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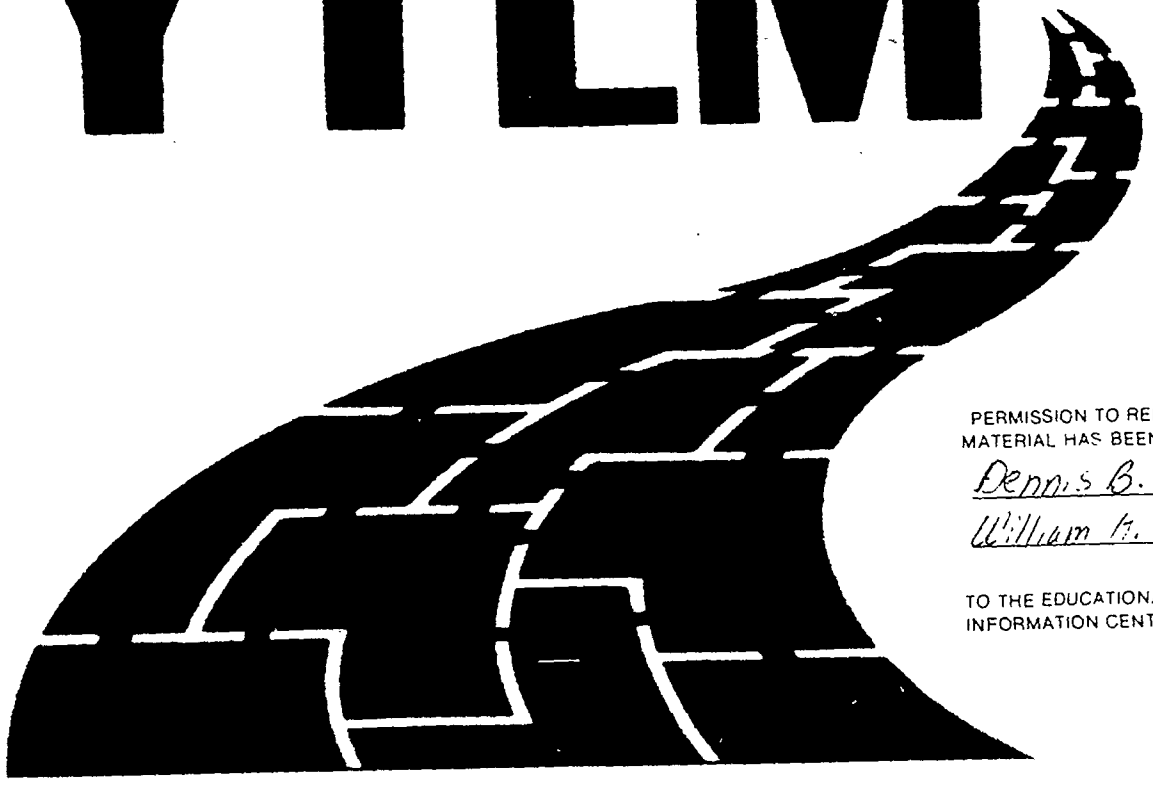
ABSTRACT

This developmental study focused on the process of youth as they make the difficult transition into the labor market of Newfoundland and Labrador. The project consists of two parallel yet interrelated studies, one focusing on the full cohort of over 9000 Level III high school students at the end of the 1988-89 school year, and a second, which focuses on the full year cohort of over 2100 students (grade 7 to Level III) who dropped out of school between Easter 1987 and Easter 1988. The first follow-up contact with the Level III group was made in the late fall of 1989 through a brief telephone interview. Most had completed high school 6 months earlier and had become established in some kind of work or further education. Information was obtained from 92% of the originally surveyed group of 7390 students. Since leaving school very few respondents had married or had assumed responsibilities as the head of a household. During the summer immediately following high school an unexpectedly large number (over 80%) of those surveyed had worked at some kind of job. There was almost no involvement in educational programs during the summer, including the completion of high school diploma requirements by those who did not graduate in the spring. Most respondents who had definitely planned to further their education or to return to high school for another year realized those plans. (ABL)

YOUTH TRANSITION INTO THE LABOUR MARKET

YTLM



SIX MONTHS AFTER HIGH SCHOOL:
CLASS OF '89 FOLLOW-UP SURVEY ONE

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December 1991

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PREFACE

The study of youth transition into the labour market began several years ago, in the spring of 1987, when the Newfoundland and Labrador's Department of Career Development and Advanced Studies advertised for proposals to prepare a longitudinal study.design of the transition of youth. The authors, then part of the Institute of Educational Research and Development, Faculty of Education, Memorial University, made a submission and were awarded the contract. A report was made that became the basis for YTLM, the Transition of Youth into the Labour Market. The Department and the Institute are no more, each the casualty of restructuring. Now, the authors, members of the Centre for Educational Research and Development within the Faculty of Education, work on the project with the Newfoundland Department of Education. Funding is provided by the Canada/Newfoundland Youth Employment Strategies Program and the Department of Education.

The project is a developmental study of the process of youth as they make the difficult transition into the labour market of Newfoundland and Labrador. The study was undertaken with the broad purpose of developing an understanding of the aspirations and needs of youth to better devise programming to help to meet these needs. The data gathered by the project can be analyzed on behalf of all agencies in the province, in addition to the government, who are involved in programming for youth.

A theoretical model has developed from the study which is used to help investigate the developmental span beginning with the completion or termination of the high school experience of youth, and continuing through several years of their lives. Special, but not exclusive attention is given to the problems of young women and rural Newfoundlanders.

The project consists of two parallel yet interrelated studies, one focusing on the full cohort of over 9000 Level III high school students at the end of the 1988-89 school year, and a second, which focuses on the full year cohort of over 2100 students (grade 7 to Level III) who dropped out of school between Easter, 1987 and Easter 1988. So far, the early school leavers have been surveyed twice and the Level III group three times. There are plans to survey each on two to three more occasions. The questions asked during the surveys focus on themes common to all youth over the time span of the study, presently anticipated to extend through approximately age 25 for most subjects. In addition, other data have been provided through the Newfoundland Department of Education records and added to the project data base.

The local school systems were used to access the Level III sample and administer the initial questionnaire. School authorities were also instrumental in identifying and setting up the initial interviews with the early school leavers.

Three general questions are being asked in the overall analysis of the data collected for the project:

Question One. What is the nature of the transition of Newfoundland youth into the labour market, and what are the patterns of transition which relate to success and failure in transition?

Question Two. What is the status of the individual with respect to: 1)aspirations and work values; 2) search skills; 3) decision characteristics; 4) job-holding skills; 5) context factors; and 6) job-related skills?

Question Three. What changes take place through a transition stage in terms of: 1) aspirations and work values; 2) search skills; 3) decision characteristics; 4) job-holding skills; 5) context factors; and 6) job-related skills?

A number of groups of youth have been targeted for special attention as the project proceeds. These are significant groups of youth who are already known to enter into the transition with serious difficulties to overcome if the transition is to be successful. They include young women completing high school, but not entering post-secondary training; rural youth completing high school, but not entering a post-secondary institution; youth who drop out prior to entering Level I in high school; youth who drop out after entering Level I; persons failing to complete post-secondary programs; persons who drop out who apply for upgrading (and those who do not apply); persons evolving a pattern of UIC and "make work" dependency; and other groups as they emerge from the analysis of the data.

Information from the study has already been used by a number of groups working with youth: several of the local youth strategies committees have received information about the nature of early school-leaving in their areas; WISE (Women in Science and Engineering has received information that has helped in the evaluation of their work; and the Department of Education has used information in the study of youth who leave the Province to attend post-secondary training programs.

This second report by the authors focuses on the group of young people who completed their Level III school year in June of 1989. It examines their education and work experience over the summer and fall of that year through information obtained in a brief interview. It was the first follow-up survey on this group which enabled us to look at their initial transition paths from high school. However, detailed information on such things as work values, search skills and job holding skills was not obtained in this first follow-up.

Acknowledgements

Many people have assisted with this phase of the project. It has involved the cooperation of over 100 interviewers across the province who helped us re-establish contact with the several thousand subjects (the Class of '89 Level III students) in the study. We would also like to express our thanks to the actual respondents for their time and involvement with this stage of the project, and for their willingness to continue to help us with future follow-up questionnaires as the study continues.

There are also a number of individuals whose contributions stand out, and we would like to make special note of them. In particular, we are indebted to Robert Thompson of the old Department of Career Development and Advanced Studies who originated the idea for the project, and to Lori Cole for her help with the design and testing of the questionnaire and with the organization of many other aspects of the project including the data collection phase and the questionnaire coding. We would also like to thank Kelly Brocklehurst who was responsible for the production of this document through its many phases and also Robert Bugler for his assistance with the data analysis.

During the years since the beginning of the study we have also been privileged to work with representatives of the Department of Education and Department of Employment and Labour Relations. These people made up the advisory committee for the study, and helped us to maintain our focus as we progressed through the various study stages. In particular, we would like to acknowledge the special assistance that we have received from Claude Clarke and Carla Woodworth-Lynas.

Further information on the Youth Transition Project may be obtained by contacting the authors at: Centre for Educational Research and Development, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, (709) 737-3506/7549.

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HIGHLIGHTS

This first follow-up survey of 6807 young people from the 1989 graduating class of Level III students in Newfoundland and Labrador revealed that:

* *Over 80% had worked during the summer immediately after high school, typically full-time for 8-10 weeks, and an additional 13% had sought work.*

* *There was almost no interest or involvement in summer education programs, particularly upgrading to complete high school.*

* *Approximately 51% were attending a post-secondary institution in the fall, and about another 10% had returned to high school.*

* *By far the largest portion of those in post-secondary education were at a university, typically Memorial University .*

* *About 10% of those in post-secondary education went to an institution outside the province, which again was usually a university.*

* *Just over one third of all respondents, including some who were also students, were working in the fall, mostly in clerical, sales and service types of jobs, and mostly within the province.*

* *About 13% were unemployed in the fall, although a large number of this group said they were looking for work.*

* *Less than 1% of respondents claimed to be self-employed either during the summer or fall.*

* *Only about half of those surveyed (52%) said that their after school career plans were on track.*

* *Significantly more females were attending post-secondary education in the fall, particularly university.*

* *Overall, post-secondary program choices were gender stereotypical.*

* *The transition path of 25% of all respondents was directly into the labour market after leaving high school, with over two-thirds employed full-time.*

SECTION ONE

INTRODUCTION

The Youth Transition into the Labour Market project is a longitudinal study of Newfoundland youth beginning at a time when most were completing their Level III (grade 12) year in high school and preparing to enter post-secondary education and, or the labour market. An initial survey was conducted in April of 1989 and a first follow-up survey in the late fall of the same year. Several other surveys of the same group were planned over succeeding years.

This report focuses on that first follow-up survey, and briefly examines the work and educational experiences of that 1989 Level III group of students during their first six months after their graduating year. In particular, information on their summer experiences and their status during the fall was collected and analyzed.

For most respondents, this was a fairly crucial transition point in their lives, with most having completed high school and proceeded in different directions depending upon their aspirations, goals and opportunities. This was a time when they would be expected to begin the process of establishing economic independence. Decisions made at this time would likely give direction to their lives over the next few years.

THE TRANSITION PROCESS

The transition from school to work is no longer a straight forward linear process for most young people. Pathways are less predictable and outcomes less certain once a person leaves the high school system. Many factors interact to have long and/or short term effects on career plans.

In their writings on *Transition to Work: Canada*, Krahn and Lowe (1991) concluded from longitudinal research data that the transition process from high school to work tends to be a gradual one that involves periods of work for some, combined schooling and part-time work for others, dropping out of education for a while and then returning, as well as a combination of these pathways. Periods of unemployment could also be experienced. This contrasts with the more traditional high school graduation followed by post-secondary graduation and subsequent labour market involvement, although a number will still continue to follow such a pattern. Other authors (Rosenthal & Pilot, 1988; Mason, 1985; and Bellamy, 1991) generally concur with these views and interpretation of the transition process.

It is also recognised that many other variables combine to add to the complexity of the transition process, including individual goals and interests, the influence of significant others, motivation, the general context (both nationally and provincially) of the labour market, and that of educational opportunity and circumstance. Accumulated successes and failures, related to factors such as education and work, will additionally influence transition decisions.

For a more detailed discussion of the transition process the reader is referred to previous reports and documents by the authors (Spain, et al., 1987; Sharpe & Spain, 1991).

LABOUR MARKET TRENDS

The context within which the transition process takes place is of some importance since the reality of it, and interpretation of that reality, will likely impact on the career decisions that youth make. Economic factors, both from a national and provincial perspective, influence labour market trends which, in turn, translate into work and career opportunity (or lack of opportunity, as the case may be).

Canada

The past decade has seen a number of fluctuations in the Canadian economy, and although there were many regional disparities, there were also some general trends. The moderate economy of Canada in 1989 had been preceded by a period of growth during the 1980's that had commenced following the 1981-82 recession. Employment growth was mostly accounted for by full-time jobs. The employment participation rates of youth (15 to 24 year olds) also increased during the 1980's with the unemployment rate of this group changing from a peak of 19.8% in 1983 to 11.3% in 1989 (Statistics Canada, 1989, 1991). Such changes were also influenced by the declining population of youth during this period as well as the improved economy. The work force participation rates of 15 to 24 year olds registered as students also increased over the past ten years, and in 1989 they accounted for almost a quarter of that age group in the work force (Cote, 1990).

A number of other labour market trends within Canada will likely influence future employment opportunity and job preparation. One important trend concerns the projected amount of education needed for work, for example, when 1986 occupational skill requirements are compared with those projected for the year 2000 some fairly marked changes in the increase of educational and training requirements is revealed. It is estimated that 40% of future jobs compared to 23% in 1986 will require over 16 years of education or training, that is, typically four years beyond high school. By contrast, jobs requiring 12 years or less of education are likely to decline from 55.4% to 42.6%. Similar declines are also

expected in jobs requiring 13 to 16 years of education or training (Employment & Immigration Canada, 1990).

The importance of continued education after high school is further pointed out by recent youth unemployment rates. According to Employment and Immigration Canada (1989), unemployment rates for youth dramatically increased as education levels declined. For example, those with some post-secondary education, or those with a degree, experienced unemployment rates of about 6% compared to about 12% for those with high school completed, and over 20% for those with less than grade 12.

Another trend is in the decline of middle income jobs. Between 1967 and 1986 the proportion of such jobs declined from 26.8% to 21.5%. Actual job growth was concentrated in the low and high income areas. This, according to the Economic Council of Canada (1990) in their publication *Good Jobs, Bad Jobs*, shows the emergence of high skill, high wage jobs with stable employment on the one hand and lower skilled jobs with less pay and less security on the other. Part-time employment is also a typical characteristic of this lower income "bad job" sector.

With respect to occupational areas, one national trend that has emerged since 1983 has been the growth of the service sector. In 1989-90 it accounted for over 70% of the labour market. The proportion of young people in this sector was even higher, and according to Statistics Canada, the large number of part-time, low-wage jobs has actually created a demand for youth labour (Cote, 1990).

More specifically, there are 14 current occupations that make-up about 29% of all existing jobs and that will likely account for 50% of the anticipated increase by 1999. The top five of these are salespersons (clerks), sales managers, nurses, cashiers, and systems analysts. Others include secretaries, child care workers, and receptionists (Employment and Immigration Canada, 1991).

One other trend that should perhaps be mentioned relates to occupational segregation. This persists despite the steady growth of women in the labour force. That growth is projected to continue from the current 42% to over 50%

in the next decade. However, most female workers are concentrated in a small number of traditionally female occupations that characteristically pay low wages. Such occupations are in the medicine and health, clerical and service areas (Employment and Immigration Canada, 1989).

Newfoundland and Labrador

Geographic location within Canada also has fairly dramatic impact on work opportunity. Within the maritimes, and particularly in Newfoundland, the economy, and consequently employment prospects have rarely been good and are typically surpassed by other provinces. The unemployment rate in Newfoundland and Labrador has often been close to double that of other parts of Canada, and it is a trend that seems to persist. There has also been considerable variability in unemployment across the province.

The situation for youth in the province has been similarly poor. For example, in 1987, the unemployment rate for youth in Newfoundland and labrador was 28.8%, the highest in Canada, and three times that of Ontario. Even with the number of youth in the Newfoundland and Labrador labour force subsequently decreasing, the resultant drop in the youth unemployment rate to 23.8% in 1989 (Statistics Canada, 1991) still left youth as a disadvantaged group with respect to employment.

Translated, these factors suggest that many youth, in order to meet their longer term career goals and aspirations, may eventually need to relocate from their home communities to find employment, either within Newfoundland or across Canada. This would particularly apply to those seeking employment in the 'good job' sector of the economy.

EDUCATIONAL OPPORTUNITY

The opportunity to continue with education beyond high school is obviously an important issue for most people given the labour market trends described above.

The potential of broadened opportunity for the individual is evident, and for many, post-secondary education of some kind is becoming an expectation. It is particularly important within Newfoundland for those seeking trade and business qualifications since vocational education (specific preparation for work) is not a mandate of the high school system, and as such, is virtually non-existent at that level.

However, those high school students planning to continue their education after Level III had a wide variety of opportunities available to them within the province through either the regional community college system, the three institutes of technology, or a campus of Memorial University. Programs were also available at private career institutions and nursing schools within Newfoundland. Typically, entrance requirements would need to be met for many programs, and some had enrolment quotas. However, this last restriction did not apply to the provinces' university which maintained an open enrolment policy for those with the required high school subjects and an average mark of 60 percent.

Not all students choose to remain in Newfoundland for their post-secondary education. Some travel out-of-province to a variety of institutions, but mainly to universities. Reasons for this are currently under review, however, some inter-provincial relocation for post-secondary education is to be expected given personal choices and opportunity.

For those students not completing high school matriculation requirements, there were essentially three options available. One was to return to senior high school for a fourth year; another was to enrol in an upgrading program such as adult basic education. The latter would typically be offered at a campus of one of the community colleges. Such a location, out of the regular high school system, would likely be more attractive to some and more in keeping with their young adult status. Additionally, such upgrading programs are often available part-time in the evening. The third option would simply be to quit school and not attempt to graduate, at least in the short term.

SECTION TWO

PROCEDURES SUMMARY

This phase of the project involved a survey of all respondents from the initial survey who could be reached during the winter of 1989-90. Most would have been expected to complete their Level III year about six months earlier in June of 1989. The intent was to re-establish contact with them as part of the on-going longitudinal study of *Youth Transition into the Labour Market* and to briefly check on their summer and fall work and education experiences as well as to see if their career plans were on track during this initial, but often critical transition from high school.

SURVEY STRATEGY

The initial survey had been completed by 7390 of the approximately 9600 high school students who were nearing the end of their Level III year. That contact was made through the schools and the questionnaires were filled out under teacher supervision. As well as home addresses and telephone numbers, the students

were asked to supply contact information on where they might be located the following year. A few students (148) did not supply any useable home addresses or other contact information. This resulted in 7242 potential respondents for the follow-up survey.

While in school the subjects were relatively easy to locate for survey purposes. Several months after Level III, however, it was anticipated that a fair number would be away from home, especially those pursuing post-secondary education, and that their new (temporary for the most part) addresses would not be on the research project records. Based on this, it was eventually decided that the first follow-up contact would be made at, or through, their home location.

It was also decided at the onset of this phase of the study to make the contact by phone and use interviews to gather the survey information. It was felt that this would expedite the process, ensure more cooperation with respondents, and result in a better return rate and more reliable information. Also, more consistency could be obtained with respect to the interpretation of questions through interviewer and respondent interaction.

QUESTIONNAIRE

Development

The questionnaire/interview protocol was designed to meet a number of purposes, including the gathering of basic information related to the work and educational experiences of the subjects during the summer and fall periods immediately following their Level III school year. It was also meant to serve as an early follow-up contact, as well as obtain a more current address or location of each person.

The intent was to keep the questionnaire very brief, and enable the interviewer to gather the information in a five to ten minute session. After some pre-testing and refinement, the resulting two page document contained five main items. The only open ended questions were related to types of jobs and educational institutions and a statement concerning career plans (see appendix A).

Administration

During previous early school leaver phases of the Youth Transition Project (Spain & Sharpe, 1990), a number of field interviewers had been employed to collect the data. These people were located across the province in the various school districts, were community based people who had experience with the project and its objectives, and were considered to be the best people to make contact with the Level III follow-up group. Additionally, due to the large number of subjects (compared to the early school leavers cohort), and also due to some attrition of the original group of interviewers, more were identified and prepared for the telephone interviews.

In late October 1989 most of the questionnaires were mailed out in packages to the interviewers. Each questionnaire contained the student name, location and telephone number. Interviewers were asked to make every effort to contact each student, complete the interview and return the questionnaire by mid-November. They were also given instructions to obtain an alternate address and phone number for each student that had moved outside their local calling area. The need to obtain the information directly from the student was stressed. However, as a last resort where no contact could be made and location information was not available, the interviewers were asked to obtain the questionnaire information from the parent or other suitable source. All field personnel were provided with an interviewer's manual and were briefed by phone.

Most interviewers had returned the questionnaires by late November or early December. Due to mailing and student contact difficulties some questionnaires were delayed. Nearly all were returned and coded by mid-January. A few were returned too late to be used.

In instances where the subjects had moved out of their local community, the interview was conducted from the research office in St. John's using the updated phone numbers obtained by the field interviewers. All out-of-province subjects were also contacted this way.

SURVEY RESULTS

Useable information was obtained from 6807 respondents, or 92.1% of the group of 7390 Level III students who completed the original survey form while they were still in school. A small percentage of the subjects (4.3%) could not be contacted, and only a very small number (0.2%) refused to participate (see Table 2.1). A few questionnaires were returned too late for use or lost in the mail. Overall, the response rate was considered to be excellent.

Table 2.1
Follow-up sample size
(N=7390)

Contact status	Frequency	Percent
Completed survey	6807	92.1
Could not be contacted	316	4.3
No address/phone provided in first survey	148	2.0
Returned too late for use	58	0.8
Lost/not returned	45	0.6
Declined to participate	16	0.2

The survey information was not obtained directly from the student in all cases. In some instances the interviewer used the option of securing the information from another source (see Table 2.2). However, the largest number of questionnaires (4062 or 59.7%) were completed from information obtained directly from the student, and a further 26.6% from information obtained from parents. Other relatives (such as brother, sister or grandparent) supplied the information in 4.9% of the cases.

Table 2.2
Person providing telephone survey information
(N=6807)

Person	Frequency	Percent
Student (respondent)	4062	59.7
Parent	1807	26.6
Relative (e.g. sister/brother)	333	4.9
Other person	76	1.1
Not indicated	529	7.8

Because of the type of questions asked, it is estimated that the information provided by people other than the student did not present any serious problems or affect the validity of the study. In most cases, parents and immediate relatives can be seen as a fairly reliable source regarding information on the subjects summer and fall education and work experience. In instances where the source of information might be a factor, only student responses were utilized for analysis purposes.

SECTION THREE

THE RESPONDENTS

Some of the basic characteristics of the surveyed group were examined, particularly to check for bias in the follow-up sample and the attrition sample. Where it was deemed applicable, comparisons with the original sample of Level III students were also made. Further, the nature of the group with respect to marital and household status is reported in this section.

DISTRIBUTION CHARACTERISTICS

Gender

The follow-up sample consisted of 47.9% males and 52.1% females (see Table 3.1). This was similar to the initial sample distribution but with a slight increase in male representation. This helps to reduce the small female bias in the initial sample and bring the proportions closer to the provincial distribution of Level III students for this cohort.

Table 3.1
Distributions of the initial and follow-up samples

	Nfld Level III population	Initial Sample (N=7390)		Follow-up Sample (N=6807)		Attrition Sample (N=583)	
	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Geography							
Rural	48.4	4093	55.4	3815	56.0	278	47.7
Urban	51.6	3297	44.6	2992	44.0	305	52.3
Gender							
Male	49.3	3519	47.6	3263	47.9	256	43.9
Female	50.7	3871	52.4	3544	52.1	327	56.1

Rural/Urban

As in previous reports, we have used the provincial Department of Education definition of these terms. Essentially, the urban areas in Newfoundland and Labrador are those census metropolitan areas, the census agglomeration areas, and those communities with a population of 5000 or over.

There was a slight but significant increase in the proportion of rural students in the follow-up survey, suggesting the continued possibility of a small rural bias in the sample. This rural over-representation can be seen more clearly when the follow-up sample is compared to the known distribution in the Province at the time (see Table 3.1).

The distribution of respondents by gender and their rural/urban location is shown in Table 3.2. The initial and follow-up sample distributions are essentially similar, but with the follow-up sample containing a slight increase in rural males and a corresponding decrease in urban females.

Table 3.2
Gender by geography distribution of the initial and follow-up samples

Gender	Geography	Initial sample (N=7390)		Follow-up sample (N=6807)		Attrition sample (N=583)	
		Freq	Percent	Freq.	Percent	Freq.	Percent
Male	Rural	1936	26.2	1805	26.5	131	22.5
	Urban	1583	21.4	1458	21.4	125	21.4
Female	Rural	2157	29.2	2010	29.5	147	25.2
	Urban	1714	23.2	1534	22.5	180	30.9

Denomination

As can be seen in Table 3.3, the proportion of respondents by denomination did not essentially change from the initial sample to the follow-up group. However, none of the nine Seventh Day Adventist students in the initial sample were in the follow-up.

Table 3.3
Denominational distributions of the initial and follow-up samples

Denomination	Initial Sample (N=7390)		Follow-up sample (N=6807)		Attrition sample (N=583)	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Integrated	4533	61.3	4185	61.5	348	59.7
Roman Catholic	2515	34.0	2311	34.0	204	35.0
Pentecostal Assemblies	333	4.5	311	4.6	22	3.8
Seventh Day Adventists	9	0.1	0	0.0	9	1.5

Region

The regions, again as categorized by the Department of Education, consist of five geographic divisions within the province. These are displayed in Figure 3.1. Region 1 is the Avalon Peninsula, Region 2 the South Coast, Region 3 the Central Newfoundland, Region 4 the West Coast, and Region 5, geographically the largest, is all of Labrador.

Representation by geographic regions changed slightly from the initial sample to the follow-up group. There was a decrease in Regions 1 and 4, and an increase in Regions 2 and 3 (see Table 3.4). Most of the attrition was in Region 1, the Avalon Peninsula, an area that was under-represented in the initial sample. However, the decrease in the West Coast Region 4 brought that area more in line

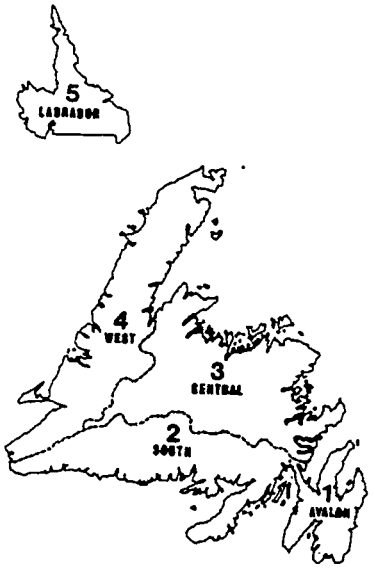

Figure 3.1
Province of Newfoundland and Labrador by region

with the original provincial distribution since it was slightly over-represented in the initial sample. The follow-up sample size for Labrador, Region 5, remained the same at 4.7% and continued to be under-represented since the original provincial proportion of Labrador students was 6.0%.

Table 3.4
Regional distributions of the initial and follow-up samples

Region	Provincial distribution of Level III students	Initial Sample (N=7390)		Follow-up sample (N=6807)		Attrition sample (N=583)	
	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
1 (Avalon)	42.9	2826	38.2	2559	37.6	267	45.8
2 (South Coast)	9.7	872	11.8	840	12.3	32	5.5
3 (Central)	24.4	1999	27.1	1889	27.8	110	18.9
4 (West)	17.0	1342	18.2	1197	17.6	145	24.9
5 (Labrador)	6.0	351	4.7	322	4.7	29	5.0

MARITAL AND HOUSEHOLD STATUS

Marital Status

At the time of the follow-up survey, only 32 (0.5%) of respondents indicated that they were married. This is not a surprising number since these young people were only several months out of high school. The low percentage also corresponds with the proportion (0.4%) who, in the initial survey, said they would marry in

Table 3.5
Number of respondents who were married since leaving high school

Marital status	All respondents (N=6807)		Male (N=3263)		Female (N=3544)	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Yes	32	0.5	12	0.4	20	0.6
No/no response	6775	99.5	3251	99.6	3524	99.4

Note: 9 (5 males and 4 females) of the 32 married students also considered themselves the head of the household.

less than one year. The breakdown of marital status by gender is shown in Table 3.5. A slightly higher percentage of the females said they were married.

Head of Household

The numbers of respondents (51 or 0.7%) who indicated that they were the head of a household was also extremely small, and only nine of this group (five males and four females) were also married. The overall percentage of males and females who were head of a household was about the same (see Table 3.6). Again, this kind of responsibility would be expected of only a few people considering the nature of the sample, so the resulting low numbers were expected and fairly predictable.

Table 3.6
Number of respondents who were head of household

Head of household	All respondents (N=6807)		Male (N=3263)		Female (N=3544)	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Yes	51	0.7	26	0.8	25	0.7
No/no response	6756	99.3	3237	99.2	3519	99.3

SECTION FOUR

SUMMER EXPERIENCE

This section reports on the summer experiences of the respondents immediately following high school. The majority, at this stage, would have completed high school matriculation requirements and be engaged in a variety of activities. Many were also anticipating attending an educational institution of some kind and/or planning to work following the summer months.

SUMMER ACTIVITIES

When asked what they were doing most of the time during the summer, by far the largest number of respondents (5525 or 81.2%) said they worked, and another 13.2% said they were looking for work. A fair number (16.3%), as might be expected, spent the summer relaxing or "hanging out", or travelled on vacation (4.9%). Some (4.7%) were committed to duties at home. Also, as can be seen in Table 4.1, a very small percentage (1.1%) attended school.

Table 4.1
Primary activities engaged in during summer 1989

Activities	All respondents (N=6807)		Male (N=3263)	Female (N=3544)
	Freq.	Percent	Percent	Percent
Worked	5525	81.2	84.0	78.6
Relaxed/hanging out	1110	16.3	16.2	16.4
Unemployed, but looking for work	897	13.2	12.0	14.3
Travelled/vacation	333	4.9	4.3	5.4
Home duties	320	4.7	3.4	5.9
Volunteer work	78	1.1	1.0	1.3
Attended School	77	1.1	1.0	1.3
Other	126	1.9	2.1	1.7

Note: Respondents could indicate more than one activity.

It should be noted that each of these summer activities is not mutually exclusive, and, as would be expected, some of the respondents did list more than one primary activity during the summer. This can be seen in Figure 4.1: 15.1% gave two activities, and 3.3% listed three. However, there was no real discernable pattern to the combined activities, although the largest number (657 or 9.7%) said they divided their summer between working and relaxing.

With respect to gender differences in summer activities, significantly more males worked (84% compared to 78.6% females). However, more females (14.3% compared to 12.0% males) were unemployed and looking for work. Also, a larger number of females (5.9% compared to 4.3% males) were engaged in home duties (see Table 4.1).

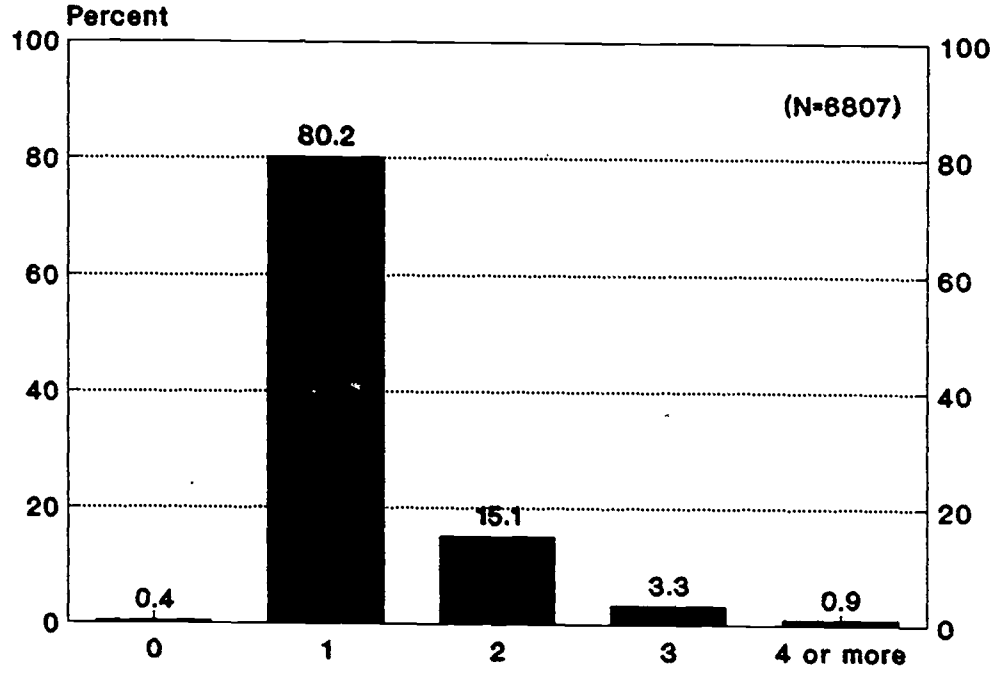

Figure 4.1
Number of primary activities engaged in during summer 1989

SUMMER WORK EXPERIENCE

Jobs Held

The 5525 summer employed respondents held a wide variety of jobs, with the largest proportion (22.0%) being in the service occupational area (see Table 4.2). The next largest numbers of people were engaged in the areas of sales (15.8%), clerical work (12.2%) and in the labouring category of "other" jobs (9.7%). There were also over 900 (16.5%) of the respondents who said they were employed in make-work, summer employment program, positions.

Most respondents (4991) listed only one summer job. However, there were a number who gave two jobs (460 or 8.3%), and some that listed three (63 or

Table 4.2
Jobs held during the summer of 1989
(N=5525)

Occupational area	Respondents		Most frequently cited jobs	
	Freq.	Percent		Freq
Service	1213	22.0	Babysitter Fast food worker	334 281
Make-work	909	16.5	N/A	
Sales	875	15.8	Floor hand Gas bar attend	589 177
Clerical	676	12.2	Cashier Office work	396 82
Processing	320	5.8	Fish cutter/cleaner Bakery helper	257 16
Construction trades	269	4.9	Labouring Carpet layer	73 40
Sports/recreation	210	3.8	Attendant Coaching	153 34
Fishing & trapping	152	2.8	Gillnet fisherman Aquaculture	147 4
Product fabricating	132	2.4	Factory worker Repairman	84 7
Social science & related	119	2.2	Child care Recreation dir.	78 13
Farming/horticulture	113	2.0	Labourer Landscape worker	41 32
Materials handling	103	1.9	General worker Furniture movers	68 12
Teaching & related	71	1.3	Instructor Daycare worker	41 16
Other	919	16.6	Labouring Research assistant Logger	535 24 18
Don't know	16	0.3	N/A	

Note: Occupational classification based on Canadian Classification and Dictionary of Occupations.

4991 respondents listed 1 job; 460 respondents listed 2 jobs; 62 respondents listed 3 jobs.

Most respondents (4478) considered the summer jobs they worked in were in the temporary/seasonal employment category.

1.1%). Given the nature of some of the employment, multiple jobs, in some cases, was not surprising.

Over 80% of those working considered the jobs they were in to be temporary or seasonal type of employment. The most frequently cited jobs, as can be seen in Table 4.2, were floor hand (589), labouring (535), cashier (396) and fast food worker (281). These typify, for the most part, the types of low skill minimum wage jobs that would be available to young people just completing high school. The average amount of training (Specific Vocational Preparation or SVP) required was 2.69 as measured in the Canadian Classification and Dictionary of Occupations (CCDO) on a scale of 1 (short demonstration only) to 9 (over 10 years of training). Similarly, the average General Educational Development (GED) of the jobs was 2.12 where a level of 1 would involve following simple instructions and using basic math and language skills, and a level of 6 would involve highly complex reasoning, math and language skills.

For some of the respondents, these jobs would extend beyond the summer months into employment for the fall. Details of this are discussed in Section Five of the report.

Weeks Worked

The number of weeks worked during the summer varied from one to well over 12. In the later cases, we have to assume that the respondent interpretation of "summer" probably extends well into the fall, and may also be calculated prior to the official ending of the school year, especially on a part-time basis. Nevertheless, the largest percentages of respondents worked for 10 weeks (23.6%) or 8 weeks (22.8%), and there were almost no differences by gender in these proportions (see Table 4.3). More males tended to be employed 12 weeks or more category. Overall, the average number of weeks worked for all respondents was 8.14 weeks, while the average for males was 8.19 weeks compared to 8.08 weeks for females.

Table 4.3
Number of weeks worked during summer 1989

Weeks	All working respondents (N=5525)		Male (N=2740)	Female (N=2785)
	Freq.	Percent	Percent	Percent
1	31	0.6	0.5	0.6
2	94	1.7	1.6	1.8
3	137	2.5	2.6	2.4
4	230	4.2	5.1	3.2
5	184	3.3	3.5	3.1
6	953	17.2	15.7	18.8
7	270	4.9	4.5	5.3
8	1260	22.8	22.7	22.9
9	280	5.1	4.6	5.6
10	1302	23.6	23.5	23.6
11	133	2.4	2.4	2.4
12	263	4.8	4.8	4.7
Over 12	231	4.2	5.3	3.1
Varied/ did not know	24	0.4	0.5	0.4
No response	133	2.4	2.7	2.2

Note: Median number of weeks was 8.18.

Average number of weeks was 8.14 for all students; 8.19 for males and 8.08 for females.

Hours Worked

The hours worked per week varied from a couple to over 70 hours, however by far the most frequent range was from 40 to 49 hours. This was not surprising

since many jobs are organized around a 40 hour work week. The average number of hours worked was slightly less than the 40 hours, and was in fact 37.02 hours. This was attributed to the fact that larger percentages tended to work in the 20 to 39 hours per week categories than in the 50 or over categories (see Table 4.4).

Table 4.4
Number of hours worked during summer 1989

Hours per week	All working respondents (N=5525)		Male (N=2740)	Female (N=2785)
	Freq.	Percent	Percent	Percent
2-9	66	1.2	1.2	1.2
10-19	247	4.5	3.8	5.1
20-29	584	10.6	8.6	12.5
30-39	830	15.0	13.0	17.1
40-49	3304	59.8	60.8	58.8
50-59	180	3.3	4.6	1.9
60-69	90	1.6	2.4	0.8
Over 69	86	1.6	2.3	0.9
Don't know/varied	59	1.1	1.6	0.6
No response	79	1.4	1.7	1.1

Note: Mean number of hours per week were: 37.02 for all working respondents; 38.28 for males; and 35.80 for females.

The mode (most frequent number of hours) was 40hrs for all working respondents together and for males and females separately.

The median number of hours was 42.42 for all working respondents, 43.08 for males and 41.76 for females.

Of students working 40hrs/week, 52% worked for 8 to 10 weeks; and another 24% worked for 6 weeks.

There were some gender differences in the hours worked. Significantly more females were in the 10 to 39 hours per week category, while the opposite applied to respondents who worked 40 or more hours per week. The latter group contained significantly more males. Overall, the average summer hours worked were 38.28 for males and 35.80 for females.

Self-employment

A small number of people (145) reported that they were self-employed during the summer. This consisted of 2.1% of all respondents. As can be seen in Figure 4.2, the percentage of males that were in this category (3.0%) was over twice that of females.

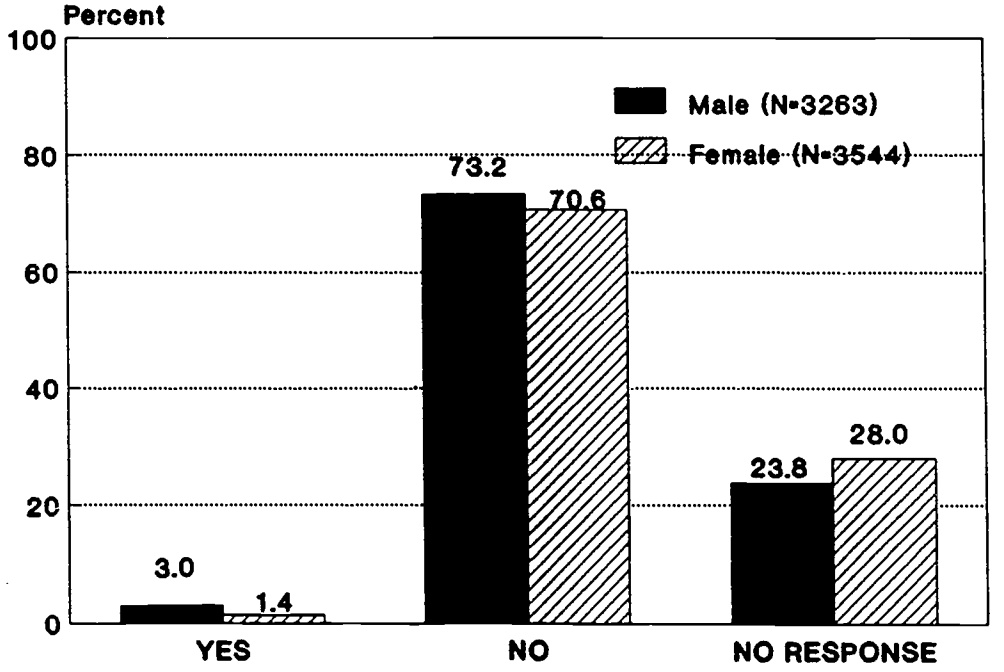

Figure 4.2
Respondents self-employment status during summer 1989

SUMMER EDUCATIONAL EXPERIENCES

Types of Institutions

Only 77 or 1.1% of all respondents said they were involved in some kind of education during the summer. The types of institutions they attended are shown in Figure 4.3. The largest number attended a specialized education camp or institute of some kind.

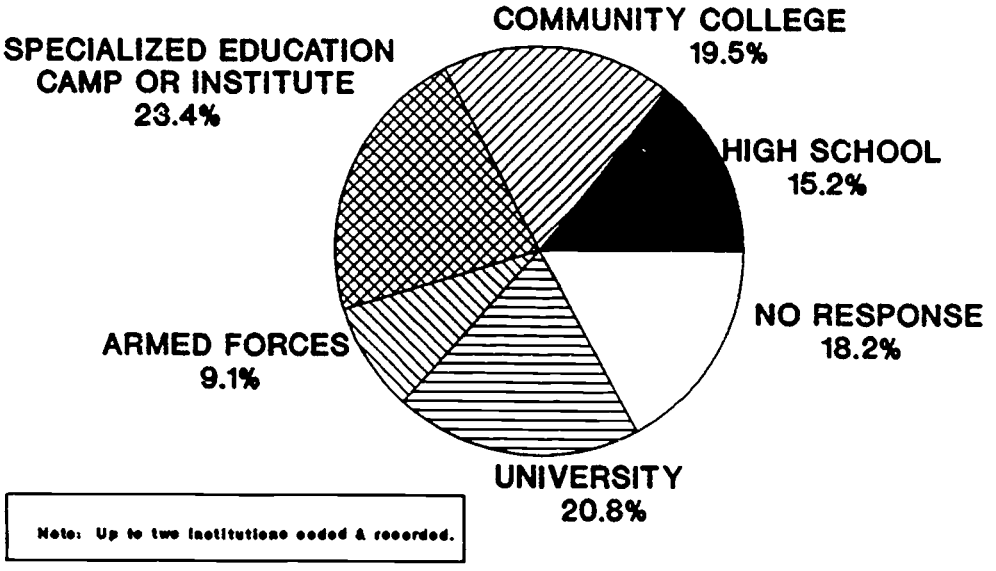

Figure 4.3
Types of institutions attended by students who went to school during the summer 1989
(N=77)

Location of the institutions was not requested in the survey, however, it is interesting to note that 51 of the 77 respondents involved in education as a primary summer activity said that they lived out of the province most of the summer, thus implying that the program that they were engaged in was not in Newfoundland.

Programs Attended

As can be seen in Figure 4.4, by far the largest percentage of the 77 respondents in education during the summer attended a special interest type of program involving such things as French, music, or theatre. Only a few respondents (13 or 16.9%) said their program involved upgrading.

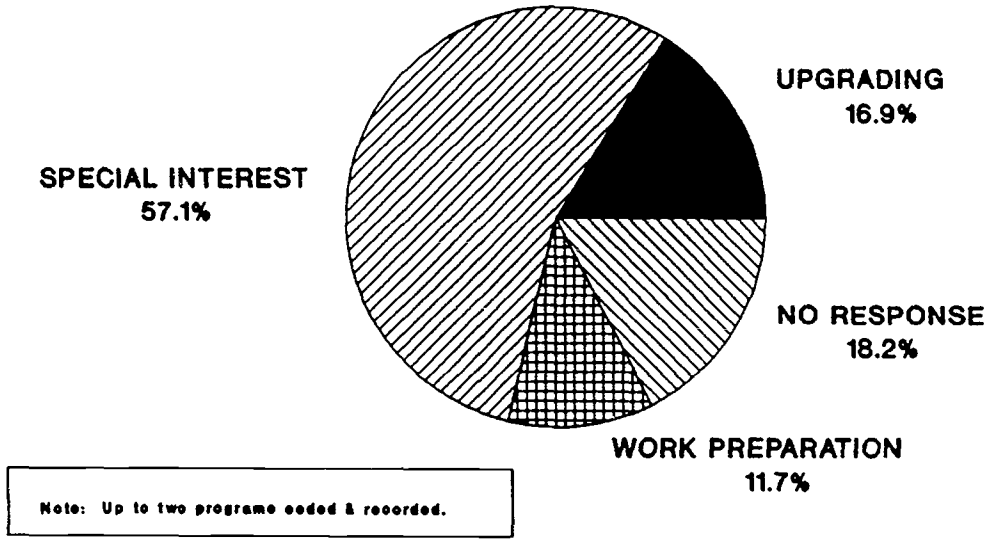

Figure 4.4
Types of programs attended during summer 1989
(N=77)

SUMMER LOCATION

Most of the respondents (87.3%) said they lived in their home community during the summer. This especially applied to females (see Figure 4.5). Another 8.1% indicated that they spent most of the summer out of the Province.

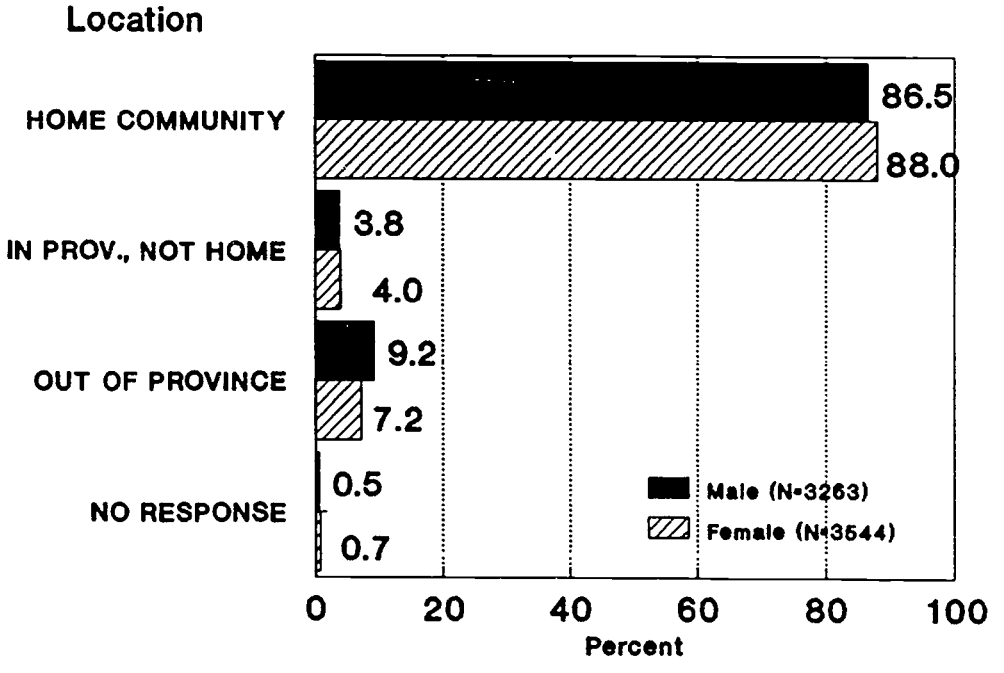

Figure 4.5
Where students lived most of the time during the summer 1989

With the exception of attending school, the majority of students therefore engaged in their main summer activities, including work, in their home communities. This is depicted quite clearly in Table 4.5. Even with respect to travel and vacation, only 21% of the 333 respondents said they were mostly out of the Province during the summer.

Table 4.5
Comparison of primary summer activities with respondent location
(N=6807)

Main summer activity		Where lived most of the summer							
		Home community		In province, not home		Out of province		No response	
	(N)	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Worked	(5525)	4860	88.0	208	3.8	425	7.7	32	0.6
Attended school	(77)	24	31.2	1	1.3	51	66.2	1	1.3
Unemployed, looking for work	(897)	846	94.3	24	2.7	24	2.7	3	0.3
Travelled/vacation	(333)	232	69.7	29	8.7	70	21.0	2	0.6
Home duties	(320)	306	95.6	8	2.5	5	1.6	1	0.3
Volunteer work	(78)	66	84.6	5	6.4	6	7.7	1	1.3
Relaxed/hanging out	(1110)	1001	90.2	42	3.8	65	5.9	2	0.2
Other	(126)	88	69.8	12	9.5	25	19.8	1	0.8

Note: Respondents could indicate more than one main summer activity.

Row percentages shown.

SECTION FIVE

SIX MONTHS AFTER LEVEL III

STATUS FALL 1989

During the interviews, which began in November, respondents were asked about their current status. The six response categories, including the option of "other", are shown in Table 5.1. Subjects could answer "yes " or "no" to each activity.

Many (61.8%) indicated they were students, and another 34.5% said they were working. A further 13.1% indicated they were unemployed, although 554 of the 893 in that particular group did say they were looking for work. Very few (0.4%) said they were homemakers, a group that was comprised of mostly females.

As would be expected, some of those surveyed (761) listed more than one activity. Most of these, 615 or 9.0% of all respondents, indicated that they were both working and a student.

Table 5.1
Status of respondents at interview time in late Fall 1989

Activity	All respondents (N=6807)		Male (N=3263)	Female (N=3544)
	Freq.	Percent	Percent	Percent
Working	2346	34.5	36.6	32.5
Student	4207	61.8	57.9	65.4
Unemployed	339	5.0	5.3	4.7
Unemployed, but looking for work	554	8.1	8.8	7.6
Homemaker	25	0.4	0.1	0.6
Other	97	1.4	1.9	1.0

Note: Respondents could indicate more than one category.

618 respondents gave their status as both working and students.

Working category includes 49 of the 56 respondents who said they were self-employed..

There were gender differences in each response category. The most noticeable, except for homemaking, were in working and status as a student. Significantly more males (36.6% compared to 32.5% females) were working. Conversely, significantly more females (65.4% compared to 57.9% males) were students. Additionally, slightly fewer females claimed to be unemployed or looking for work.

Married Respondents

The fall status of the 32 married respondents varied. Most, as can be seen in Table 5.2, were either working (50%) or in education (37.5%). A few of the females were homemakers.

Table 5.2
Status of married respondents, Fall 1989

Status	All married respondents (N=32)		Male (N=12)		Female (N=20)	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Working	16	50.0	6	50.0	10	50.0
Student	12	37.5	5	41.7	7	35.0
Unemployed & looking for work	2	6.3	1	8.3	1	5.0
Homemaker	6	18.8	0	0.0	6	30.0

Note: Respondents could choose more than one category.

PARTICIPATION IN EDUCATION

Over 4200 respondents were involved in education at interview time. The institutions or training places they were attending varied widely. By far the largest number (47.5%) were attending a campus of Memorial University. Another 8.2% were attending one of the Province's institutes of technology, and 12.4% were at one of the community college campuses. Also, over 8% were attending institutions outside the Province, especially a university (see Table 5.3).

There were also a fair number (15.7% of those in education in the fall) who had returned to high school. This represented 9.7% of all those surveyed in this follow-up. The percentages were not surprising given the current trend in the province which indicates that a fairly steady number of Level III students return to high school for a fourth year *(Department of Education, 1990 & 1991)*. What they did indicate however, were some inflated expectations on the part of this cohort, since only 4.5% of those in the initial survey (just prior to Level III examination time) were planning to return to high school the following year.

A comparison by gender of institutions and training places attended shows some differences. Particularly, there was a significantly higher proportion of females attending the St. John's Campus of Memorial University (36.6% compared to 30.4%

Table 5.3
Types of educational institutions attended, fall 1989

Institutions/training places	Respondents in education in fall: Total (N=4207)		Male (N=1890)	Female (N=2317)	Percent of all respondents (N=6807)
	Freq	Percent	Percent	Percent	Percent
Memorial University					
St. John's	1421	33.8	30.4	36.6	20.9
Corner Brook	359	8.5	8.3	8.7	5.3
Other	220	5.2	4.8	5.6	3.2
Institutes					
Cabot	163	3.9	3.8	4.0	2.4
Fisher	88	2.1	2.3	1.9	1.3
Marine	92	2.2	4.5	0.3	1.4
Community College					
Avalon	74	1.8	2.4	1.3	1.1
Eastern	131	3.1	3.4	2.9	1.9
Western	117	2.8	2.9	2.8	1.7
Central	156	3.7	4.0	3.5	2.3
Labrador	40	1.0	1.0	0.9	0.6
Other Institutions/places					
Nursing School	57	1.4	0.2	2.3	0.8
Private Career Ac.	163	3.9	1.7	5.7	2.4

(Continued)

Table 5.3 (Continued)
Types of educational institutions attended, fall 1989

Institutions/training places	Respondents in education in fall: Total (N=4207)	Male (N=1890)	Female (N=2317)	Percent of all respondents (N=6807)
	Freq	Percent	Percent	Percent	Percent
Outside Province				
University	296	7.0	6.5	7.5	4.3
Other Institutions	59	1.4	1.3	1.5	0.9
Other				
Returned to high school	661	15.7	19.6	12.5	9.7
University (unspecified)	14	0.3	0.4	0.3	0.2
Military university	11	0.3	0.6	---	0.1
Other	25	0.6	0.7	---	0.2
Don't know/no response	49	1.2	1.1	0.6 1.2	0.4 0.7

Note: 8 of the respondents also listed an additional institution that they attended during the fall of 1989.

2240 (53.2%) indicated that the institution was in their home community.

Approximately 60% of the 661 respondents who had returned to high school said that their career plans were not on track due to inadequate qualifications.

males). Also, there were more females at other campuses of Memorial, as well as more attending out-of-province universities. Predictably, there were also more females (2.3% compared to 0.2% males) attending nursing school. A third type of institution, the private career schools, also appeared to have attracted a significantly larger proportion of females (5.7%) compared to 1.7% of males. This latter distribution may well reflect the nature of program offerings at such

places and traditional gender biases toward such programs. Gender bias also probably accounted for the fact that significantly more males attended the Marine Institute (4.5% compared to 0.3% females).

The other area of gender bias was reflected in those respondents returning to high school. There were significantly more males (19.6% compared to 12.5% females) in this group. A partial explanation for this can be found in the initial survey of this group (Sharpe & Spain, 1991). At that time, males rated themselves as doing less well in senior high school than females.

Location of Institutions

As can be seen in Figure 5.1, just over half of the respondents who were students, were at institutions in their home community. Another 36.5% were at institutions within the Province, but away from their home. The remainder were at out-of-province institutions. For a few respondents (2.8%) the location was not stated. There were also some gender differences with respect to location of the

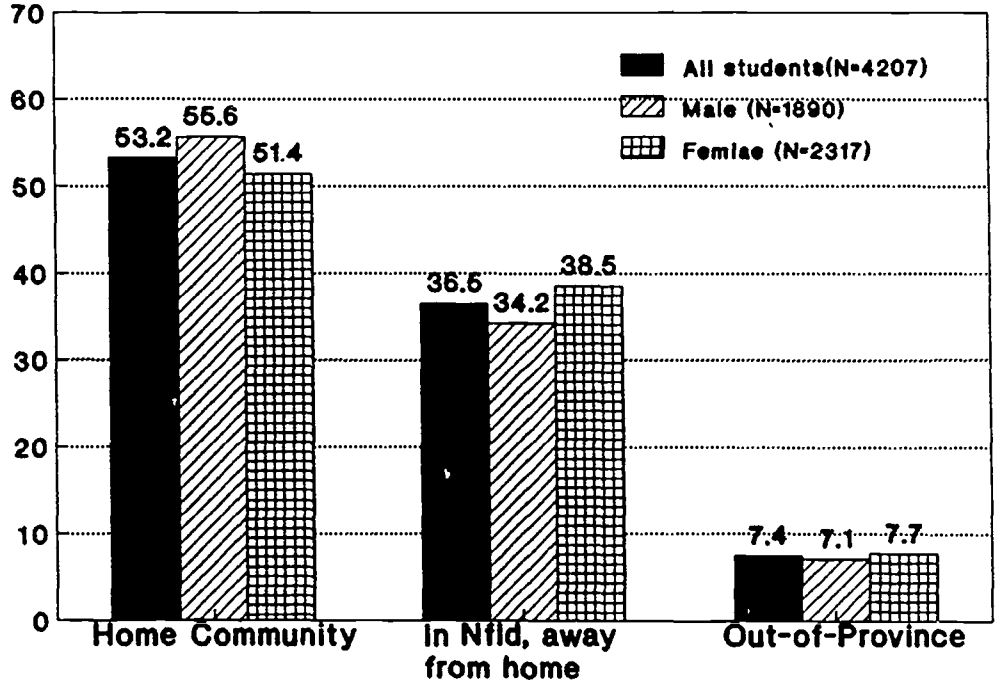

Figure 5.1
Location of educational institutions of fall students

educational institution attended in the fall. More males (55.6% compared to 51.4% females) were at institutions in their home community, and more females were at institutions located away from home both in or out of the Province (see Figure 5.1).

Educational Programs

The proportion of respondents in various broad categories of programs is fairly well explained by the types of institutions being attended. The largest number (54.7%) were in university programs, especially "general studies", and another 14.8% were in a high school program. There were also 27.3% in a wide variety of post-secondary (non-university) programs, the most frequent examples of which were nursing, electrical engineering, clerk typing/bookkeeping, secretarial science, and early childhood education (see Table 5.4). A few respondents (2.5%) indicated that they were in upgrading types of programs such as Adult Basic Education (ABE) and Basic Training for Skill Development (BTSD).

Table 5.4
Types of programs respondents enroled in, fall 1989
(N=4207)

Type of program	Freq.	%	Program most listed	Freq.
University	2300	54.7	General studies	1881
			Arts	112
High school	622	14.8	N/A	
Post-secondary, non-university:				
Engineering & applied science	422	10.0	Electrical eng.	43
			Electronics	26
			Computer studies	26
Business & commerce	363	8.6	Bookkeeping clerk	41
			Secretarial science	36
Social science & services	108	2.6	Early childhood	36
			Travel & tourism	17
Arts & related	102	2.4	Barbering/hairdressing	25
			Cosmetology	17
Health sciences & related	87	2.1	Nursing	62
			Dental assist.	12
Nautical science & primary ind.	43	1.0	Food processing tech.	9
			Petroleum tech.	8
Humanities	24	0.6	Journalism	9
			Religion/theology	6
Other	107	2.5	Adult Ed.	61
			BTSD	7
No response/don't know	85	2.0	N/A	

Note: Above frequencies and percents include 2 programs given by 68 of the respondents. A total of 271 different programs were given by respondents.

FALL WORK EXPERIENCE

The majority of the 2346 employed respondents indicated that they were working in one job at interview time. For nearly half (49.4%), that job was in the area of sales or services (see Table 5.5). A fair number (17.3%) were also employed in clerical occupations.

Overall, most of the jobs were in what is known as the service sector of the economy. Additionally, most of the jobs would be classified as being low or semi-skilled, requiring little training or preparation. Also, just over 40% of respondents categorized their jobs as temporary or seasonal in nature. Certainly at this stage, there would have been little time or opportunity for any extensive occupational preparation that would extend beyond a small amount of on-the-job training.

It is not surprising then that when the vocational preparation and educational levels of the jobs are examined, both are relatively low, with an average GED of 2.38 and SVP of 2.98. The most common jobs, as can be seen in Table 5.5, were floor hand (sales), cashier, gas bar attendant, and working in fast food service. A fair number of respondents were also in labouring jobs of various kinds within different occupational categories.

It is also interesting that 1714 (73.1%) of the 2346 respondents who said they were employed did not indicate involvement in any of the other activities such as education. Working appeared to be their predominant activity. This number accounted for 25.2% of all respondents whose transition path from high school, at this stage, had led them directly into the labour force. The kinds of jobs this group held are shown in Table 5.6. Essentially they were of the same type and level as those respondents who were also in some kind of educational program. The most common jobs held by females were cashier, floorhand (sales), babysitter and food service worker. By comparison, the list of most frequently cited jobs of males were floorhand (sales), general labourer, gas bar attendant and factory labourer. In fact labouring jobs of various kinds accounted for about 20% of the work listed by males.

Table 5.5

Jobs of all respondents who were working in, fall 1989

(N=2346)

Occupational area	Working Respondents		Most often cited jobs	
	Freq.	Percent		Freq
Sales	632	26.9	Floor hand Gas bar attendant	389 142
Service	529	22.5	Fast food service Babysitter	162 138
Clerical	407	17.3	Cashier Office worker	272 43
Product fabricating/repair	146	6.2	Factory worker Mechanic	111 4
Construction	102	4.3	Labouring Carpenter helper	28 19
Processing	71	3.0	Fish cleaner/cutter Bakery helper	42 11
Materials handling	59	2.5	General labour Garbage collector	50 2
Transportation equipment operations	28	1.1	Truck driver Tractor trailer driver	11 7
Medical/health	26	1.1	Nurse aide Homemaker (med.)	9 7
Farming/horticulture	25	1.0	Farm labour Landscape worker	8 7
Teaching & related	24	1.0	Teacher aide Daycare worker	11 5
Fishing/trapping	19	0.8	Gillnet fisherman Trawlerman	18 1
Forestry/logging	18	0.7	Logger Forestry worker	15 2
Other	236	10.0	Labourer Make work project	118 11
Don't know	78	3.3	N/A	

Note: Occupational classification based on Canadian Classification and Dictionary of Occupations.

2214 respondents listed one job; 54 respondents listed two jobs.

998 (42.5%) of respondents indicated that their job could be categorized as seasonal/temporary.

Table 5.6
Most often cited jobs of working only respondents, fall 1989

Job	All working only respondents (N=1714)		Male (N=908)		Female (N=806)	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Floor hand (sales)	244	14.2	98	10.8	146	18.1
Cashier	161	9.4	10	1.1	151	18.7
Babysitter	118	6.9	4	0.4	114	14.1
Factory labourer	108	6.3	60	6.6	48	6.0
Gas bar attendant	104	6.1	88	9.7	16	2.0
Food service worker	102	6.0	19	2.1	83	10.3
Labourer (general)	90	5.3	91	10.0	9	1.1
Sales representative	49	2.9	42	4.6	7	0.9
Materials handler (warehouse)	44	2.6	40	4.4	4	0.5
Fish cleaner/cutter	41	2.4	34	3.7	7	0.9
Office work (clerk)	34	2.0	2	0.2	32	4.0
Inventory clerk	29	1.7	26	2.9	3	0.4
Armed forces (militia)	28	1.6	22	2.4	6	0.7
Construction labourer	26	1.5	23	2.5	3	0.4

(Continued)

Table 5.6 (Continued)
Most often cited jobs of working only respondents, fall 1989

Job	All working only respondents (N=1714)		Male (N=908)		Female (N=806)	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Carpenter helper	19	1.1	19	2.1	---	---
Fisherman	17	1.0	17	1.9	---	---
Construction helper	14	0.8	14	1.5	---	---
Logger	14	0.8	14	1.5	---	--
Janitor	13	0.8	12	1.3	1	0.1
Kitchen helper	13	0.8	7	0.8	6	0.7
Trainee manager	12	0.7	9	1.0	3	0.4
Total	1313	76.6	611	67.3	600	74.4

Note: Lists occupations cited by 12 or more working only respondents.

Level of employment

As indicated earlier in Table 5.1 (page ??), a number of the respondents were either unemployed or unemployed, but looking for work. The majority of this group were also not engaged in education or training (that is, they were not students), and neither were they classified as homemakers. Given this situation, the overall level of unemployment among all those surveyed was approximately 12%.

Location of jobs

The 2346 working respondents were asked about the location of the jobs they had. The largest proportion (57.2%) indicated that it was in their home community, and another 21.4% said the job was within the province, but away from home. About 18% said they were working out-of-province (see Table 5.7).

Table 5.7
Location of the job of respondents who were working, Fall 1989

Job Location	All working respondents (N=2346)		Male (N=1194)	Female (N=1152)
	Freq.	Percent	Percent	Percent
Home community	1341	57.2	56.9	57.5
In province, away from home	503	21.4	20.9	22.0
Out of province	413	17.6	18.7	16.5
No response	89	3.8	3.6	4.0

Gender differences in job location were only slight. The largest differences were in the out-of-province category which contained a larger proportion of males (18.7% compared to 16.5% females).

Hours Worked

As can be seen in Table 5.8, the number of hours per week employed varied tremendously. Predictably, the largest proportion of respondents (39.2%) were in the 40 to 49 hours per week range. A few people (2.2%) claimed to work over 60 hours per week. Overall, the average hours worked each week was 31.47 hours, and the median number was 38.75 hours.

Table 5.8
Weekly number of hours worked, Fall 1989

Hours per week	All working respondents (N=2346)		Male (N=1194)	Female (N=1152)
	Freq.	Percent	Percent	Percent
1-9	104	4.4	3.7	5.2
10-19	328	14.0	11.3	16.9
20-29	327	13.9	12.9	15.0
30-39	306	13.0	11.6	14.5
40-49	919	39.2	42.7	35.5
50-59	61	2.6	3.6	1.6
60-69	19	0.8	1.2	0.4
Over 69	15	0.6	1.1	0.2
Don't know/varied	51	2.2	2.6	1.4
No response	216	9.2	9.3	9.1

Note: For all working respondents, the average hours worked per week was 31.47 hours: the median was 38.75 hours; the mode (most frequent number of hours) was 40 hours.

For males, the average was 33.26 hours per week, median hours were 43.41, and mode was 40.

For females, the average was 29.64 hours per week, the median hours were 34.77 and the mode was 40.

As with the summer employment, there were some gender differences with respect to the number of hours worked. Significantly more males (49.7% compared to 38.1% females) worked 40 or more hours per week, while just the opposite applied in instances where respondents worked less than a 40 hour week. There were significantly more females (51.6% compared to 39.5% males) in that category. Overall, for males, the average weekly hours were 33.26, and for females it was 29.64 hours.

Another way of examining the intensity of employment is to consider it in terms of part-time or full-time, where part-time work has traditionally involved less than 30 hours per week. Based on this, well over half (57.1%) of the working respondents would be classified as working full-time compared to 32.3% in the part-time category As can also be seen in Figure 5.2, significantly more females were part-time workers.

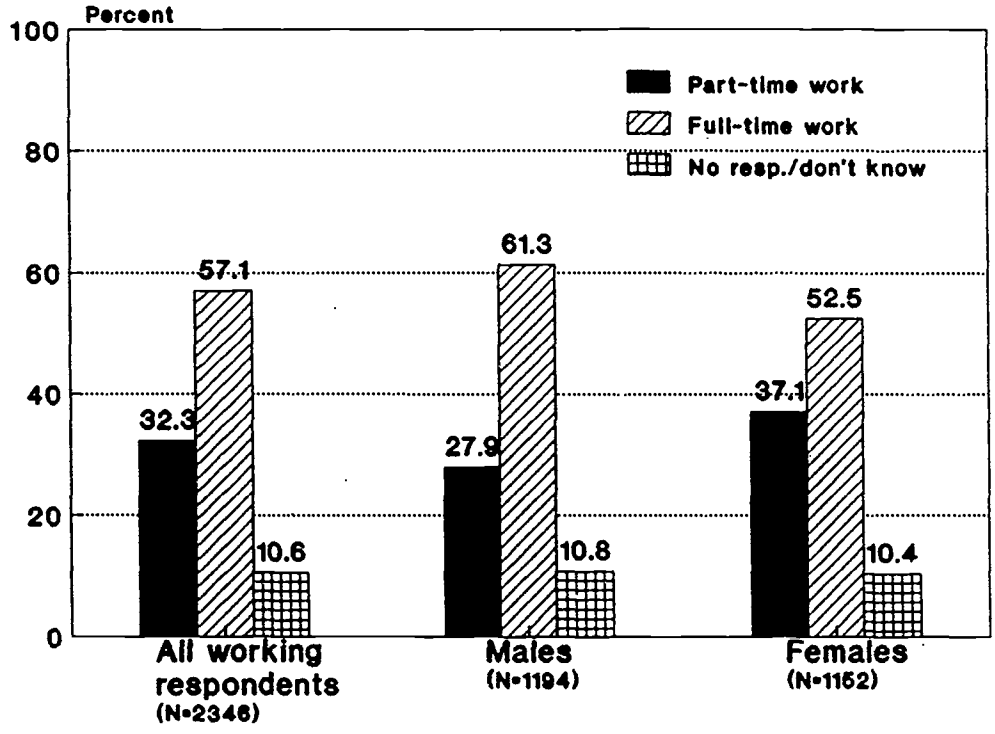

Figure 5.2
Comparison of full-time versus part-time employment

Employment with Other Activities

There were also some differences when the intensity of employment was analyzed based on other activities the respondents were engaged in during the fall. The largest proportion, as described earlier, were working only. This category accounted for 1714 or 73.2% of those employed. The remainder were either

Table 5.9
Respondents Fall status and job employment hours

Job hours worked per week	Respondent status									
	Working only respondents (N=1714)		Post-secondary students and working (N=425)		High school students and working (N=190)		Homemaker and working (N=2)		"Other" and working (N=15)	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Part-time (1-29 hours)	285	16.6	344	80.9	125	65.8	---	---	5	33.3
Full-time (Over 29 hours)	1213	70.8	43	10.1	53	27.9	2	100	9	60.0
Other										
Don't know/varies	39	2.3	10	2.4	1	0.5	--	--	1	6.7
No response	177	10.3	28	6.6	11	5.8	--	--	--	--

Note: The 2 respondents who were homemakers and working were both female.

students in post-secondary education (18.1%), high school students (8.2%), homemakers (0.1%), or categorised as "other" (0.6%).

A breakdown of the hours per week they worked by group is shown in Table 5.9. Most of those whose status was "working only" were in the full-time category, with the majority (50.2%) being employed about 40 hours per week. A few (285 or 16.7%) would be considered part-time workers.

By contrast, most (80.9%) of the 425 in post-secondary education and working were in the part-time work category. For example, 48.7% were working 10-19 hours per week, 18.1% up to 9 hours, and 14.1% between 20-29 hours per week. Only 10.1% were to be considered full-time workers. This distribution is not surprising, since it is fairly common practise for university and college students to work part-time to provide some income while studying.

A similar distribution is found when examining the students who had returned to high school and who were also employed. About 65% were part-time workers, mostly in the 10-29 hours per week range, compared to 27.8% who would be full-time employed based on the hours they worked. These data suggest that the return to high school for a fourth year for a number of young people also involves a job commitment. For some of these students, attendance at school may be for only part of the day or week. This would especially apply to those in the full-time (over 30 hours per week) category.

Self-Employment

Very few respondents (56) claimed to be self-employed. This accounted for only 0.8% of the sample. Slightly more males said they were in the self-employment category. The jobs given by those who were self-employed are shown in Table 5.10. These typically involved traditional work, with the most common jobs being baby sitter and gillnet fisherman.

Table 5.10
Jobs listed by self-employed respondents, Fall 1989
(N=56)

Jobs	Frequency	Percent
Babysitter	10	17.9
Gillnet fisherman	8	14.3
Floorhand	6	10.7
Logger	3	5.4
Cashier	2	3.6
Daycare worker	2	3.6
Tutor	2	3.6
Carpet cleaner	2	3.6
Instructor	1	1.8
Musician	1	1.8
Office work	1	1.8
Night watchman	1	1.8
Life-guard	1	1.8
Fast food preparer	1	1.8
Fast food service	1	1.8
Shampoo boy/girl	1	1.8
Beauty culture	1	1.8
Janitor	1	1.8
Carpenter	1	1.8
Collating machine operator	1	1.8
General labourer	1	1.8

Note: 3 of the respondents listed two jobs which are included in the above frequencies.

Continuance of Employment

The respondents were also asked if they were in the same job at interview time as the one they had worked in during the summer. About 22% of the 5525 summer workers fell into this category (see Figure 5.3). There was little gender difference in this regard, with 22.9% of males continuing their summer job compared to 21.0% of females.

For a number of these people (615) working was the only status given at interview time. They had been employed since leaving high school, and had not been involved in further education.

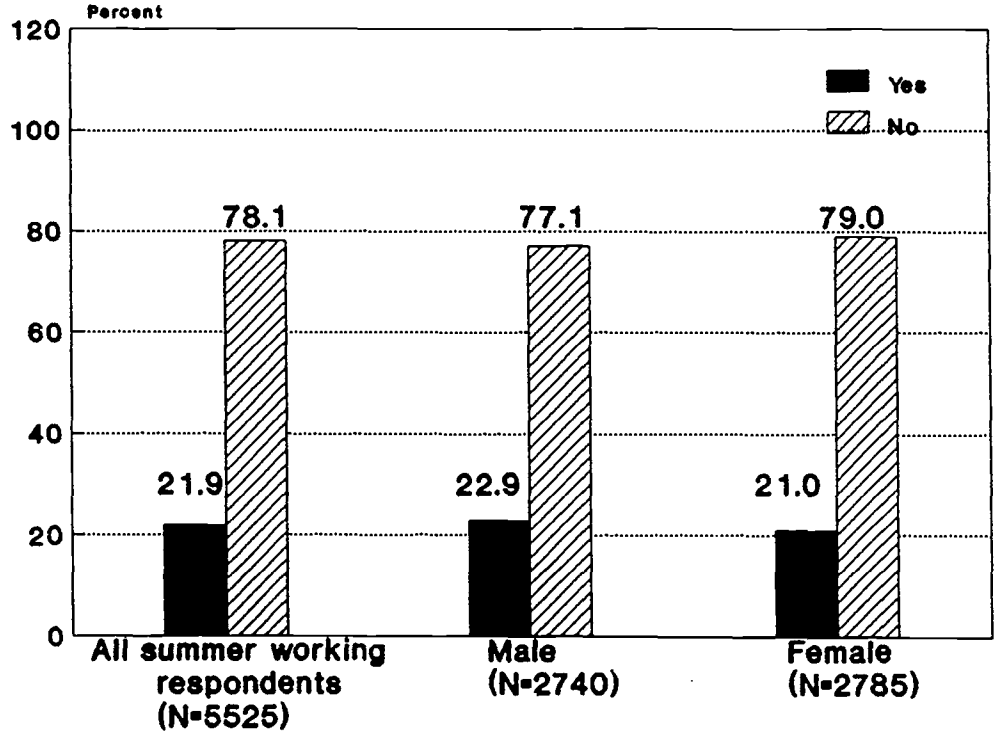

Figure 5.3
Respondents still working in the same summer job during the Fall of 1989

SECTION SIX

CAREER PLANS

CURRENT STATUS AND POST HIGH SCHOOL PLANS

During the initial survey respondents were asked about their plans for the year following Level III (Grade 12). A comparison of those plans with their status at follow-up survey time can be seen in Table 6.1. With the exception of those whose plans were to either definitely work, continue with education, or return to high school, there were marked differences in actual respondent activities several months later compared to plans made while in high school. For example, of the 832 follow-up respondents who said originally they would like to continue their education, but they may have to work, only 37.0% were students several months later. Similarly, of the 355 in the follow-up that said they would rather work, but would continue their education, only 40.3% were students.

It should also be noted that, although most of the 3761 follow-up respondents that had definitely planned to continue their education in the fall were students at survey time, there were about 20% who were not in education, including 7.5% whose fall status was "unemployed". Similarly, about 40% of the 554 follow-up respondents aspiring to work in the fall were not employed at follow-up survey time. Obviously, for many respondents, plans made at the end of senior high school did not develop as anticipated.

Table 6.1
Continuity of career plans made while in high school

Plans for the year following high school	(N)	Fall 1989 Status (Percentages)					
		Working	Student	Unemployed	Unemployed looking for work	Homemaker	Other
Don't have plan	(180)	47.2	35.0	7.2	20.6	1.7	3.9
Take year off	(523)	58.1	18.4	8.8	18.2	0.8	1.9
Like to cont. ed, may have to work	(832)	50.0	37.0	6.6	12.9	0.4	1.8
Shall cont. ed, rather work	(355)	44.2	40.3	5.4	13.0	0.6	3.7
Definitely plan to work	(554)	59.6	23.6	8.5	13.0	0.5	2.7
Definitely plan education	(3761)	22.2	81.1	3.6	3.9	0.2	0.9
Return to high school	(304)	36.5	78.9	3.6	5.9	---	---
No response	(298)	35.9	4.7	4.7	11.1	0.3	1.3
Total	(6807)						

Note: Row percentages may exceed 100% since respondents fall 1989 status could place them in more then one category e.g. they could be a student as well as working.
The (N) is based on the follow-up sample size of 6807, and reflects the attrition from the 7390 students completing the original survey.

STATUS OF PLANS

Some insight into this issue was sought by asking respondents in the follow-up survey if what they were now doing at that time was what they had planned to do when they had finished high school, that is, were their career plans on track? As can be seen in Table 6.2, only about half (52.4%) responded with a "yes".

Gender differences on this issue were small. A slightly higher proportion of the females (53.9% compared to 50.7% of males) considered their career plans to be on track.

Table 6.2
Are your after high school career plans on track?

	All respondents (N=4062)		Male (N=1947)	Female (N=2115)
	Freq.	Percent	Percent	Percent
Yes	2127	52.4	50.7	53.9
No	1808	44.5	45.9	43.3
No response	127	3.1	3.4	2.8

Note: Analysis of this question is limited to responses obtained directly from respondents - responses provided by other sources , such as parent or relative, not used.

Reasons for not pursuing plans made in high school varied tremendously. From answers to an open ended question, the categories of reasons shown in Table 6.3 were developed. Most respondents (1630) gave one reason. Another 144 gave two reasons, and 4 people gave three reasons.

The largest proportion (37.6%) of the 1808 respondents gave the reason that their academic qualifications were inadequate, and another 17.8% said that their plans were on hold because, for example, they were involved in other activities

in the meantime, or they had decided to wait until next year to start post-secondary education. It is interesting to note that 63.3% of the 679 respondents whose academic qualifications were inadequate had indicated that they had returned to high school, and another 2.5% were in Adult Basic Education programs.

Reasons relating to institutional restraints were given by 14.8% of respondents for not pursuing career plans. These included such things as courses being filled, being placed on a waiting list, and applying too late for courses. Another 10.8% cited financial reasons such as not being able to afford education, or having "to work to get money for education".

A wide variety of other reasons were given by much smaller numbers of respondents: some had simply changed their plans, some said they wanted to obtain some work experience, and others had already dropped out of post-secondary education or were looking for work. Also, about 8% of respondents did not give any reasons at all.

The largest proportion (56.7%) of the 321 respondents who said their plans were on hold were working, and another 35.5% were unemployed. Only a small number were students. A similar breakdown was found among the group of 268 who said that institution restraints had caused their plans to be put on hold. Most (55.6%) were working and another 32.8% were unemployed.

There were some gender differences in the reasons given for not pursuing career plans. For example, 19.0% of females compared to 16.5% of males said their plans were on hold, while slightly more males said their academic qualifications were inadequate. With respect to institutional restraints, more males (16.6%) compared to 13.1% of females cited these as reasons.

Table 6.3
Reasons for not pursuing career plans after high school

Reason	Total (N=1808)		Male (N=893)	Female (N=915)
	Freq.	Percent	Percent	Percent
Academic qualifications inadequate	679	37.6	38.3	36.8
Plans put on hold (e.g. waiting until next year)	321	17.8	16.5	19.0
Institutional restraints (e.g. applied to late, courses filled)	268	14.8	16.6	13.1
Financial reasons (e.g. couldn't afford it, had to work to get money for ed.)	195	10.8	11.3	10.3
Changed plans	88	4.9	4.4	5.4
Need/want work experience	47	2.6	2.4	2.8
Dropped out of post-sec. ed.	39	2.2	1.9	2.4
Haven't found work/job	31	1.7	1.5	2.0
Personal/family reasons	31	1.7	1.5	2.0
Health	22	1.2	1.3	1.1
Kept on in summer job	21	1.2	1.3	1.0
Other restraints (e. g. disability; no drivers license)	13	0.7	0.8	0.6
Didn't want to leave home	8	0.4	0.1	0.8
Unspecified	147	8.1	9.3	7.0
No response	30	1.7	1.8	1.5

Note: Up to 3 responses were coded & recorded.
1630 gave one reason; 144 gave two reasons; and 4 gave three reasons.

Analysis of this question is limited to responses obtained directly from respondents - responses provided by other sources, such as parents or relative, not used.

SECTION SEVEN

SUMMARY AND DISCUSSION

The first follow-up contact with the Level III group was made in the late fall of 1989 through a brief telephone interview. Most had completed high school six months earlier and had become established, for the most part, in some kind of work or further education. Information was obtained from 92% of the originally surveyed group of 7390 students. The follow-up sample consisted of about 48% males and 52% females, and the rural urban split was 56% rural and 44% urban respondents. Overall, females and rural respondents continued to be slightly over-represented, while those from the Avalon Peninsula region of the province continued to be under-represented.

Since leaving school, very few respondents had married or had assumed responsibilities as the head of a household. In fact the number was less than 1%. This was not surprising given that most were recently out of high school and were not ready for such commitments. Many had also indicated in the initial survey that marriage plans would be pursued later in their lives.

During the summer immediately following high school an unexpectedly large number (over 80%) of those surveyed had worked at some kind of job, and an

additional 13% had sought work. There were of course many variations with respect to the duration and intensity of the employment, however those that had worked typically held one job, were employed for eight to ten weeks, and worked on average 40 hours per week. The jobs reflected, for the most part, those that are typical of student employment: they were often low-skilled and within the occupational areas of service, sales and clerical work. About 16% of the respondents said that their jobs were "make work" employment, and a similar number were engaged in "labouring" types of jobs. Very few people (less than 2.1% of the sample) reported being self-employed. Reasons for work were not explored in this survey, however it is probably appropriate to assume, given respondent reasons for working while in high school the previous year, that the basic motivator was for the money. Some though, may have planned to use the money to help with further education, while others were starting to develop a more independent lifestyle and, as young adults, becoming self-supporting.

There was almost no involvement in educational programs during the summer, including the completion of high school diploma requirements by those who did not graduate that spring. Most of the 1.1% of those who did engage in educational activities did so in the broader sense of the term and usually attended specialized camps or programs.

At interview time most respondents were either working (34.5%) or engaged in education of some kind as a student (61.8%). These percentages included about 9% who were both students and who were also working in a job. Most of the employed respondents were engaged in work within the Province, typically in their home community. Within the group surveyed there were also some people (about 13%) who said they were unemployed, however, over half of these claimed to be looking for work.

Most respondents who had definitely planned, at the end of their Level III year, further education or to return to high school for another year realised those plans. However, about two-thirds of those that were less certain about continued education after high school were not students in the fall of 1989. Many were working, but a fair number were among those who said they were unemployed.

Overall, just over half of the respondents said their career plans were on track after high school. Reasons given by those not pursuing their plans varied widely, with the most frequently cited ones being related to inadequate academic qualifications, plans simply being put on hold, and post-secondary institutional restraints. Some respondents, about 10%, also cited financial reasons as the problem.

PROGRESS IN THE TRANSITION TO WORK

When we look at the initial progress being made in the transition to work by this group of young people, it is very evident that many different routes are being followed, with some involving, as is typical in recent years, combinations of education and work. An actual breakdown of respondent status at survey time revealed the broad transition categories shown in Figure 7.1. By far the largest proportion were those continuing with some form of education after their senior high school year. Most of these were in post-secondary education, although a significant minority had also returned to high school. Another large group was formed by those who were working, many full-time; and yet another group were those comprised of people engaged in a mixture of part-time or full-time work and education. Very few categorised themselves as homemakers (in full or part) at this stage, and as such formed a small group. However, for some of this small group, homemaking was combined with other activities such as work. Homemaking for some might also constitute a satisfactory life style and one that is acceptable to society at large.

There was also a group of about 12% of respondents who did not appear to be engaged in education or any other activities and who would best be described as the unemployed. About two-thirds of these were, however, looking for work. As a group, these unemployed young people might well be an appropriate target for programming and career help.

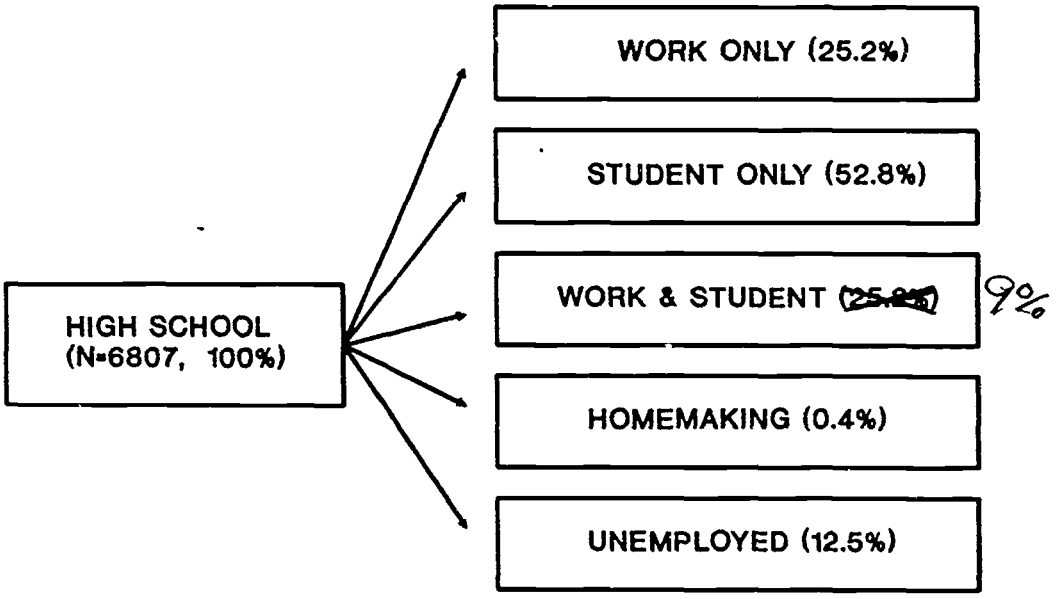

Figure 7.1
Pathways after high school

The acceptability of these different routes is open to discussion and interpretation, and also very difficult to define, especially in terms of the individual and their goals and aspirations. The advantages of completing high school and attending post-secondary education, based on current labour market trends which indicate that a larger proportion of jobs will require increased amounts of education and training, have greater potential for future success with respect to employment and presumably the attainment of career aspirations. Certainly, few would argue the benefits of continued education and its potential for increased earning power as well as occupational choice and employment options.

By contrast, those young people embarked on the "work only" route may be limiting their opportunities, at least in the short term. This is particularly evident

when the types of jobs engaged in are considered, since the majority of such jobs were in the low-paying, low-skill (and often temporary or seasonal) category. For some of them, this may well be a satisfactory (and acceptable) lifestyle at this stage of their lives. However, the option of continuing with some form of education in the future would obviously be open to this group should their aspirations and plans change. Some might also become involved in less formal on-the-job training and, or employer initiated education.

For those combining education and work, there are some advantages and disadvantages. On the positive side, income can provide some degree of independence and help finance education. Also, the work environment can provide valuable experience in terms of acquiring a work ethic and employability skills that might be generic to many occupations. For some, this mixed option is perhaps not dictated by choice, but by necessity. Disadvantages to working and being a student (especially a full-time student) include being distracted from the educational process and having less time available for studies.

CONTINUED PARTICIPATION IN EDUCATION

Nearly two-thirds of all respondents considered themselves to be students in the fall of 1989, several months after their Level III year. The majority in this category were continuing on in some form of post-secondary education, typically at the university level. In fact, nearly one third of the 6807 people in the survey said they were attending a university, mostly within Newfoundland, but with some at similar institutions in other provinces. The bulk of these university students were in a general studies type of program. This would be expected within the province's only university since, almost without exception, students entering directly from high school are required to complete an initial general studies year prior to specializing. Many other respondents were pursuing a wide variety of programs at many different institutions, some of them along very specific career/vocational paths such as nursing or the military.

Of some interest are those people who choose to leave the province for their post-secondary education. Most of this group of about 9% of all respondents in education in the fall were at a university. Reasons for their choice were not asked in the survey, and so are open to speculation at this time. Certainly, given the size of the Level III group in Newfoundland, and the available programs and opportunities in other provinces, it would be expected that a certain proportion would make the choices they did.

The other group of interest are those that returned to high school for a fourth year of study. About 16% of those in education in the fall (or 9.7% of all 6897 respondents) decided to do this. It was not an unusual decision however, since Department of Education records indicate that about this number enrol in what is called Level IV each year. Certainly, it is a convenient way for those requiring additional high school credits to complete diploma or other requirements that is facilitated by the flexibility of the high school credit system. It does however, prolong the high school experience of this group and adds to an older than average school age group of students within the school system (others beyond the usual school age would be those who have repeated grades in school and still continued through to graduation). Also, the Level IV does not usually equate with more advanced course work, but is a continuation of the regular Level I to Level III courses. From an economic and labour market perspective there are presumed benefits to completing (graduating from) high school. Continuation with school at this stage would therefore be considered a positive decision that aids the overall transition to work.

One other interesting factor that emerged from the survey was the very small number of respondents that took an educational program during the summer months. Almost none chose to upgrade even though, as described above, a fairly large number of people obviously need further high school education.

NATURE AND CHARACTERISTICS OF WORK EXPERIENCE

The actual nature and characteristics of the work experience is interesting. The summer employment pattern revealed that a very large number of respondents

were working. The jobs were typical of those in which students are found; many were in the service and labouring categories, and in sectors of the economy that often rely on cheap seasonal/summer labour. However such employment should not be dismissed as unimportant since it is often vital to local economics and the income important to the wage earner, which in this case consists of youth who would not be eligible or qualified for many other types of employment at this stage in their career development. Also, the service sector in particular is heavily reliant on this "cheap" labour pool both during summer months, and to a certain extent, during the rest of the year, and it is a sector that has also experienced considerable growth over the past decade.

It should also be realised that "make work" projects also accounted directly for about 17% of summer jobs, and yet others appear to be dependent upon government student work grants. Without this type of support, the incentive to employ students would certainly diminish, and this in turn would likely increase the pool of unemployed summer (student) workers.

On the whole, the most frequently cited occupational areas and jobs were similar when summer and fall work experiences were compared. In fact, about one quarter of the summer workers continued in the same job into the fall, and approximately 50% of these were in the "working only " category.

The continuance of such employment in the same job through summer and fall would be expected for some respondents given the nature of their jobs and the need for workers in some low-skill occupations throughout the year, especially where full-time summer work could be maintained as part-time work while attending school. Also, for those respondents who continued working in the fall and who were not engaged in any other activities such as education, it was an indication that unbroken employment was possible upon finishing high school. The types of occupations in these instances though, were in the very predictable categories of clerical, sales and service.

The emergence of young entrepreneurs was not apparent among those in this survey who were working. There were very few (less than 1%) self-employed people. The work listed by nearly half of this group was not unusual, and was

categorised as either baby-sitting, gillnet fishing, sales, or logging. Obviously these were early days for the entrepreneurial spirit to emerge, but it was anticipated that there would be more self-employed people given that over one third of all respondents while in high school had thought of starting their own business at some time. With the recent development and piloting of courses in entrepreneurship in some high schools in the province, a larger proportion of future graduates may be better equipped and encouraged to start businesses of their own. It is also possible that more of the current cohort will become independent business people following their post-secondary educational experiences. Certainly in terms of economic development in the province, this whole area of entrepreneurship needs further investigation and possible encouragement among young people.

GENDER DIFFERENCES

The profile of summer activities revealed that fewer females were employed, but more compared to males, were engaged in other activities such as home duties. A larger proportion of females also considered themselves to be unemployed and looking for work during the summer. This may have been a reflection on the general availability of work in the local community (where most spent the summer), as well as more specifically, the type of work they were able to do. Relocation might have reduced the unemployment level among this group, but such action would obviously have had to be considered in terms of added living costs away from home. With respect to the intensity of work, there was less gender difference. On the whole, however, females tended to be employed for fewer weeks and for less hours per week through the summer months.

A more striking gender difference was noticeable in the fall when it was found that significantly more females were attending a post-secondary education institution of some kind. This was particularly evident in a comparison of males and females attending university, as well as those at such places as nursing schools where the proportion of females was much higher. There were also more women at the private career academies in the Province probably due, as indicated

previously, to the nature of the programs at these places and the fact that such programs have typically been those that have traditionally attracted females. However, for similar reasons, female attendance at such places as the Marine Institute was dramatically lower compared to that of males since this type of institution tends to have career preparation programs that have traditionally attracted mostly male students.

Overall, gender differences were revealed in the selection of post-secondary programs within the province with males and females often selecting programs that have traditionally attracted one group or the other. Changes to such stereotypical choices however, are likely to be slow and would require the support of many agencies and institutions within the province with approaches that address the basic career aspirations and goals of the individual.

The overall participation rate of females in post-secondary education in Newfoundland and Labrador follows current Canadian trends for 18 to 24 year olds which show not only a trend of increased participation by both males and females overall, especially since the early 1980's, but also that more high school graduates, especially females, are continuing their education. In fact females, according to the publication *Profile of Higher Education in Canada*, represent over half of the full-time student enrolment (Secretary of State, 1991).

Within Newfoundland and Labrador then, females appeared to be have been more successful in terms of their progression (graduation) from high school into post-secondary education. Further evidence of this was also revealed by the numbers that returned to high school for a further year: there were far more males in that group. This was less surprising since the initial survey data revealed that males were, on the whole, doing less well in school during the Level III year and that their average marks were lower than those of the female students at the time.

It was also evident from the survey that females were willing to relocate to attend an educational institution in the fall. The percentages of those both within Newfoundland and Labrador, but away from home and those located out-of-province were higher, although in the latter case the proportion of males to

females was much closer. Conversely, there were slightly fewer females that attended institutions in their home community (51.4% compared to 55.6% males) and could well be ascribed to the level of programming available at their local institutions.

With respect to respondent jobs in the (fall there were some gender differences. Fewer females were working (22.7% compared to 27.8% of males), but comparatively more were combining working with being involved in education as a student. A further examination of the working group (non-student) also revealed that significantly less females were working full-time (more than 40 hours per week). In fact, 75% of males compared to 68% of females were full-time employees. Conversely, more women were engaged in part-time employment as their primary activity in late fall of 1989. With regards to the group that were working students, most (about 75%), were working part-time, a category that contained slightly more females than males with the largest proportion of these working about 40 hours per week.

The career plans of more of the females also appeared to be on track. Gender differences were not large on this issue, however more females responded to this question. Some slight gender differences were also apparent in the reasons given for career plans not being followed. For example, fewer females said that their academic qualifications were inadequate; fewer had problems with institutional restraints such as applying for programs on time; and less cited financial problems as the reason.

CONCLUSIONS

For the class of '89 Level III students, these were comparatively early days in their transition into the labour market thus making success or failure at this time difficult to determine. However, if we consider labour market trends and current and projected future job requirements, a large number of these young people were

headed in a positive direction. Over half had made a commitment to and were pursuing post-secondary education with many aimed at a university degree or other post-secondary qualification of some kind, with women well represented in the educational group. Additionally, a fair number of the respondents were employed.

On a less positive note, the prolonged current recession in Canada will likely increase competitiveness for jobs that exist, particularly the more stable, better paying ones across all sectors of the job market. For young, newly qualified people typically lacking on-the-job experience, the challenge is further increased.

Within the context of Newfoundland and Labrador it would be particularly important to maintain a degree of optimism given the poor economic climate generally and the closure of many plants together with the down turn in the major resource areas in particular. Such a context has to influence the career outlook of many young people. In the initial survey most had a positive attitude toward work and anticipated future employment in areas in which they planned training or education. With the impending Hibernia mega-project development, and the possibility of other major resource development such as the Lower Churchill Falls hydro project in the 1990's, the potential for them to realise their career aspirations may well be heightened.

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APPENDIX A

YOUTH TRANSITION

INTO THE LABOUR MARKET STUDY

Level III Follow-up Interview
Fall 1989

Institute for Educational Research and Development

Faculty of Education

Memorial University of Newfoundland

Name of Interviewer _____

Able to contact student YES __ NO __

If No, person (e.g. student's mother) from whom information obtained? _____

New location of student: (Address) _____ Phone: _____

_____

Introduction *(This is a guide only. Interviewer must say what is natural and what flows easily with the respondent).*

- Hello, my name is _____. I am presently working for the Institute for Educational Research and Development, Faculty of Education, Memorial University.
- We are conducting a brief follow-up survey of people who were in Level III high school last year, many of whom completed a Career Plans survey for us last spring.
- We would now like your cooperation to answer a few questions concerning what has occurred since you left school.
- It will take 5 to 10 minutes of your time.
- The study is supported by the Department of Education and will be used to help better understand the problems of youth as they enter the labour force.
- The information will be held in strict confidence, used only by persons engaged in and for the purposes of this study, and will be reported anonymously and on a group basis.
- Your participation is voluntary.
- Will you help us by answering a few questions?

IF NO, TERMINATE INTERVIEW.

IF YES, START WITH QUESTION 1

1. The first question concerns last summer. What were you doing most of the time? *(Interviewer: more than one category may be circled).*

Worked [Ask Q. 1 (a)] 1
Attended School [Ask Q. 1 (b)] 2
Unemployed, but looking for work 3
Travelled/on vacation 4
Home Duties 5
Did Volunteer Work 6
Relaxed/hanging out 7
Other 8
What was this? _____

(a) If you worked last summer:

What was the job? (Put in job title if possible) _____

Other jobs, if more than one: _____ _____

Were you self-employed? ..... Yes .. 1
..... No .. 2

Number of hours per week, on average, that you worked: ..... _____

How many weeks did you work? ..... _____

Was the job seasonal/temporary? ..... Yes .. 1
..... No .. 2

Are you still in this job? ..... Yes .. 1
..... No .. 2

(b) If you attended school last summer:

What was the institution? *(high school, college, etc.)* _____

What program were you in? _____

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2. During the summer, where did you live most of the time?

Home community 1
In province, but not in home community 2
Out of province 3

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3. (a) Did you get married since leaving school? ..... Yes .. 1
..... No .. 2

(b) Are you the head of a household? ..... Yes .. 1
..... No ... 2

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[Continue next page]

4. Now, I would like you to tell me what your current status is with respect to working, education, etc.

Working [Ask Q. 4 (a)] 1
Student [Ask. Q. 4 (b)] 2
Unemployed 3
Unemployed, but looking for work 4
Homemaker 5
Other 6
What is this? _____

(a) If you are working:

What is the job? *(Put in job title if possible)* _____

Are you self employed? ..... Yes .. 1
..... No .. 2
Number of hours you work per week: ..... _____

The location of the job - is it:

In your home community 1
In the province, but not in home community 2
Out of the province 3

Is this a seasonal/temporary job? ..... Yes .. 1
..... No .. 2

(b) If you are now a student:

Name of the institution you are attending: _____

Name of the program you are in: _____

Is the institution in the Province: ..... Yes .. 1
..... No .. 2

If yes, location: _____

==========

5. The last question concerns your career plans in general. Is what you are doing now what you had planned to do when you finished high school? ..... Yes .. 1
..... No .. 2

If NO, what were the reasons for not pursuing those plans?

_____

_____

****

Thanks again for your help with this career transition study. We expect to be in contact again next Fall (1990). In this regard, is there a friend or relative that is most likely to know your address next year? If so,

Name: Phone:

Address: