 - 1978

CHARACTERISTICS	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS OF RESPONDENTS - NOV. 1977				LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS - WORKED PER WEEK	AVERAG NO. O FULL T JOBS
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)	OTHER (%)			WEEKLY	HOURLY		
Sex													
Male	241	56.2	27.4	42.2	4.7	51.6	1.6	46.9	10.0	221.78	5.29	43.9	1.47
Female	300	61.2	35.5	32.6	4.0	60.1	3.3	36.6	10.8	153.83	4.39	38.0	1.43
Socio-Economic Status													
Low	242	60.7	35.3	39.4	4.2	52.1	4.2	43.7	9.6	188.86	4.72	41.3	1.39
Medium	137	53.3	31.3	41.7	5.6	51.4	1.4	47.2	11.8	181.78	4.99	39.0	1.47
High	131	58.6	24.6	25.7	2.8	70.1	1.4	28.5	9.8	183.14	4.84	41.3	1.57
Did you Graduate from High School													
Yes	497	59.0	32.6	36.2	4.3	57.3	2.2	40.5	10.6	183.60	4.74	40.8	1.44
No	43	57.2	24.4	44.7	4.3	44.7	6.4	48.3	8.7	197.23	5.29	40.1	1.56
Did you Graduate from Post-Secondary Education													
Yes	29	73.0	57.7	23.5	5.9	67.6	2.9	29.4	28.0	173.76	4.67	38.0	1.29
No	35	57.5	21.9	20.0	0	80.0	0	20.0	0	205.40	5.36	37.8	1.42
Group													
Going University	125	62.1	27.0	15.3	1.5	81.8	1.5	16.8	8.7	183.12	5.06	39.2	1.55
Going Community College	52	66.7	34.7	35.6	5.1	55.9	3.4	40.7	12.5	183.32	4.98	39.9	1.41
Going Other Post-Secondary	56	58.2	27.0	24.6	3.3	70.5	1.6	27.9	11.8	190.58	4.94	41.8	1.41
Undecided	117	52.1	31.9	30.8	7.4	40.2	1.6	51.2	12.7	187.76	4.93	39.6	1.52
Impacted	127	56.0	30.6	37.3	4.4	54.7	3.6	41.6	10.5	169.33	4.36	41.4	1.38
Not Going	47	73.9	45.6	72.9	6.3	14.6	6.3	79.2	7.3	211.48	5.04	43.2	1.37

FIGURE 4

HOW WELL EDUCATION PREPARED RESPONDENTS FOR PRESENT JOB BY SEX

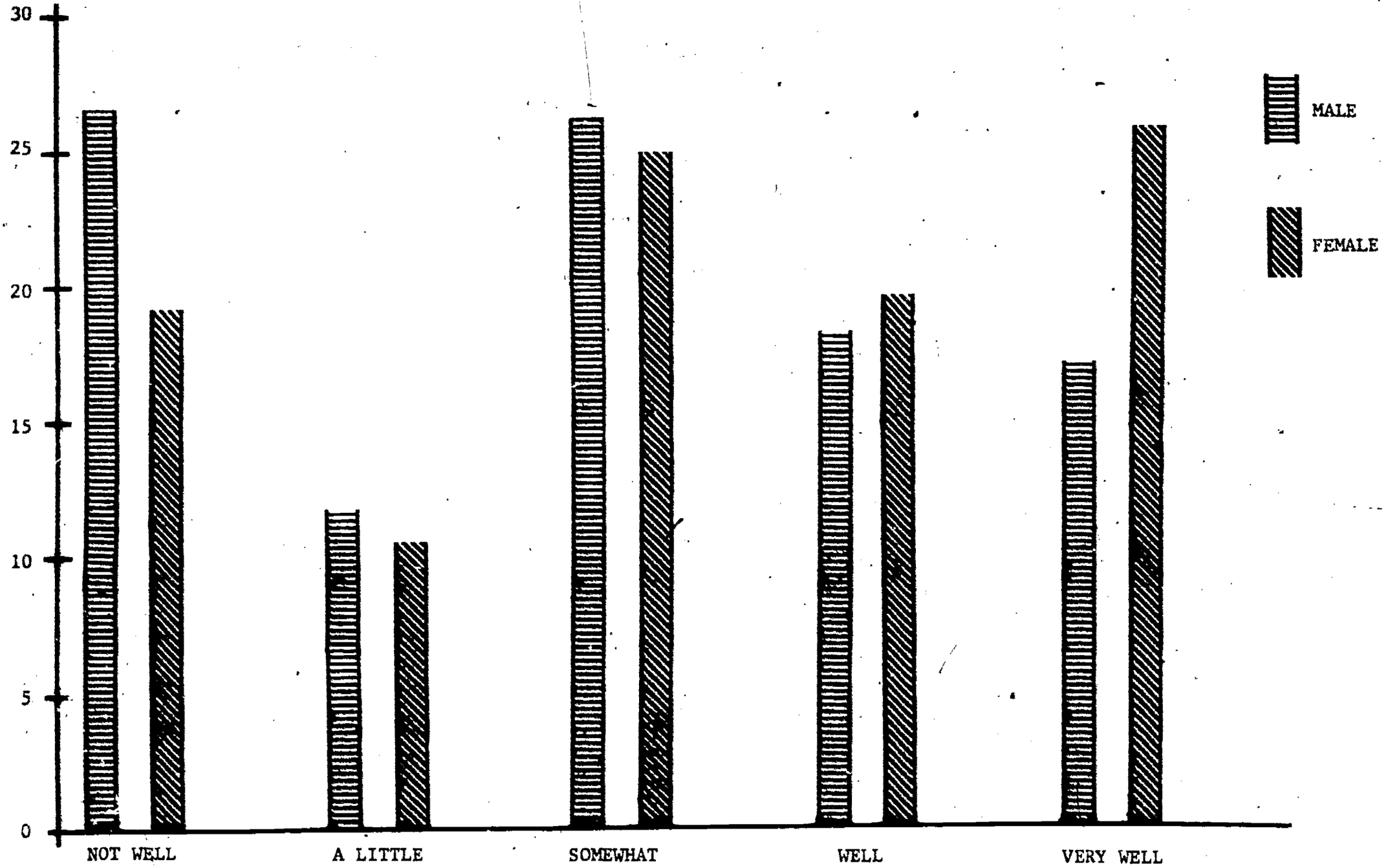
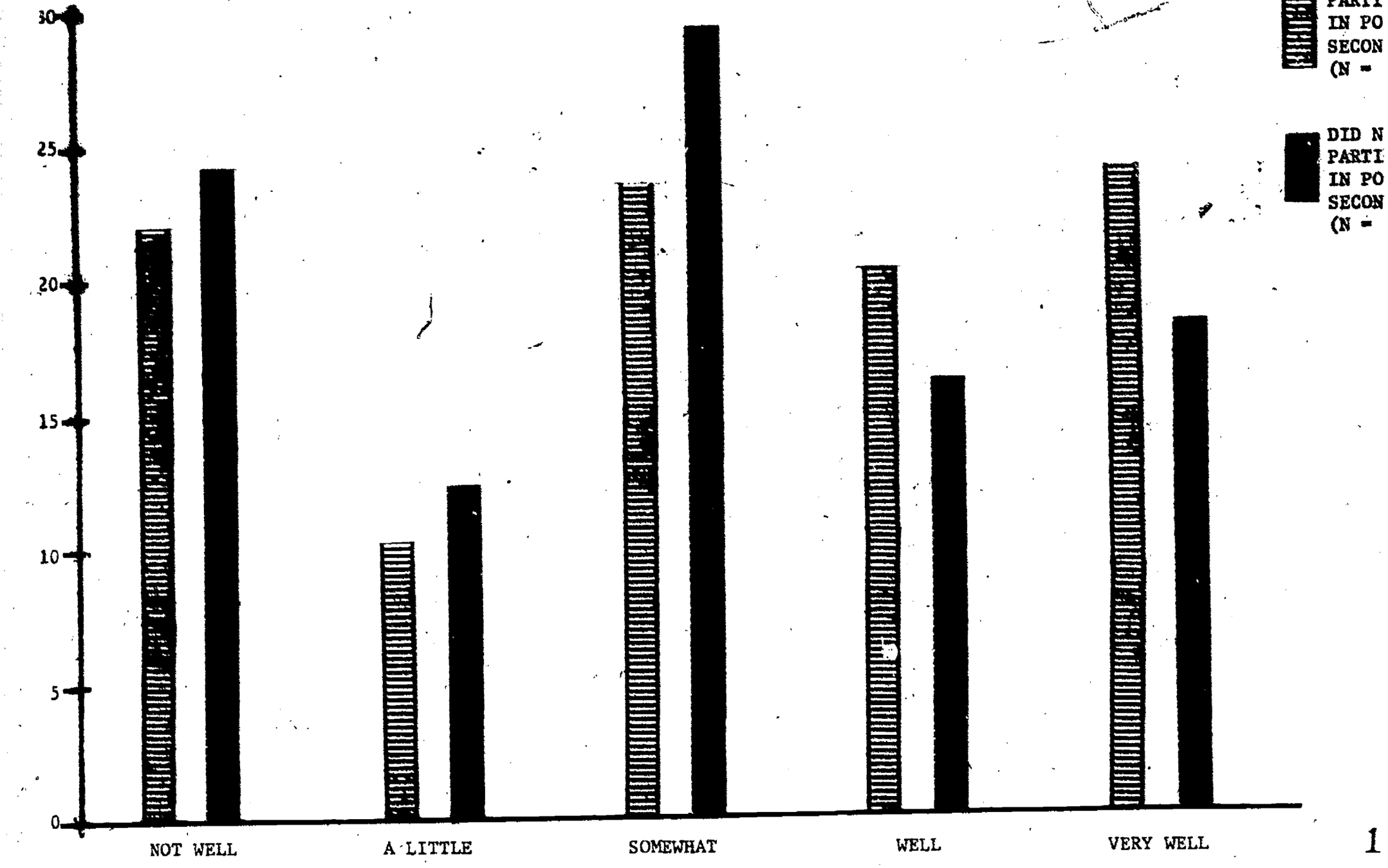


FIGURE 5

HOW WELL DID EDUCATION PREPARE RESPONDENT FOR PRESENT JOB BY PARTICIPATION IN POST-SECONDARY



1

HOW WELL EDUCATION PREPARED RESPONDENT FOR PRESENT JOB BY

TYPE OF POST-SECONDARY INSTITUTION ATTENDED

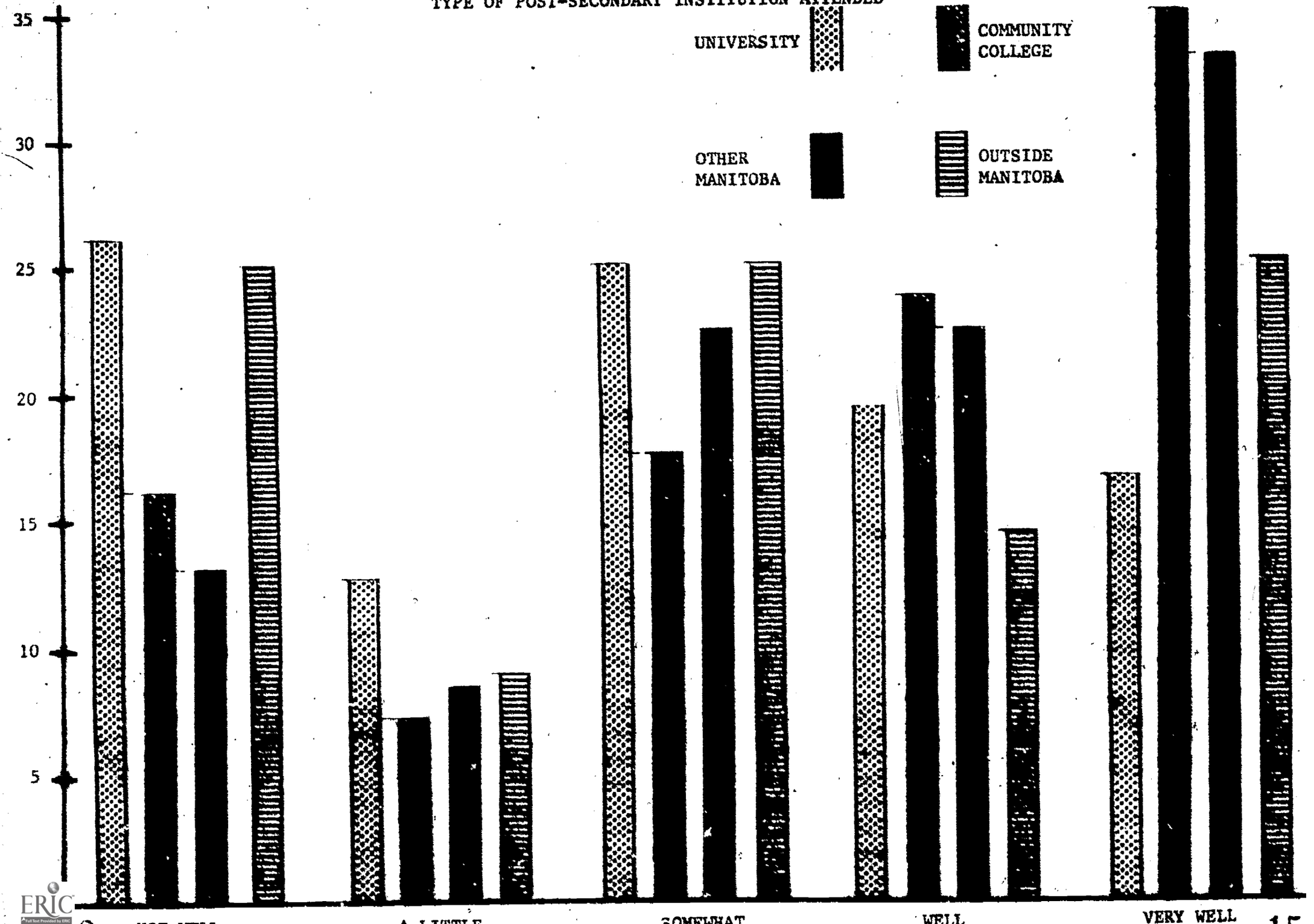


FIGURE 7

HOW WELL EDUCATION PREPARED RESPONDENT FOR PRESENT JOB
BY SOCIOECONOMIC STATUS

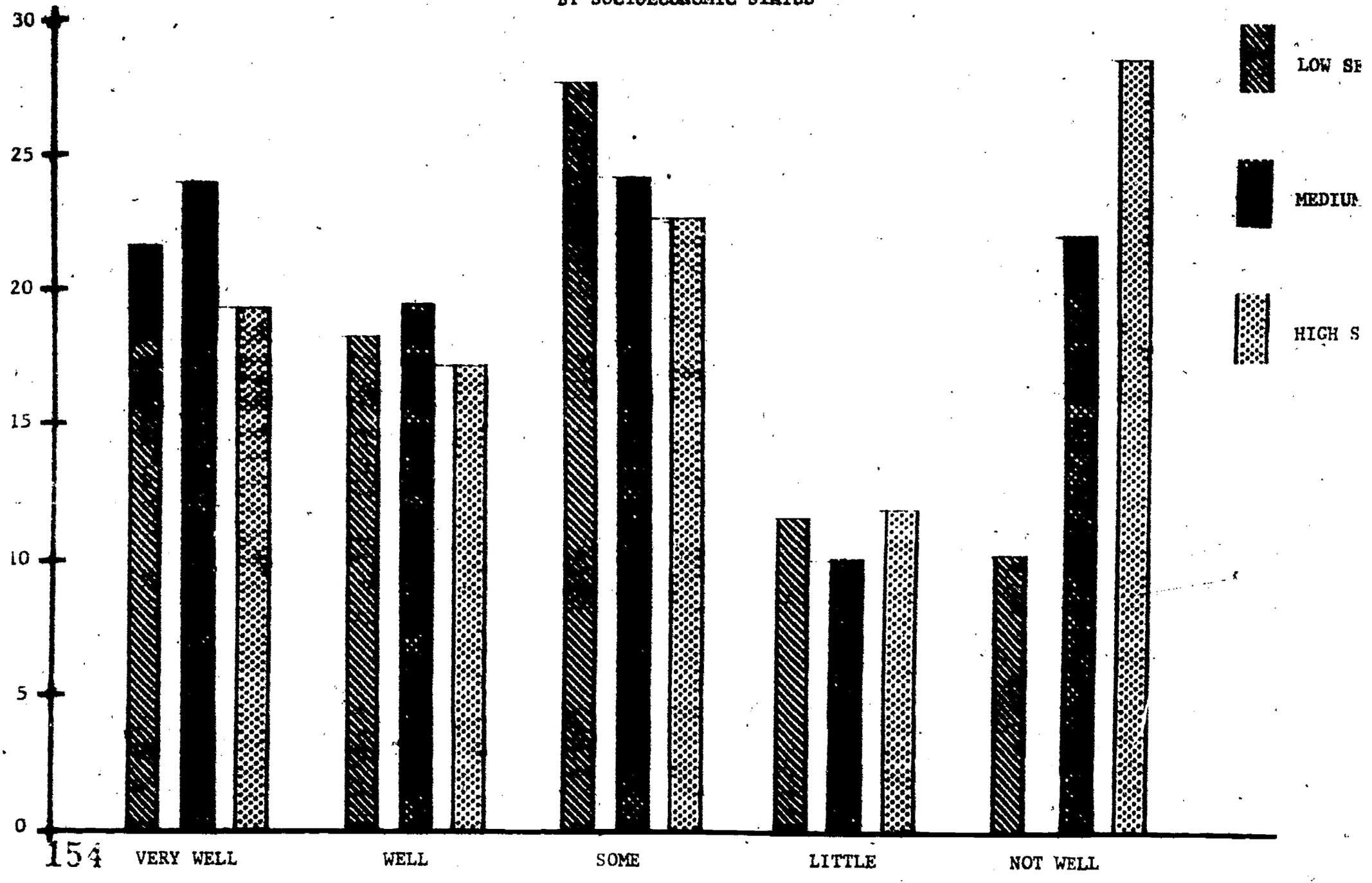


FIGURE 8

SATISFACTION WITH PRESENT JOB BY SEX

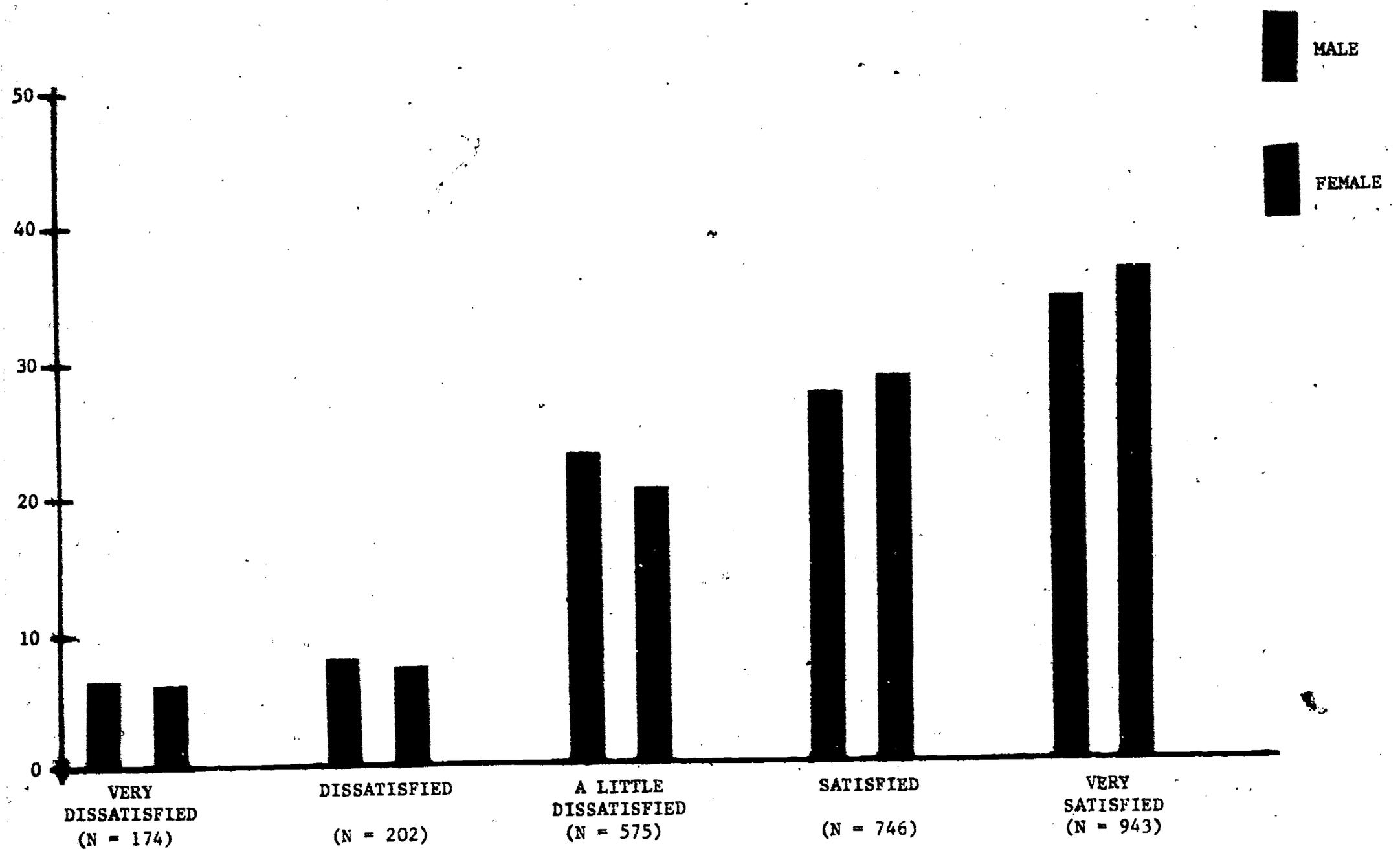


FIGURE 9

SATISFACTION WITH PRESENT JOB BY PARTICIPATION IN POST-SECONDARY EDUCATION

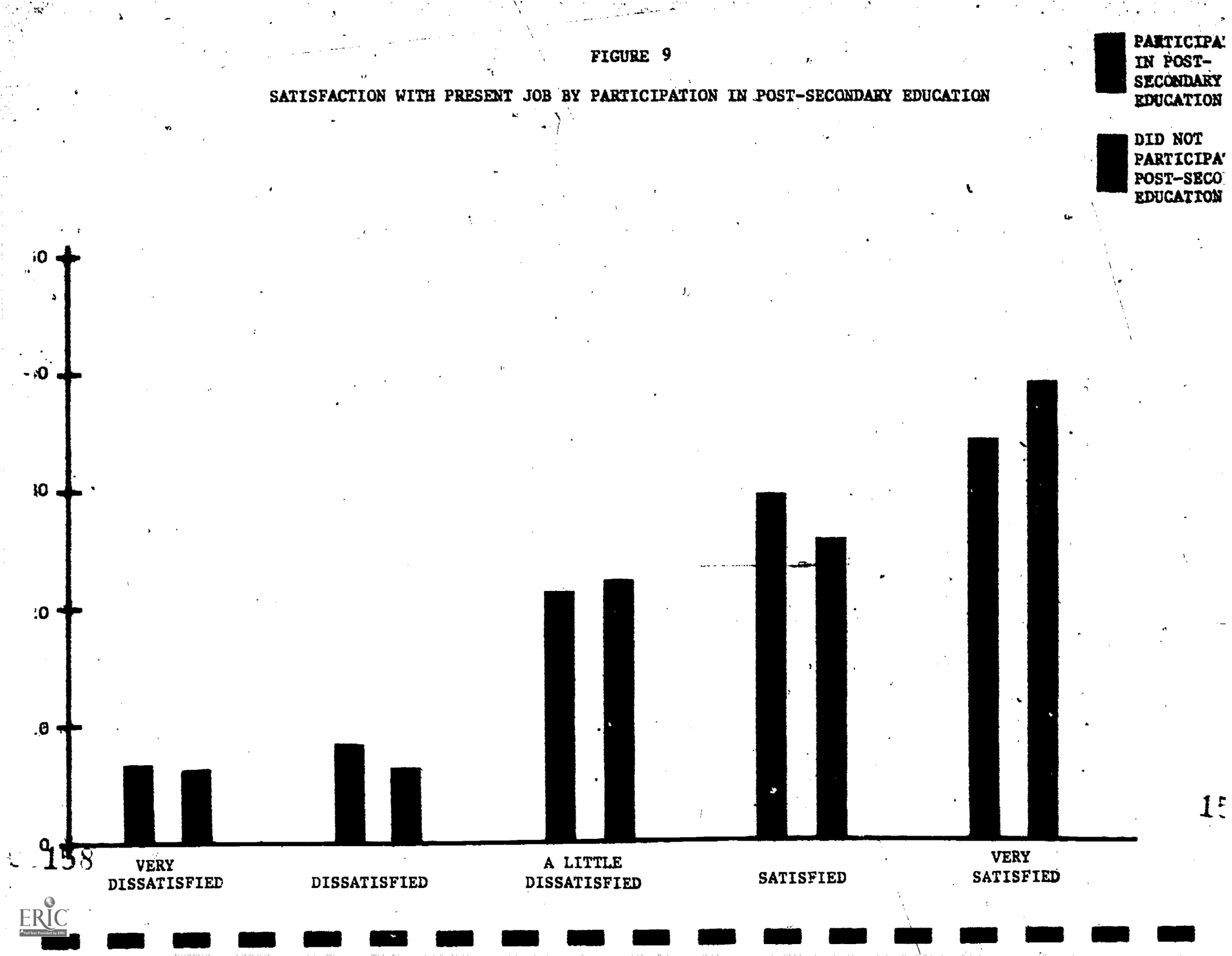
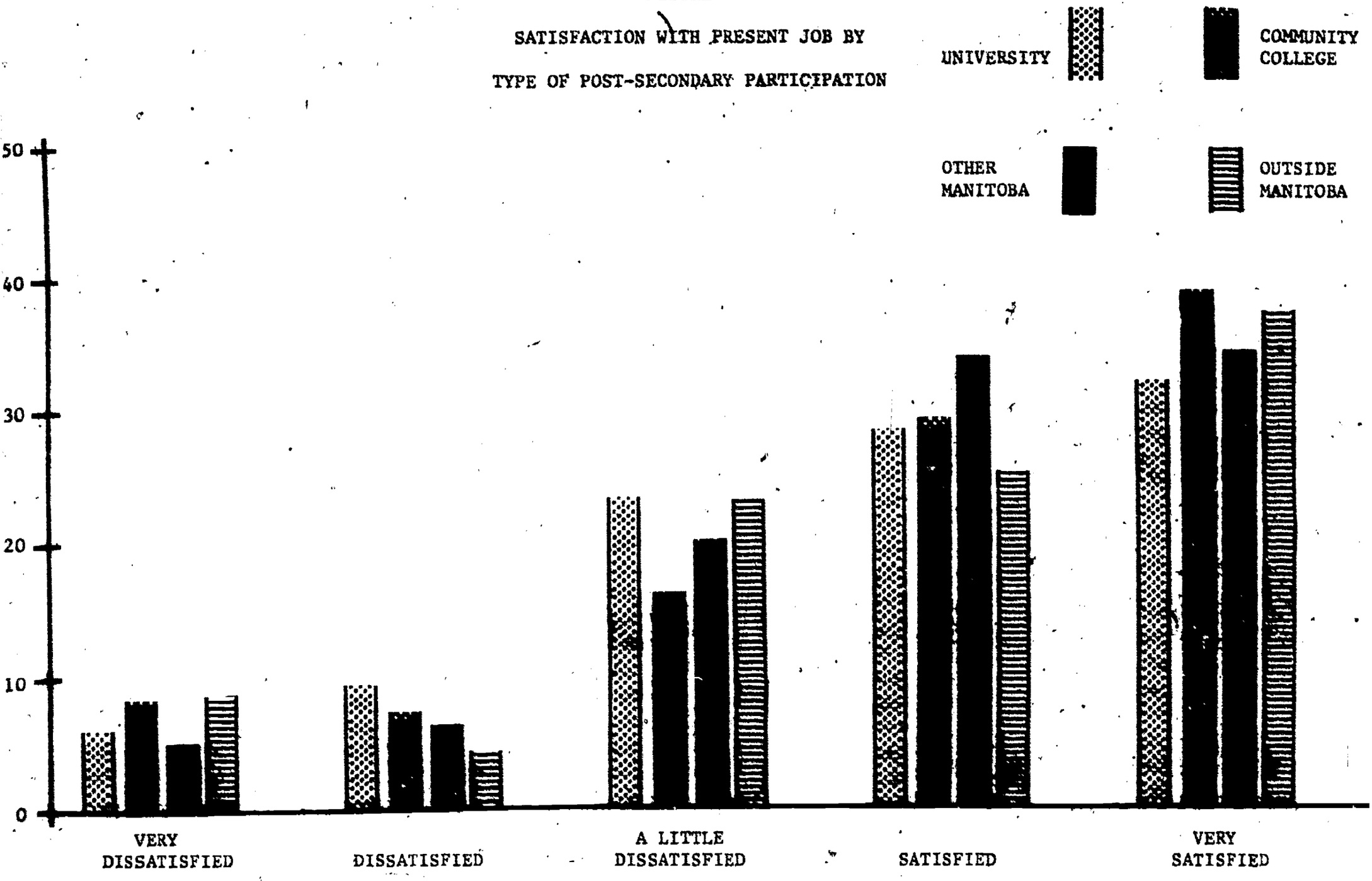


FIGURE 10

SATISFACTION WITH PRESENT JOB BY

TYPE OF POST-SECONDARY PARTICIPATION



When the responses broken down by type of post-secondary attended are reported (Figure 10), universities were slightly less satisfied than community college or "other Manitoba" respondents.

Present Occupation of Respondents (Table 82)

Table 82 reports the present occupational distribution of all survey respondents. The majority of respondents were in clerical and related occupations (21.9%), while 7.1% were in medicine and health, 4.6% chose construction trades, 4.2% natural sciences, engineering and mathematics, 5.7% and 5.6% in sales and service occupations respectively, and 3.5% in managerial, administrative and related.

When compared to the present occupations of fathers (Table 83) and mothers (Table 84), the largest group for fathers is farming and horticulture (23.4%) with managerial, administrative and related 8.6% and sales 8.0%. For mothers' occupations, the single largest group is homemakers.

Profile of Occupations to Labour Market Outcomes

Table 85 gives the profile of occupations to outcomes. Job satisfaction ranges from 100% satisfied for those in forestry and logging to 33% for materials handling and related.

When asked how well they were prepared by education for their present job, the responses ranged from 69% who thought that they were well or very well prepared, to a low of 14% in materials handling and related occupations.

Labour force participation rates varied from 28% in sports and recreation and 30% in social sciences and related to 80% in product fabricating, assembly and repair and 100% in forestry and logging. Unemployment rates ranged from 0% in several occupational groups to 33% in materials handling and related occupations.

TABLE 82

PRESENT OCCUPATION OF RESPONDENTS

OCCUPATIONAL GROUP	N	%
Managerial, Administrative and Related	101	3.5
Natural Sciences, Engineering and Mathematics	121	4.2
Social Sciences and Related	43	1.5
Religion	7	0.2
Teaching	96	3.3
Medicine and Health	203	7.1
Artistic, Literary, Performing Arts	34	1.2
Sports and Recreation	33	1.1
Clerical and Related	631	21.9
Sales	163	5.7
Service	160	5.6
Farming, Horticulture	123	4.3
Fishing, Hunting, Trapping	1	-
Forestry, Logging	2	-
Mining and Quarrying	10	0.3
Processing	48	1.7
Machinery and Related	22	0.8
Product Fabricating, Assembling	95	3.3
Construction Trades	131	4.6
Transport Equipment Operating	58	2.0
Material Handling and Related	11	0.4
Other Crafts and Equipment Operating	24	0.8
Homemaker, no answer	691	24.0
Occupations not classified elsewhere	69	2.4
TOTAL	2877	100.0

Note: Responses include both those who would be working at summer jobs (i.e. they were still attending post-secondary) and those who were working at permanent jobs.

TABLE 83

PRESENT OCCUPATION OF FATHERS

OCCUPATIONAL GROUP	N	%
Managerial, Administrative and Related	253	8.6
Natural Sciences, Engineering and Mathematics	97	3.3
Social Sciences and Related	17	0.7
Religion	16	0.5
Teaching	69	2.4
Medicine and Health	65	2.2
Artistic, Literary, Performing Arts	15	0.5
Sports and Recreation	6	0.2
Clerical and Related	100	3.4
Sales	235	8.0
Service	146	5.0
Farming, Horticulture	684	23.4
Fishing, Hunting, Trapping	4	0.1
Forestry and Logging	1	0.1
Mining and Quarrying	23	0.8
Processing	89	3.0
Machinery and Related	58	1.9
Product Fabricating, Assembling	194	6.6
Construction Trades	222	7.6
Transport Equipment Operating	165	5.6
Material Handling and Related	18	0.6
Other Crafts & Equipment Operating	49	1.7
Homemaker, no answer	219	7.5
Occupational not classified	183	6.3
TOTAL	2928	100.0

TABLE 84

PRESENT OCCUPATION OF MOTHERS

OCCUPATIONAL GROUP	N	%
Managerial, Administrative and Related	49	1.7
Natural Sciences, Engineering and Mathematics	7	0.2
Social Sciences and Related	24	0.8
Religion	-	-
Teaching	131	4.5
Medicine and Health	170	5.8
Artistic, Literary, Performing Arts	9	0.3
Sports and Recreation	4	0.1
Clerical and Related	335	11.4
Sales	130	4.4
Service	149	5.1
Farming, Horticulture	16	0.5
Fishing, Hunting, Trapping	-	-
Forestry and Logging	-	-
Mining and Quarrying	-	-
Processing	8	0.3
Machinery and Related	-	-
Product Fabricating, Assembling	37	1.3
Construction Trades	-	-
Transport Equipment Operating	8	0.3
Material Handling and Related	-	-
Other Crafts & Equipment Operating	12	0.4
Homemaker, no answer	1778	60.6
Occupations not classified	56	1.9
TOTAL	2931	100.0

TABLE 85
PROFILE OF OCCUPATIONS TO LABOUR MARKET OUTCOMES

1980 MAJOR GROUP CLASSIFICATION	NO. OF RESPONDENTS	HOW SATISFIED ARE YOU WITH YOUR PRESENT JOB?	HOW WELL DID YOUR EDUCATION PREPARE YOU FOR YOUR JOB?	LABOUR MARKET STATUS			LABOUR FORCE PARTICIPATION RATE (%)	UNEMPLOYMENT RATE %	AVERAGE EARNINGS ($'s)		AVERAGE HOURS WORKED PER WEEK	AVERAGE NO. OF FULL TIME JOBS HELD
				EMPLOYED (%)	UNEMPLOYED (%)	IN SCHOOL (%)			WEEKLY	HOURLY		
Managerial, Administrative and Related	101	75.0	50.0	65.7	1.9	28.6	70.3	2.8	233.72	5.87	40.4	1.24
Natural Sciences, Engineering and Mathematics	128	70.1	63.6	46.1	1.5	51.5	47.7	1.6	237.22	6.05	40.3	1.24
Social Sciences and Related	53	80.4	50.0	26.8	1.8	66.1	30.2	6.3	158.80	4.58	44.1	1.35
Religion	7	83.3	33.3	57.1	0	14.3	80.0	0	196.56	3.93	49.2	1.00
Teaching and Related	110	83.2	61.4	61.7	3.6	33.0	64.5	5.6	226.87	6.57	38.2	1.18
Medicine and Health	214	77.1	69.3	66.2	1.4	31.5	68.2	2.1	229.03	6.05	39.8	1.19
Artistic, Literary and Related	31	63.9	44.4	55.5	0	36.1	60.6	0	209.08	6.17	34.9	1.26
Sports and Recreation	40	71.8	32.4	25.0	2.5	72.5	27.5	9.1	211.37	4.83	45.4	1.37
Clerical and Related	658	64.1	43.7	66.9	3.2	26.8	72.3	4.6	177.73	4.86	37.1	1.27
Sales	187	59.3	26.9	60.6	2.6	35.3	64.2	4.2	187.90	4.85	39.2	1.26
Service	194	46.9	26.5	45.5	4.0	48.5	50.5	8.1	168.23	4.58	37.6	1.43
Farming, Horticulture and Animal Husbandry	128	69.4	23.2	57.1	4.4	33.3	64.8	7.2	236.06	4.83	56.1	1.34
Fishing, Hunting, Trapping and Related	1	0	0	100.0	0	0	100.0	0	100.00	1.01	99.0	1.00
Forestry and Logging	3	100.0	0	66.7	0	33.3	100.0	0	363.33	8.96	40.7	1.33
Mining and Quarrying Includes Oil and Gas Fields	12	46.2	15.4	46.2	0	46.2	50.0	0	282.24	6.67	44.5	1.33
Processing Occupations	87	56.4	20.0	59.5	7.6	40.5	59.2	0	226.63	6.46	42.1	1.45
Machinery and Related	23	64.0	44.0	70.8	4.2	20.8	78.3	5.6	277.01	6.06	47.0	1.48
Product Fabricating, Assembly and Repair	95	62.4	41.4	71.0	5.0	19.0	80.0	6.6	218.45	5.49	41.6	1.45
Construction Trades	136	66.0	27.6	64.8	1.4	27.6	70.6	2.1	282.25	6.59	43.8	1.48
Transportation Equipment Operation	57	51.6	23.8	62.7	5.1	28.8	70.2	7.5	286.22	6.77	44.1	1.49
Material Handling and Related	14	33.4	14.3	42.9	21.4	35.7	64.3	33.3	267.57	5.66	44.9	1.40
Other Crafts and Equipment Operation	24	62.5	37.5	66.7	4.2	29.2	70.8	5.9	216.54	5.62	38.5	1.46
Occupations Not Elsewhere Classified	84	51.4	29.4	35.3	3.5	60.0	39.3	9.1	198.19	4.74	42.0	1.43

Average weekly earnings were lowest in social science and related occupations, clerical and related occupations and service and sales occupations and highest for medicine and health, teaching and related, farming and related, forestry and logging, mining and quarrying including oil and gas fields, machinery and related, construction trades, transportation operators and material handling and related. Hourly salaries have also been calculated for the occupations listed.

Mean hours worked per week varied from 35 hours for artistic and literary to 56 hours per week for farming occupations.

Present Occupation by Sex

When present occupations are disaggregated by sex, the largest group for females is clerical and related (36%) with the next largest group medicine and health (12%) and service occupations (8%). For males, construction trades is the largest occupational group (11%). 10% of males were in farming, horticulture and animal husbandry, 9% in clerical and related occupations, 8% in natural sciences, engineering and mathematics and 8% in sales occupations (Table 86).

Occupations by Educational Outcomes

Table 87 indicates the occupation of respondents broken down by educational outcomes, ie., whether they were non-high school graduates, high school graduates, post-secondary non-graduates, post-secondary graduates and those students presently still attending post-secondary. The majority of responding non-high school graduates were in clerical and related occupations, service occupations, processing occupations, construction trades and transportation equipment operators.

The most frequent response for high school graduates was clerical and related occupations. Other response categories of high school graduates were sales, service, farming and construction trades.

Non-post-secondary graduates indicated clerical and related as their largest occupational group. Less important groups were sales, service and construction trades.

TABLE 86

N = 2869

PRESENT OCCUPATION BY SEX

OCCUPATION	MALES (N = 1241)	FEMALES (N = 1628)
Managerial, Administrative and Related	5% (67)	3% (41)
Natural Sciences, Engineering and Mathematics	8% (96)	3% (41)
Social Sciences and Related	1% (16)	3% (41)
Religion	- (4)	- (3)
Teaching & Related	2% (30)	5% (85)
Medicine and Health	2% (21)	12% (201)
Artistic, Literary and Related	2% (19)	1% (18)
Sports and Recreation	2% (21)	1% (21)
Clerical and Related	9% (116)	36% (591)
Sales	8% (97)	6% (102)
Service	6% (79)	8% (134)
Farming, Horticulture and Animal Husbandry	10% (119)	1% (20)
Fishing, Hunting, Trapping and Related	- (1)	-
Forestry and Logging	- (2)	- (1)
Mining and Quarrying Includes Oil and Gas Fields	1% (11)	- (2)
Processing Occupations	4% (49)	- (8)
Machinery and Related	2% (24)	- (1)
Product Fabricating, Assembly and Repair	7% (91)	1% (14)
Construction Trades	11% (137)	1% (16)
Transportation Equipment Operator	5% (57)	- (6)
Material Handling and Related	1% (14)	- (2)
Other Crafts and Equipment Operation	1% (16)	1% (9)
Occupations Not Elsewhere Classified	5% (63)	2% (28)
Homemaker, not stated	7% (90)	15% (243)

TABLE 87

OCCUPATION BY EDUCATIONAL OUTCOMES

N = 2896

OCCUPATIONS	EDUCATIONAL OUTCOMES: HIGH SCHOOL - NON-GRADUATE (N = 136)	HIGH SCHOOL - GRADUATE (N = 922)	POST-SECONDARY - NON-GRADUATE (N = 310)	POST-SECONDARY - GRADUATES (N = 936)	POST-SECONDARY IN - PROCESS (N = 592)
Managerial, Administrative and Related	-	2% (17)	4% (11)	7% (62)	3% (18)
Natural Sciences, Engineering and Mathematics	1% (1)	2% (19)	2% (6)	8% (77)	6% (34)
Social Sciences and Related	-	1% (7)	1% (4)	3% (26)	3% (20)
Religion	-	- (1)	- (1)	1% (5)	-
Teaching and Related	1% (1)	- (4)	3% (8)	10% (89)	2% (13)
Medicine and Health	4% (5)	3% (23)	3% (10)	18% (169)	3% (15)
Artistic, Literary and Related	2% (3)	1% (7)	3% (8)	1% (12)	1% (8)
Sports and Recreation	-	1% (7)	2% (5)	1% (11)	3% (19)
Clerical and Related	19% (26)	33% (305)	35% (107)	16% (145)	21% (124)
Sales	9% (12)	8% (70)	8% (24)	5% (43)	8% (50)
Service	13% (18)	8% (72)	7% (20)	4% (41)	10% (61)
Farming, Horticulture and Animal Husbandry	5% (7)	6% (56)	5% (15)	4% (33)	5% (29)
Fishing, Hunting, Trapping and Related	-	-	-	-	- (1)
Forestry and Logging	-	- (2)	- (1)	-	-
Mining and Quarrying Includes Oil and Gas Fields	1% (1)	1% (6)	- (1)	- (1)	1% (4)
Processing Occupations	7% (9)	2% (20)	3% (8)	1% (10)	2% (10)
Machinery and Related	2% (3)	1% (13)	1% (2)	- (3)	1% (4)
Product Fabricating, Assembly and Repair	6% (8)	4% (40)	3% (8)	4% (37)	2% (11)
Construction Trades	7% (10)	8% (70)	6% (19)	3% (27)	5% (27)
Transportation Equipment Operation	7% (9)	3% (29)	1% (3)	1% (10)	2% (12)
Material Handling and Related	-	1% (5)	1% (4)	- (1)	1% (6)
Other Crafts and Equipment Operation	2% (2)	1% (10)	- (1)	1% (8)	1% (4)
Occupations Not Elsewhere Classified	4% (6)	3% (25)	2% (6)	2% (19)	6% (35)
Homemaker, not stated	11% (15)	12% (114)	12% (38)	11% (106)	15% (87)

Post-secondary graduates largest occupational group was medicine and health with clerical and related the second largest. Other groups with signficant response levels were teaching and related, natural sciences, engineering and mathematics and managerial and related.

Most of the post-secondary students who were still attending school but reported occupations were in clerical and related, service occupations or sales occupations.

Tables 88, 89 and 90 indicate some of the differences in type of occupation for those attending/not attending post-secondary education and for those who attended different types of post-secondary education. Post-secondary education attendees indicated clerical and related occupations as their largest group with smaller percentages in medicine and health, natural sciences, engineering and mathematics, sales and teaching. For those not attending post-secondary education, the largest group was the clerical and related occupations group with less respondents in the sales, construction trades and service occupations. Table 89 indicates detailed responses for those attending/not attending post-secondary by occupation.

Table 90 indicates the major occupations of respondents who had attended various types of post-secondary education. For most types of post-secondary, clerical and related occupations was the largest group. Detailed information breaking down institutions by occupations are listed in Table 91.

Occupation by Sex and Socioeconomic Status

Lower socioeconomic status males tended to be in occupations such as farming, religion, machinery and related, transport equipment operators and materials handling occupations (Table 91). Females from low socioeconomic status backgrounds were in farming and related, other crafts and materials handling, medicine and health and clerical and related occupations (Table 92).

Males from high socioeconomic status backgrounds were in the managerial, administrai administration and related professions, natural sciences and related fields, service occupations, and sports and recreation.

For females from high socic economic status backgrounds, sports and recreation, managerial, administrative and related and social sciences and related occupations.

TABLE 88

POST-SECONDARY ATTENDANCE BY MAJOR OCCUPATIONS

ATTENDED POST-SECONDARY	MAJOR OCCUPATIONS	
Yes	Clerical and Related	(18%)
	Medicine and Health	(9%)
	Natural Sciences, Engineering and Mathematics	(6%)
	Sales	(5%)
	Teaching	(5%)
No	Clerical and Related	(31%)
	Sales	(7%)
	Construction and Trades	(7%)
	Service	(7%)

TABLE 89

PRESENT OCCUPATION BY POST-SECONDARY ATTENDANCE AFTER HIGH SCHOOL

OCCUPATION STATUS	ATTENDED POST-SECONDARY (N = 1905)	DID NOT ATTEND POST-SECONDARY (N = 938)
Managerial, Administrative and Related (N = 98)	84%	16%
Natural Sciences, Engineering and Mathematics (N = 121)	90%	10%
Social Sciences and Related Fields (N = 42)	93%	7%
Religion (N = 7)	86%	14%
Teaching (N = 96)	97%	3%
Medicine and Health (N = 199)	88%	12%
Artistic, Literary and Performing Arts (N = 32)	78%	22%
Sport and Recreation (N = 33)	88%	12%
Clerical and Related (N = 625)	54%	46%
Sales (N = 161)	60%	40%
Service (N = 155)	59%	41%
Farming and Related (N = 121)	55%	45%
Fishing, Hunting and Trapping (N = 1)	100%	-
Forestry (N = 2)	50%	50%
Mining and Quarrying (N = 10)	40%	60%
Processing (N = 47)	47%	53%
Machinery and Related (N = 22)	36%	64%
Product Fabricating, Assembling and Repairing (N = 95)	57%	43%
Construction Trades (N = 130)	50%	50%
Transport Equipment Operators (N = 58)	45%	55%
Material Handling (N = 11)	55%	45%
Other Crafts and Equipment Operation (N = 24)	54%	46%
Retired, No response, Homemaker (N=683)	73%	27%
Other (N = 69)	74%	26%

TABLE 90

TYPE OF POST-SECONDARY INSTITUTION ATTENDED

BY MAJOR OCCUPATIONS

TYPE OF POST-SECONDARY INSTITUTION	MAJOR OCCUPATIONS	
Universities (N = 1062)	Clerical and Related	(14%)
	Teaching	(8%)
	Natural Sciences, Engineering and Math.	(6%)
	Sales	(6%)
Community Colleges (N = 404)	Clerical and Related	(24%)
	Medicine and Health	(9%)
	Natural Sciences, Engineering and Math.	(8%)
	Product Fabricating, Assembling, Repairing	(8%)
	Construction Trades	(8%)
Others in Manitoba (N = 301)	Medicine and Health	(25%)
	Clerical and Related	(23%)
	Service	(5%)
	Farming	(5%)
Other outside Manitoba (N = 125)	Clerical and Related	(14%)
	Medicine and Health	(10%)
	Service	(7%)

TABLE 51

PRESENT OCCUPATION BY TYPE OF POST-SECONDARY INSTITUTION ATTENDED

PRESENT OCCUPATION	TYPE OF INSTITUTION ATTENDED			
	UNIVERSITIES (N = 1062)	COMMUNITY COLLEGE (N = 404)	OTHER IN MANITOBA (N = 30)	OTHER OUTSIDE MANITOBA (N = 125)
Managerial, Administrative and Related (N = 85)	62%	27%	7%	
Natural Sciences, Engineering and Mathematics (N = 107)	64%	32%	1%	4%
Social Sciences and Related Fields (N = 40)	83%	5%	5%	8%
Religion (N = 6)	33%	-	17%	50%
Teaching (N = 93)	86%	12%	1%	1%
Medicine and Health (N = 177)	30%	20%	43%	7%
Artistic, Literary and Performing Arts (N = 23)	74%	13%	13%	-
Sport and Recreation (N = 29)	83%	3%	3%	10%
Clerical and Related (N = 334)	46%	29%	21%	14%
Sales (N = 95)	72%	16%	6%	6%
Service (N = 90)	63%	9%	18%	10%
Farming and Related (N = 67)	61%	8%	24%	8%
Fishing, Hunting and Trapping (N=1)	100%	-	-	-
Forestry (N = 1)	-	-	100%	-
Mining and Quarrying (N = 4)	100%	-	-	-
Processing (N = 11)	64%	9%	9%	18%
Machinery and Related (N = 19)	47%	26%	16%	11%
Product Fabricating, Assembling and Repairing (N = 80)	22%	62%	8%	8%
Construction Trades (N = 64)	39%	48%	9%	3%
Transportation Equipment Operator (N = 25)	40%	24%	12%	24%
Material Handling (N = 7)	43%	57%	-	-
Other Crafts and Equipment Operating (N = 13)	62%	31%	-	8%
Retired, Deceased, No response (N = 499)	58%	17%	17%	7%
Other (N = 51)	86%	2%	2%	10%

TABLE 92

PRESENT OCCUPATION FOR MALES BY SOCIOECONOMIC STATUS

PRESENT OCCUPATION	MALES		
	LOW SES	MIDDLE SES	HIGH SES
Managerial, Administrative and Related (N = 60)	35%	28%	37%
Natural Sciences, Engineering and Mathematics (N = 78)	33%	39%	28%
Social Sciences and Related Fields (N = 13)	46%	31%	23%
Religion (N = 4)	100%	-	-
Teaching (N = 22)	50%	27%	23%
Medicine and Health (N = 18)	33%	33%	33%
Artistic, Literary and Performing Arts (N = 16)	19%	63%	19%
Sports and Recreation (N = 14)	-	50%	50%
Clerical and Related (N = 97)	46%	31%	23%
Sales (N = 81)	42%	32%	26%
Service (N = 59)	37%	32%	31%
Farming and Related (N = 103)	87%	9%	4%
Fishing, Hunting, Trapping	-	-	-
Forestry (N = 1)	100%	-	-
Mining and Quarrying (N = 8)	50%	38%	13%
Processing (N = 38)	55%	21%	24%
Machinery and Related (N = 22)	68%	23%	9%
Product Fabricating, Assembling and Repairing (N = 77)	51%	35%	14%
Construction Trades (N = 115)	52%	31%	17%
Transport Equipment Operators (N = 52)	60%	25%	15%
Material Handling (N = 9)	67%	22%	11%
Other Crafts and Equipment Operating (N = 14)	57%	43%	-
Retired, No response, Homemaker (N = 203)	47%	26%	27%
Other (N = 43)	63%	16%	21%

TABLE 93

PRESENT OCCUPATION FOR FEMALES BY SOCIOECONOMIC STATUS

PRESENT OCCUPATION	FEMALES		
	LOW SES	MIDDLE SES	HIGH SES
Managerial, Administrative and Related (N = 32)	31%	19%	50%
Natural Sciences, Engineering and Mathematics (N = 35)	40%	40%	20%
Social Sciences and Related Fields (N = 28)	43%	18%	39%
Religion (N = 3)	100%	-	-
Teaching (N = 60)	37%	32%	32%
Medicine and Health (N = 160)	59%	26%	15%
Artistic, Literary and Performing Arts (N = 17)	29%	35%	35%
Sports and Recreation (N = 16)	38%	19%	44%
Clerical and Related (N = 485)	53%	27%	20%
Sales (N = 67)	39%	25%	35%
Service (N = 87)	41%	25%	28%
Farming and Related (N = 14)	71%	7%	21%
Fishing, Hunting, Trapping	-	-	-
Forestry			
Mining and Quarrying (N = 2)	50%	50%	-
Processing	-	-	-
Machinery and Related	-	-	-
Product Fabricating, Assembling and Repairing (N = 11)	36%	46%	18%
Construction Trades (N = 12)	50%	25%	25%
Transport Equipment Operators (N = 2)	50%	50%	-
Material Handling (N = 1)	-	100%	
Other Crafts and Equipment Operating (N = 7)	71%	29%	-
Retired, No response, Homemaker (N = 410)	52%	24%	24%
Other (N = 21)	48%	24%	29%

BIBLIOGRAPHY

Blishen, B.R. and McRoberts, H.A. A revised socioeconomic index for occupations in Canada. Canadian Review of Sociology and Anthropology, 1976, 13(1), 71-79.

Blishen, B.R. A socio-economic index for occupations in Canada. Canadian Review of Sociology and Anthropology, 1967, 4, 41-53.

Duncan, O.D. A socio-economic index for all occupations and properties and characteristics of the socio-economic index. In A.J. Reiss (Ed), Occupation and Social Status. New York: The Free Press of Glencoe, Inc. 1961.

Major, T. PDEM-I: A quantitative model for forecasting post-secondary demand and enrollments. Winnipeg, Manitoba: The Post-Secondary Research Reference Committee, 1974.

Major, T. and Beckman, M. The profile of grade twelve students in Manitoba, 1973. Winnipeg, Manitoba: The Post-Secondary Research Reference Committee, 1974.

Major, T. and Beckman, M. Validation of the results of the 1972 and 1973 grade twelve student profiles in Manitoba. Winnipeg, Manitoba: The Post-Secondary Research Reference Committee, 1974.

Pineo, P.C. and Porter, J. Occupational prestige in Canada. Canadian Review of Sociology and Anthropology, 1967, 4, 24-40.

Russell, C.N., Warrack, B.J. and Bremner, L.K. Post-secondary plans, aspirations and profile characteristics of grade twelve students in Manitoba, 1977-78. Winnipeg, Manitoba: The Post-Secondary Research Reference Committee, 1978.

APPENDIX A

POST-HIGH SCHOOL OUTCOMES QUESTIONNAIRE

1978 VALIDATION STUDY

Some questions refer to POST-SECONDARY EDUCATION: these are schools attended after high school, such as community colleges, universities, vocational schools, or other forms of training.

☐☐☐☐☐☐☐ 1 - 7

☐☐ 8 - 9

☐ 10

1. What month and year did you leave or graduate from the last high school you attended?

☐ 11

_____ Month _____ Year

☐☐☐☐ 12-15

2. a) Did you graduate from Grade 12?

(Circle one)

☐ 16

Yes . . . . . 1---(SKIP to q.3)

No 2

b) What were your major reason(s) for leaving high school before graduating?

☐☐ 17-18

_____

_____

3. a) Have you taken any post-secondary education or training since leaving high school?

☐ 19

(Circle one)

Yes . . . . . 1 ---(SKIP to q.4)

No 2

b) What were your major reason(s) for not taking some form of post-secondary education? (Please specify in the space provided)

☐☐ 20-21

_____

_____

_____ (SKIP to q.13, page 5)

4. Please indicate in the space provided the month and the year you began your post-secondary education.

☐☐☐☐ 22-25

_____ Month _____ Year

5. a) Did you start within one year of leaving high school?

☐ 26

(Circle one)

Yes . . . . . 1 ---(SKIP to q. 6, page 2)

No 2

5. b) What were your major reason(s) for your delaying your post-secondary education? *(Please specify in space provided)* ☐☐ 27-28

_____

_____

_____

6. Did you usually attend full-time or part-time? ☐ 29

(Circle one)

Full-time 1

Part-time 2

7. What were the most important reason(s) you had for taking post-secondary education? *(Please specify in space provided)* ☐☐ 30-31

_____

_____

8. What first and second most important source of financing enabled you to finance your first year of post-secondary education? ☐☐ 32-33

	(Circle one) First	*(Circle one)* Second
Personal savings (not including summer employment)	1	1
Parental or other family aid (includes room and board at home as well as other monetary aid)	2	2
Government student aid (bursary, student loan)	3	3
Other scholarships grants	4	4
Summer employment	5	5
Part-time job during academic year	6	6
Full-time job during academic year	7	7
Husband or wife working	8	8
Other financial sources	9	9

Specify _____

9. Which first two post-secondary institutions did you attend or are you attending and what area(s) or program(s) of study? (*Please indicate in space provided*)

☐☐☐☐☐☐☐ 34-40

☐☐☐☐☐☐☐ 41-47

INSTITUTION	MAJOR AREA PROGRAM OF STUDY	DEGREE/DIPLOMA ATTAINED OR EXPECTED	YEAR OF GRADUATION OR EXPECTED GRADUATION
1			
2			

10. What were the most important reason(s) for selecting your program of study? (*Please specify in the space provided*)

_____

_____

☐☐ 48-49

11. a) Did you graduate from a post-secondary institution?

(*Circle one*)

Yes . . . . . 1 ---(SKIP *to q.12, page 4*)

No 2

☐ 50

b) If you did not graduate from a post-secondary institution, what were your major reason(s)? (*Please specify in the space provided.*)

_____

_____

_____

☐☐ 51-52

12. Please indicate the importance you attached to <u>each</u> of the following goals when you began your post-secondary education.
(Do so by placing an X in the space provided.)

	Not Important	Somewhat Important	Important	Quite Important	Very Important	
To acquire a general, well rounded education	___	___	___	___	___	☐ 53
To develop critical intellectual skills for problem solving and learning	___	___	___	___	___	☐ 54
To help identify and develop your personal interests, aptitudes and talent	___	___	___	___	___	☐ 55
To discover your vocational interests	___	___	___	___	___	☐ 56
To prepare for immediate employment and careers after graduation	___	___	___	___	___	☐ 57
To meet academic requirements for future entry into a professional faculty (eg. law, medicine)	___	___	___	___	___	☐ 58
To develop skills for leadership in community affairs	___	___	___	___	___	☐ 59
To prepare for participation in social, political or cultural life	___	___	___	___	___	☐ 60
To develop a better understanding of society and society's institutions, history, values and expectations	___	___	___	___	___	☐ 61
Other	___	___	___	___	___	☐☐ 62-63
Specify _____						

13. What was the highest level of education your parents expected you to complete?

(Circle one only for each parent)

	MOTHER	FATHER
Some high school	1	1
Complete high school	2	2
Technical or vocational school	3	3
Community college	4	4
University - Bachelor's Degree	5	5
Degree in Law, Dentistry, Medicine, or equivalent	6	6
Masters or Doctoral degree	7	7
Other	8	8

Specify _____

☐☐ 64-65

14. Have you taken any non credit courses offered by a university or community college, professional group, business or community organization since completing your post-secondary education or training?

(Circle one)

Yes 1

No 2

☐ 66

15. Regardless of whether you are going on to another educational or training program at this time what additional degrees, diplomas or certificates do you plan to complete in the future?
(Please specify in space provided)

No intention to complete any additional degrees, diplomas or certificates _____ ☐ 67

Certificate in _____ ☐☐ 68-69

Diploma in _____ ☐☐ 70-71

Degree in _____ ☐☐ 72-73

Other (specify) _____ ☐☐ 74-75

16. When will you be most likely to start this educational or training program?

(Circle one) [ ]76

Have already started	1
This year	2
Next year	3
Within two years	4
Three or more years from now	5
Not sure	6

17. What was your major employment activity as of the following dates? (Mark with an X one only for each year) [2]11

	November 1977	November 1976	November 1975	November 1974	
I was attending school	___	___	___	___	[ ]12
I was working full-time	___	___	___	___	[ ]13
I was working part-time	___	___	___	___	[ ]14
I was unemployed and seeking work	___	___	___	___	[ ]15
I was keeping house full-time	___	___	___	___	[ ]16
Other	___	___	___	___	[ ][ ]17-18

Specify _____

18. What are you doing now?

(Circle one)

Working at a job for pay or profit	1 -- (SKIP to q.19)	[ ][ ]19-20
Not working but seeking work	2 -- (SKIP to q.20)	
In a full-time course or otherwise back at school	3 -- (SKIP to q.20)	
Keeping house full-time	4 -- (SKIP to q.20)	
Other (specify) _____	5 -- (SKIP to q.20)	

19. What is your present occupation? (Please use at least 2 words to describe your job. eg. restaurant manager, auto mechanic)

_____ [ ][ ][ ][ ]21-24

_____

20. If you are not presently working but have worked within the last four weeks what was the occupation? *(Please use at least 2 words to describe your job. eg. restaurant manager, auto mechanic)*

_____ ☐☐☐☐ 25-28

_____

21. During the last twelve months, how many full-time jobs have you had? *(Include present job if presently working)*

(Circle answer) ☐ 29

1 2 3 4 5 or more

22. Keeping in mind that this survey is confidential would you please indicate what your average weekly earnings are before deductions. *(Include average overtime pay if applicable)*

☐☐☐☐☐ 30-34

$ ☐☐☐ ☐☐ per week

23. How many hours per week do you usually work at this job?

☐☐ 35-36

_____ hours

24. Overall how satisfied are (were) you with your present job? *(Mark X in the appropriate space)*

☐ 37

Very dissatisfied ____ ____ ____ ____ ____ Very satisfied

25. How well did your education prepare you for your present job? *(Mark X in the appropriate space)*

☐ 38

Not well ____ ____ ____ ____ ____ Very well

26. a) Age? _____ years ☐☐ 39-40

b) Year of birth _____ ☐☐ 41-42

27. Sex?

(Circle one) ☐ 43

Male 1

Female 2

28. Marital status?

(Circle one) ☐ 44

Single (never married) . . . 1

Married 2

Widowed, separated, divorced . 3

29. What has been your father's or guardian's main occupation during the last ten years? (*Please use at least 2 words to describe his job. eg. restaurant manager, auto mechanic*)

_____

_____

45-48

30. What has been your mother's or guardian's main occupation during the last ten years? (*Please use at least 2 words to describe her job. eg. restaurant manager, home maker*)

_____

_____

49-52

APPENDIX B

SAMPLE LETTERS SENT TO SURVEY SAMPLE

MANITOBA
DEPARTMENT OF EDUCATION
Robert Fletcher Building
1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

May 10, 1978

Dear Principal:

For the past six years the Post-Secondary Research Reference Committee has undertaken a series of surveys which were designed to determine the post-secondary plans of high school students.

This summer, as an outgrowth of these surveys, there will be a follow-up of 4000 former high school students who have been out of school for one to six years. This study is designed to determine the relationship between the students' stated post-secondary plans and the actual outcomes.

Once again, the successful completion of this study is contingent upon your cooperation. On the enclosed sheets you will find names of some of your former students and the year they were in Grade 12 at your school. Please provide us with their home addresses and phone numbers, your provision of this information will assist us in locating former students. If you have any questions concerning this study please call toll free at 1-800-262-8848 and ask for Larry Bremner at extension 288.

If at all possible please provide our office with the required information before May 19th by either mailing the information of phoning Larry Bremner.

As stated earlier, your cooperation and assistance is an essential part of this study and I would like at this time to express my appreciation for your continuing support.

Sincerely

M. P. Yakimishyn
Assistant Director - Research Branch

encl.

cc: School Superintendent

MANITOBA
DEPARTMENT OF EDUCATION
Robert Fletcher Building
1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

June 7, 1978

Dear Former High School Student:

This is to re-introduce you to a study being carried out under the auspicies of the Manitoba Department of Education. You may recall that during your Grade 12 school year you were asked to complete a questionnaire which inquired as to your plans concerning post-secondary education. This summer, as the final phase of the study, we are re-contacting some of the people who have been surveyed over the past six years. The main purpose of this survey is to compare actual post-secondary outcomes with the stated post-secondary plans and aspirations of students while they were enrolled in Grade 12.

By taking approximately ten minutes to complete the attached questionnaire, you will provide a valuable source of information which will be available to educational institutions throughout the province (including your former high school) for their use in planning programs. Once completed, please return the questionnaire in the enclosed postage-paid, self-addressed envelope. Let me take this opportunity to assure you that your answers to the questions will be kept strictly confidential. The analysis will be done in such a way as to ensure that the individual will remain anonymous.

Your assistance and support is greatly appreciated and is of prime importance to the success of this study.

Sincerely

J. E. Nykoluk
Director
Research Branch

Dear Former High School Student:

About two weeks ago you should have received a questionnaire which is part of an ongoing study being carried out under the auspicies of the Manitoba Department of Education. As of this date we have not received the completed form from you.

Perhaps you mailed us the form in the last few days, in which case we would like to thank you for your cooperation.

If however, you have not had an opportunity to fill out the questionnaire, we would appreciate it if you did so as soon as possible. Your participation is of great importance to this study and will help provide a valuable information source which will be available to educational institutions throughout Manitoba for their use in planning programs.

If by chance, the first questionnaire has been mislaid or forgotten we have enclosed another copy along with a postage-paid, self-addressed envolope in which to return it.

Thank you for your assistance in this important study. We hope to hear from you very soon.

Sincerely

J. E. Nykoluk
Director - Research Branch