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## ABSTRACT

The Manitoba Education and Training Program launched a longitudinal student transitions study in 1999 to gain a better understanding of the various routes taken by Senior 4 (S4) students in their pursuit of a post-secondary education and work experience. The first phase of the study surveyed the S4 students as they completed their final year of high school. The intent was to provide educators and policymakers with information to help guide education renewal for future students. The study determined that most students intended to pursue a post-secondary institution and/or work after graduation and almost half planned more than one activity. The major influencing factors to students in planning their future were the advice given by parents or guardians, having good grades, and the personal goal of pursuing a specific job or career. The major barrier identified by students in their ability to achieve their future plans was not having enough money. The findings can be used by policymakers and educators to gain insight into the future plans of high school graduates; factors that influence students as they plan for their future; and barriers students view as potentially affecting their ability to fulfill their future plans. Appendixes include: Sampling Methodology and Questionnaire. (Author/JDM)

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# STUDENT *Transitions*

## INTENTIONS OF MANITOBA SENIOR 4 STUDENTS

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### Phase 1 of a Longitudinal School-Work Transitions Study (June 1999)

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## ***Executive Summary***

As high school students prepare themselves to work and study in a knowledge-based global economy, they take a variety of pathways among the worlds of education, training, and work that are complex, circuitous, and more varied and interactive than in past years.

In order to gain a better understanding of the various routes taken by Manitoba Senior 4 students in pursuing their post-secondary education and work aspirations, Manitoba Education and Training launched a longitudinal student transitions study in 1999. The study will be conducted in three phases, with the first phase being a survey of S4 students as they complete their final year of high school. The other two phases will re-survey the same students two and four years later to obtain information on what actually occurred after high school completion. The purpose of the study is to provide educators and policy-makers with valuable information to help guide education renewal for future students.

The first phase of this longitudinal study was a survey of Manitoba S4 students in May 1999. Some of the major highlights from the survey results were:

- The major activities which students intended to pursue in September 1999 were to attend a post-secondary institution and/or work. Just less than half the students planned more than one activity.
- The three major influencing factors to students planning their future were the advice given by parents/guardians, having good grades, and the personal goal of pursuing a specific job or career.
- The majority of students felt their schools had provided them with personal skills (eg, critical thinking), an appropriate learning environment (eg, a safe learning environment, knowledgeable teachers, and access to computers), and useful career information (eg, post-secondary and employment options). Only one-third of students, however, reported that their high school provided them with entrepreneurial skills.
- The major potential barrier identified by students in their ability to achieve their desired future plan was not having enough money.
- Close to nine out of every ten students planned to remain in Manitoba in September 1999.
- Three-quarters of students had worked for salary during their S4 school year, with the most common reason being to "earn money for myself".
- Of the students who worked during the school year, the majority stated that work caused them to study less or to do less school work than they would have liked. On average, the hours spent studying were one-third the hours spent working for salary.
- More than half the students had participated in extracurricular school-based and/or non-school based organized activities during their S4 year.
- As parents' level of education increased, so did the educational aspirations of students. Close to 90% of students aspired to obtain at least some post-secondary education in their lifetime.

The second phase of the study will take place in 2001 and the third phase in 2003.

## A. INTRODUCTION

The term 'school-work transitions' refers to the variety of pathways that young people can take among and within the worlds of education, training and work.<sup>1</sup> In Canada and across the world, school-work transitions have become a major preoccupation among students, parents, policy-makers, educators, and employers. It is widely acknowledged that in today's knowledge-based global economy, citizens require higher levels of education and specialized skills if they are to be successful in the labour force. The correlation between level of education and work-related opportunity is growing in significance, while the routes to and from education and work are becoming more complex and interactive.

A review of the literature<sup>2</sup> on school-work transition, has found:

- Transitions are now more varied, complex, circuitous, and longer than in the past as students are increasingly mixing education and work in a variety of ways.
- The North American model of varied transitions and multiple pathways is an open-ended process. Canada, unlike some European countries (eg, Germany and Austria), does not have a process that brings employers, unions, governments and education institutions together to create clear school-to-work transition paths. Transitions are especially difficult for certain groups of youth - especially those with limited education, skills, and experience.
- Although school-work transition is an issue affecting students from all types of learning situations (eg, school, college, university, or training programs), the focus has primarily been on how well the secondary school system prepares students.

Across Canada, a number of trends<sup>2</sup> have emerged:

- There is movement to greater curriculum emphasis on outcomes, expectations, and standards, especially in relation to basic literacy, communication, and employability skills.
- There is increasing integration of some form of work experience into the regular requirements for secondary school graduation (eg, cooperative education). The popularity of internship and work-study programs is increasing. There are also more mentoring programs, frequently in combination with other school-work transition initiatives.
- There is increasing interest in alternative learning sites/situations (eg, store-front schools, school within a school, adult learning centers) that are of particular interest to adult learners and students at risk.
- There is a widening recognition among Canadians of the importance of becoming self-directed in building a career/life path. A strong emphasis is being placed on improving career counselling and job-placement programs.
- More attention is being paid to the skills taught in traditional vocational education programs within high schools.
- There is strong and broad support for improved credit transferability and articulation of high school, college and university programs.

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<sup>1</sup> *High School May not be Enough: An Analysis of Results from the School Leavers Follow-up Survey, 1995.* Human Resources Development Canada and Statistics Canada (1998, p.xii).

<sup>2</sup> *The Transition from School to Work - A Discussion Paper.* Manitoba Education and Training (March 1999).

In order to place the issue of school-work transitions into a provincial context, the following links between education attainment and employment have been found:

- a) Employment Rates ... *employment rates increase as level of education increase.*
- In 1998, employment rates increased as level of education increased, going from 70.2% for Manitobans (aged 25-54 years) with less than high school completion, to 83.4% for high school graduates, to 87.6% for college and trade graduates, to 89.0% for university graduates (source: Statistics Canada, *Labour Force Survey*).
  - Between 1990 and 1998, the employment rate decreased for young adults (aged 25-29 years) whose highest level of education was high school or less. Rates for those who had less than a high school education went from 71.6% in 1990 to 70.2% in 1998, while for those who had a high school diploma it went from 79.6% to 78.9%. Conversely, the rates of employment increased for young adults who had a college/trade diploma (from 88.2% to 89.4%) or university degree (from 84.6% to 87.5%).
- b) Median Annual Income ... *annual income increases as level of education increases.*
- A comparison of 1995 post-secondary graduates working full-time, two years after graduation, were found to have median annual incomes that increased as their level of education increased. Statistics Canada's *1997 National Graduate Survey* found that 1995 Manitoba graduates earned an average median income of \$22,000 with a trade diploma, \$24,000 with a college diploma/certificate, and \$30,000 with a university degree.
- c) Trends in Levels of Education ... *education levels of Manitobans are increasing.*
- Between 1990 and 1998, Statistics Canada's *Labour Force Survey* showed that the proportion of Manitoba's adult population (aged 25-54 years) who had completed high school increased from 71.3% to 82.3%. The proportion who had achieved a post-secondary degree or diploma rose from 39.6% to 49.9%. Compared with other Canadian provinces, Manitoba ranked 3<sup>rd</sup> lowest in 1998 in the proportion of adults who had a post-secondary college or university degree/diploma, with only Saskatchewan and New Brunswick having lower proportions.
  - Looking only at the young adult population (ie, aged 25-29 years), between 1990 and 1998, the proportion who had completed high school increased from 77.0% to 85.1%.
- d) Transition Trends from High School to Post-Secondary Education and Work ... *the majority of high school students do not go directly into post-secondary studies.*
- Less than 40% of Manitobans go directly from high school to full-time post-secondary studies. On an annual basis, less than 30% of Manitoba high school graduates enter into full-time studies at a Manitoba university (ranging from a high of 30.6% in 1997 to a low of 25.4% in 1995), while approximately another 10% of graduates went directly to a Manitoba community college (source: Manitoba Education and Training).
  - Over one-half of community college students have previously been in the work force. The majority of students enrolled in full-time programs at Manitoba community colleges are between 20-24 years of age. In 1996-97, Red River Community College reported that only 25% of their first-year students had been in a high school program the year prior to enrolling at their college.
  - The number of Manitoba adults (20 years of age and over) who return to high school for upgrading, course enhancement, or high school completion increases annually. In 1995/96 there were 4,075 adult students in high school, while in 1998/99 there were

5,826 (a 43.0% increase).

As the above trends indicate, the transition process between high school, work and post-secondary education is far from being direct or sequential. Higher education leads to better employment opportunities, yet the majority of Manitobans do not go directly into post-secondary studies after completing their high school education. These trends support the growing recognition that students at all levels of education need to be prepared for a broad range of possible choices after high school.<sup>3</sup>

#### The Need for Research:

The literature has revealed that there is a need for more research into the characteristics of successful transitions and the short- and long-term effectiveness of transition programs and services. The national *School Leaver Surveys*<sup>4</sup> (1991 and 1995) reinforced the importance of educational attainment and its relationship to labour market outcomes, while simultaneously opening a discussion of contextual and attitudinal factors that can affect students' choices and opportunities.

In Manitoba, a 1994 survey<sup>5</sup> of students in the final year of high school found that 90% of students felt they had received an adequate to high quality education from the Manitoba school system, while a lower proportion (65%) believed they had been provided with necessary knowledge and skills to achieve their future plans. As this survey was not longitudinal in scope, no follow-up information could be obtained.

In 1999, Manitoba Education and Training initiated a longitudinal student transition study with the following three phases:

- a) Phase 1 - survey S4 students in May/June 1999 in order to obtain information on their intended activities after high school completion, factors which have influenced their planning, and an evaluation on how high school has prepared them to attain these intentions.
- b) Phase 2 - conduct a follow-up survey of these same students in the year 2001 in order to obtain information on activities that actually occurred after high school completion, as well as reflective opinions on how high school had actually prepared them for these events.
- c) Phase 3 - conduct a second follow-up survey of the respondents in phase 2 in the year 2003.

The following report provides the results of the first phase of this longitudinal survey --- the intentions of 1999 Manitoba Senior 4 students, hereafter referred to as S4 students.

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<sup>3</sup> *Life Experience a Part of the Program*. The Globe and Mail, Guide to Education Section (November 9, 1998).

<sup>4</sup> *Leaving School - Results from a national survey comparing school leavers and high school graduates 18 to 20 years of age, 1991*. Human Resources and Labour Canada (September 1993). *After High School: The First Years - The first report of the School Leaver Follow-up Survey, 1995*. Human Resources and Labour Canada (1996).

<sup>5</sup> *Grade 12 Students Speak Out - June 1994 Survey*. Manitoba Education and Training (November 1994).

## B. SURVEY METHODOLOGY

### (a) Population, Sample and Respondents

In May of 1999, a stratified sample of students was selected from Manitoba's S4 population to participate in Phase 1 of the study. Using a school-based sampling procedure, a 20% stratified sample of schools was selected according to:

- a) type of school: public, independent, band, home
- b) location in the province: Winnipeg, South Central, Northern/remote
- c) program: Regular English, Français, French Immersion
- d) size of S4 school enrolment: quartile representation ranging from a school with the smallest S4 enrolment of 1 student, to the school with the highest S4 enrolment of 590 students.

Due to the remoteness of Northern schools, a 100% sample was selected from Manitoba's band-operated schools and Frontier School Division in order to obtain a representative response group of Aboriginal and remote students.

A detailed discussion of the sampling methodology is included in Appendix 1.

A total of 4,805 students in Senior 4 within 88 schools constituted the final sample. This sample represented 23% of the provincial S4 student population.

Schools were sent an appropriate number of questionnaires to correspond to their S4 enrolment count as at September 30<sup>th</sup> 1998, as well as an additional 10% to accommodate ease in administration if their enrolments had increased during the year. This resulted in some schools returning a greater number of completed surveys than were part of the sample count.

	Population		Sample		Responses		Response Rates
	#	%	#	%	#	%	
<b>S4 Enrolments:</b>							
Public	18,246	90.7%	3,899	81.1%	1,974	87.7%	50.6%
Independent	1,196	5.9%	239	5.0%	203	9.0%	84.9%
Band	666	3.3%	666	13.9%	74	3.3%	11.1%
Home	7	0.1%	1	--	0	--	0.0%
	<u>20,115</u>	<u>100.0%</u>	<u>4,805</u>	<u>100.0%</u>	<u>2,251</u>	<u>100.0%</u>	<u>46.8%</u>
<b>Schools with S4:</b>							
Public	216	78.3%	55	62.5%	42	72.4%	76.4%
Independent	37	13.4%	10	11.4%	9	15.5%	90.0%
Band	23	8.3%	23	26.1%	7	12.1%	30.4%
Home	-	--	-	--	-	--	0.0%
	<u>276</u>	<u>100.0%</u>	<u>88</u>	<u>100.0%</u>	<u>58</u>	<u>100.0%</u>	<u>65.9%</u>

A total of 2,251 useable responses were received from students within 58 schools, creating a student response rate of 46.8% and a school response rate of 65.9%.

Within the public school sector, the sample was selected according to program of study, and yielded the following response pattern:

	Population	Sample	Responses	Response Rates
<u>Student Enrolment</u>				
Regular English	17,059	3,642	1,711	47.9%
French immersion	846	171	188	109.9%
Français	341	86	75	87.2%
	18,246	3,899	1,974	50.6%

The 50.6% response rate within public schools was due primarily to the fact that most high schools had very large proportions of students registered in S4 who were really continuing education students not seeking a high school diploma (ie, students who returned to high school to upgrade their course standings, to supplement their diploma with courses required for post-secondary or job-related entrance, to receive basic education, or to take specific vocational courses). Most principals did not ask these students to participate in the study.

The 11.1% response rate from band-operated schools, although low, yielded the desired 3.3% representation of Manitoba's total S4 population.

The 2,251 respondents were considered representative of their respective populations with students from public schools constituting 87.7% of respondents, independent schools 9.0%, and band schools 3.3%.

#### (b) Survey Instrument and Implementation

A 4-page computer-scannable questionnaire was developed and printed in both official languages. The survey instrument solicited the following types of information from each S4 student:

- demographic information (eg, gender, age, language spoken at home, etc.)
- plans/intentions following high school completion
- potential barriers to achieving plans
- perceptions about how high school has prepared them for their future
- participation in work and extra-curricular activities while attending high school
- highest level of education expected to achieve in future years.

To ensure the validity and reliability of the questionnaire, two S4 classrooms at Winnipeg's Tech-Vocational High School participated in a pre-test and focus group discussion on the content and design of the survey instrument. The insightful comments from these students and their teacher were used to reword and reorganize many questions in the questionnaire. A copy of the questionnaire is included in Appendix 2.

In order to facilitate ease in administration, the survey was completed by students within their classroom setting at their respective schools. Teachers were provided with an instruction sheet on how to direct survey completion.

Data analysis was conducted by Manitoba Education and Training.

## C. PROFILE OF SENIOR 4 STUDENTS

### Program of Study:

The majority of S4 students were registered in the regular English program (83.2%). Additionally, 8.4% were enrolled in French Immersion, 6.8% in Technology/ Vocational, and 3.5% in the Français program.

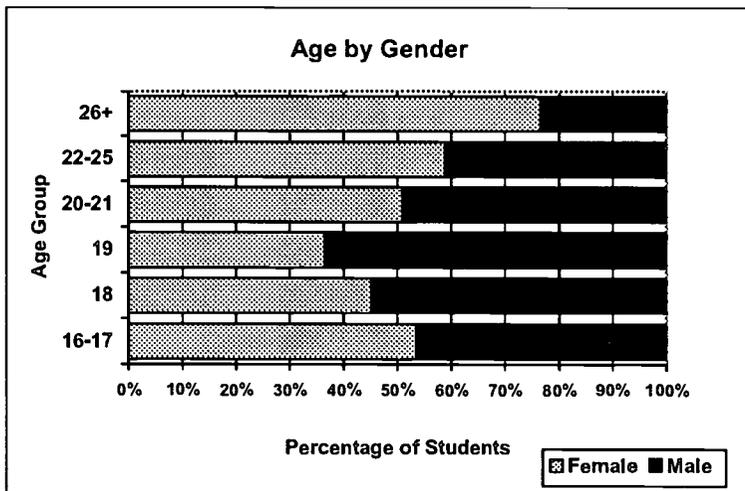
### Age and Gender:

Just over half of the students who participated in the survey were female. This proportion closely paralleled the 1998/99 S4 enrolment proportion of 50.5%.

### Survey Respondents

- Most students were enrolled in the English regular program (83.2%)
- 52.8% were female and 47.2% male
- Average age was 18 years old, with the age range being 16-81 years old
- 18.3% were self-declared of Aboriginal descent
- Most live with both parents (71.8%)
- Majority spoke English at home (89.2%)
- Most (88.4%) attended school full-time
- Almost half (48.6%) chose their school because it was closest to home
- Very few had skipped a grade (1.4%), dropped out of school (4.4%) or repeated a grade (10.3%)
- Majority planned to graduate in June 1999 (83.3%)
- Majority planned to be living in Manitoba in September 1999 (88.9%)

The majority of students were between 17 and 18 years of age. However, more than one-third of band school students were 19 years of age or older. Also, as the age of the student increased so did the proportion of female to male students. More than two-thirds of students over the age of 21 were female. By the age of 25, 78.3% of respondents were female.



Female students were also more likely than male students to be enrolled in the French Immersion program (61.0% being female), while male students were more likely to be enrolled in the Technology/Vocational program (68.2% being male).

### Aboriginal Status:

A total of 406 students (18.3%) declared themselves as being of Aboriginal descent. Of these students, 82.0% attended public schools, 11.6% independent schools, and 6.4% band-operated schools.

### Living Situation:

Just less than three-quarters of students (71.8%) indicated that they lived at home with both parents; 16.7% with one parent; 3.0% with guardians; 3.4% with people other than parents or guardians; and 5.1% on their own.

#### Language Spoken at Home:

Although the majority of students (89.2%) indicated that they spoke English at home, it is interesting to note that 47.2% of Français students and 6.5% of French Immersion students indicated that they spoke French most often at home. Additionally, 18.9% of band school students indicated they spoke a language other than English or French at home, compared to 10.3% of independent school students and 7.7% of public school students.

#### Full/Part-time Attendance in School:

Most students (88.4%) attended school on a full-time basis, with the remaining 11.6% attending on a part-time basis.

#### Reason for Attending Current School:

Students reported a variety of reasons for attending their current school. The reason chosen by most students was "*it is closest to my home*" (48.6%). The next two reasons with the highest proportion of students selecting it were "*my friends are here*" (15.0%) and "*it has a good reputation*" (10.0%). The majority of Français and French Immersion students selected "*it offers my language of choice*", while the majority of students in independent schools selected "*it has a religious focus*" and "*it has a good reputation*".

#### Elementary/Secondary School History:

Over four-fifths of students (85.1%) indicated that they had gone through their elementary and secondary grades sequentially. Only 4.4% stated that they had dropped out of school at some point in their history, 10.3% had repeated a grade, and 1.4% had skipped a grade.

#### Intention to Graduate:

Most students stated that they planned to graduate by June 1999 (83.3%). Independent schools, however, recorded the highest percentage of students who indicated that they would graduate (93.5%), compared to 82.4% of public school students and 79.7% of band school students indicating the same. A very low proportion of students (2.5%) stated that they had already previously graduated.

#### Planned Location to Live in September 1999:

Nine out of every ten students (88.9%) stated that they planned to stay in Manitoba following the 1998-99 academic school year. Close to one-tenth of students (8.2%) stated they planned to move to another Canadian province, while 2.9% planned to leave the country.

## D. ALLOCATION OF TIME WHILE ATTENDING HIGH SCHOOL

Students were asked a number of questions (Q15, Q16, Q18) related to their work experience and time allocation during the 1998/99 academic school year.

Specific to the 1998/99 school year, students were asked to provide the number of hours per week they spent: "*working for salary*", "*doing homework and/or study*", "*participating in organized activities related to school (eg, drama, band, student council, school sports, etc.)*", and "*participating in organized activities not related to school (eg, Junior Achievement, 4-H, Girl Guides, sport teams, volunteer work, etc.)*".

### Participation in Activities

- Over 80% of students had previously had summer jobs.
- For the 1998/99 academic school year:
  - 3/4 of the students worked for salary
  - over 1/2 of the students participated in school-based and/or non-school activities
  - almost all students indicated that they studied one hour or more each week.
- Over 1/2 of the students who worked said working caused them to study less.

Additionally, students were asked that if they had worked during the 1998/99 school year, what was the main reason for working and to what extent did working cause them to study less or do less school work. Finally, students were asked if they had ever had a summer job.

#### Previous summer employment:

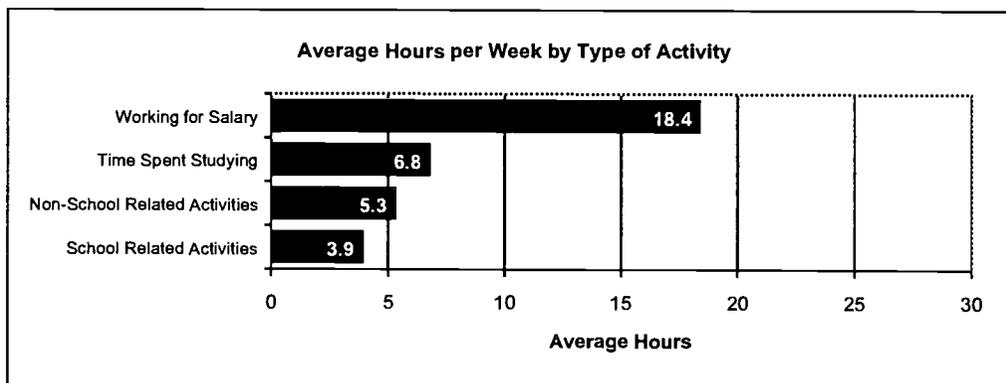
The majority of students (82.0%) indicated that they had previously worked at a summer job with similar proportions across type of school (ie, 82.0% of public school students, 83.2% of independent school students, and 80.8% of band school students).

#### Activities during the 1998/99 School Year:

For each of the four activities, the following proportions of students indicated at least 1 hour per week participation:

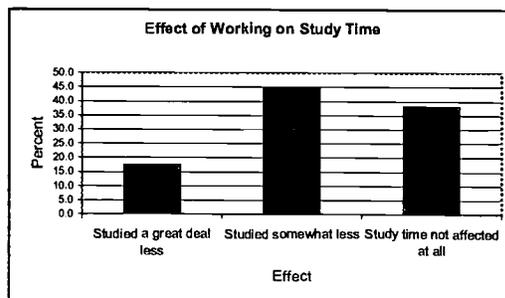
- 75.0% worked for salary during the school year
- 93.8% studied one hour or more each week
- 64.2% participated in organized activities not related to school
- 56.4% participated in organized school-based activities.

Of those who participated in each activity, the following chart indicates the average hours per week of involvement:



### Relationship between Work and Study:

- The range of hours spent working per week ranged from 1 hour to a full 40-hour week.
- The average hours spent working was almost triple the average hours spent studying.
- Of the students who worked, 73.6% stated that the reason was "to earn money for myself". Other reasons (eg, "to help my family", "to obtain work experience related to my future career plans", or "my parents wanted me to work") each recorded less than a 10% student response.
- Of the students who worked, 61.9% stated that working during the school year had caused them to study less or to do less school work than they would have liked (17.4% stating "a great deal less" and 44.5% stating "somewhat less"). 38.1% of the students who worked stated that working did not interfere with their studies.



### Working for Salary:

- A greater proportion of band school students (63.8%) indicated they did not work during the school year, compared to independent school students (32.0%) and public school students (22.9%). Of those students who worked, however, students from band schools worked an average of 20.7 hours/week, while students from public schools worked 18.8 hours/week, and students from independent schools 13.5 hours/week.

### Doing Homework and/or Study:

- Independent school students indicated that on average they studied longer hours than students in both public and band-operated schools (8.2 hours/week for independent school students, 7.2 hours/week for public school students, and 6.7 hours/week for band school students).
- Female students spent an average of 7.8 hours/week studying compared to 6.5 hours/week for male students.

### Participation in School-based and Non-School-based Activities:

- A slightly higher proportion of students participated in non-school-based activities compared to school-based activities (64.2% compared to 56.4%, acknowledging that there was a great deal of overlap between the two).
- Students in independent schools recorded the highest average number of hours/week participating in school-based activities (7.1 hours compared to 6.9 for public school students and 6.5 for band school students) but the lowest average number of hours/week in non-school-based activities (5.5 hours compared to 8.6 hours for public school students and 10.3 hours for band school students).

### Proposed Plans for September 1999

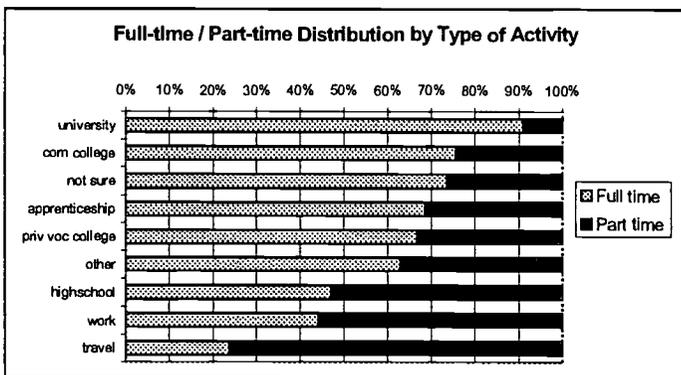
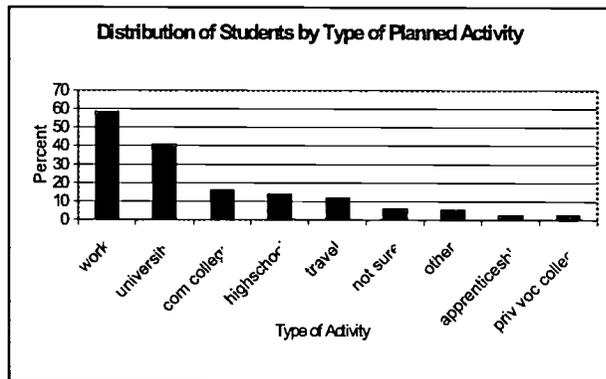
- Just over half the students had a single activity planned for the year following high school completion. The remaining students planned to do multiple activities.
- The majority of students planned to participate in some form of post-secondary education.
- Half the students planned to work.
- The primary full-time activities identified by students were to attend university or to work.
- Nearly four out of every ten students stated that they planned to go to university full-time in the fall.

### E. PLANS FOR THE FUTURE

Question 10 of the survey asked students "What do you plan to do this coming September 1999?" Nine activities were listed and students were instructed that for each activity they planned to do, to indicate whether their participation would be full-time or part-time. Students were told to select all activities that applied. The activities listed were to go to "high school", "university", "community college", "private vocational college", "apprenticeship", "work", "travel", "other", and "not sure".

Of the 2,251 students in our survey, 2,244 provided useable responses to this question. Of these students, 1,086 (48.4%) selected a single full-time activity, 108 (4.8%) a single part-time activity, and 1,050 (46.8%) multiple activities.

Acknowledging the fact that students could select more than one activity, it was found that over half (58.5%) the students planned to work (full-time or part-time) in the Fall of 1999. In addition to, or alternatively, 40.2% planned to go to university, 15.6% to a community college, 13.7% to high school, 2.3% into apprenticeship, and 2.2% to a private vocational college (either full-time or part-time). Travel was selected by 11.7% of students, while 11.0% indicated that they had other plans or were unsure of their future activities.



university, 91.0% indicated it would be on a full-time basis, while of those students who planned

to travel, 76.2% declared it would be part-time. It should be noted that of the students who planned to work in the Fall, 56.0% indicated it to be on a part-time basis.

Interesting Findings:

- Almost 20% of students who indicated they would not be graduating stated that they did not intend to return to high school in the Fall.
- A higher proportion of female students, compared with male students, stated that they planned to attend university full-time in the Fall (39.9% and 32.3% respectively).
- Of those students who planned to return full-time to high school in the fall, 62.0% were male and 38.0% female.
- Generally, as students' age increased, the likelihood of them planning to go to university decreased.
- Less than half the students who spoke a language at home other than French or English indicated that they planned to work in the Fall (44.1% compared to the overall proportion of 58.5%). A greater proportion of these students was more likely to plan to attend university (46.3% compared to the population proportion of 40.2%).

## F. FULL-TIME INTENTIONS FOR SEPTEMBER 1999

In order to gain a deeper appreciation of students' future plans, the results of question #10 (which asked students to identify their planned activities for September 1999) were analysed by full-time intentions.

Of the 2,244 students who provided useable responses to question #10, there were 2,091 full-time activities identified. It is important to note, that some students indicated more than one full-time activity. When this occurred the students were included within each category so designated.

Thus, the counts within categories contain some double counting of students, and should not be interpreted as discrete choices.

Of the students who planned one or more full-time activity, over half intended to go into full-time post-secondary studies in September 1999 (39.0% into university, 12.6% community college, and 1.5% into vocational college). Just over one-quarter of students planned to work full-time.

Slightly over half the students intended to pursue only one full-time activity in September.

Exceptions included a higher percentage of students who intended to pursue vocational college as their sole full-time activity, while students who intended to travel full-time were more likely to pursue other plans in addition to travel.

When considering full-time work in

**Students with Intended Full-time Activities for September 1999**

Planned FT Activity	# students	% students
University	815	39.0 %
Work	573	27.4 %
Community College	263	12.6 %
High School	143	6.8 %
Not sure	97	4.6 %
Other	71	3.4 %
Travel	62	3.0 %
Apprenticeship	35	1.7 %
Vocational College	32	1.5 %
Total	2,091	100.0%

**Intended Full-time Plans and Work**

<i>PLANS BY FULL-TIME INTENTIONS</i>	#	WORK FULL-TIME	WORK PART-TIME	OTHER ACTIVITIES	FULL-TIME PLAN ONLY
High school	143	17	51	26	70
University	815	23	373	87	401
Community College	263	19	87	61	145
Vocational College	32	1	9	9	21
Apprenticeship	35	12	2	14	19
Work	573	***	***	330	308
Travel	62	31	6	35	18
Other	71	10	9	22	42
Not sure	97	11	17	31	62
TOTAL	2091	124	554	615	1086

<i>PLANS BY FULL-TIME INTENTIONS</i>	%	WORK FULL-TIME	WORK PART-TIME	OTHER ACTIVITIES	FULL-TIME PLAN ONLY
High school	100.0%	11.9%	35.7%	18.2%	49.0%
University	100.0%	2.8%	45.8%	10.7%	49.2%
Community College	100.0%	7.2%	33.1%	23.2%	55.1%
Vocational College	100.0%	3.1%	28.1%	28.1%	65.6%
Apprenticeship	100.0%	34.3%	5.7%	40.0%	54.3%
Work	100.0%	***	***	57.6%	53.8%
Travel	100.0%	50.0%	9.7%	56.5%	29.0%
Other	100.0%	14.1%	12.7%	31.0%	59.2%
Not sure	100.0%	11.3%	17.5%	32.0%	63.9%
TOTAL	100.0%	5.9%	26.5%	29.4%	51.9%

Note: Totals do not add to 100% due to multiple responses for this question

addition to other full-time intended plans, those students who intended to travel were most likely to indicate that they also intended to work full-time, followed closely by students who intended to pursue apprenticeships. Community college and returning high school students intended to pursue full-time work more than university-bound students.

Those students who intended to pursue university, community college, vocational college, or return to high school full-time were most likely to indicate that they also intended to work part-time, with the greatest proportion of university students planning these dual activities (followed by high school and community college students).

Of those students who stated an apprenticeship as their full-time intended plan, 11.4% indicated full-time community college as another activity. These apprenticeship students also demonstrated the highest propensity to be engaged in full-time high school.

Other Findings of Interest:

- There was a higher propensity for those students who stated travel as their full-time intended plan for Fall 1999, to engage in a second full-time activity, such as attending university, community college, apprenticeship or work.
- Of those students who stated work as their full-time intended plan, 17.8% indicated part-time travel as another activity.
- Nearly two-thirds of students who were not sure of their future plans, indicated "not sure" as their sole activity, suggesting that the majority of these students may not have had any foreseeable full-time or part-time plans for the fall.

**Full-time Intentions as a Transition Issue**

In order to facilitate a greater understanding of transition from high school to post-secondary education and work, four cohorts of students were selected according to full-time intentions for September 1999. These cohorts included students who indicated full-time plans to (a) attend university, (b) attended a community college, (c) attend a vocational college or an apprenticeship program, and (d) work.

<b>Education and Work-related Transitions</b>	
<b>FT Intentions</b>	<b>#</b>
University	815
Work	573
Community College	263
Vocational College or Apprenticeship	67

Throughout the remainder of this report, special analyses using these four cohorts is presented in order to examine various issues according to students' full-time intended education and/or work-related activity planned for after high school graduation.

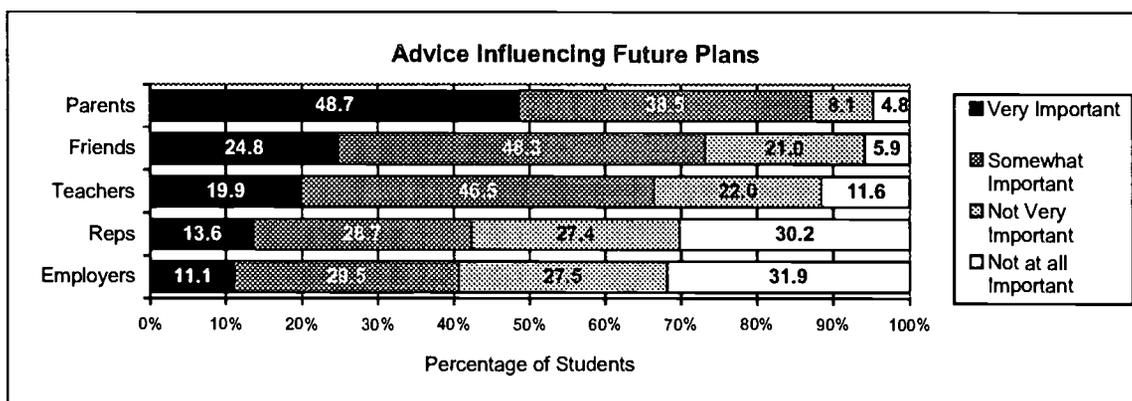
## G1. ADVICE INFLUENCING FUTURE PLANS

Students were asked in question #13 to rate how important the advice given by various people was to their planning for the future. Students were asked to indicate if the advice was "very important", "somewhat important", "not very important" or "not at all important".

Over half of the respondents rated the advice of parents, friends and teachers as important, while the advice given by college and university representatives, and employers was rated as important by less than half of the respondents.

Percentage of students who indicated that receiving advice from the following people was a "very" or "somewhat" important influence in planning their future

Advice of parents/guardians	87.2 %
Advice of close friends	73.1 %
Advice of high school teachers	66.4 %
Advice of college or university representatives	42.3 %
Advice of employers	40.6 %



### Advice by Full-Time Intentions:

Students who planned to attend university full-time in the Fall placed greater emphasis, than did other groups of students, on the advice given by post-secondary representatives, and conversely, placed less importance on the advice given by employers (18.5% rating post-secondary representatives as "very important", and 6.2% rating employers as "very important").

Students who planned to attend a community college full-time, tended to place a greater emphasis on the advice of parents than did other groups of students, with 59.7% stating the advice of parents as "very important".

Of the students who planned to attend a vocational college or become an apprentice full-time in the Fall, 21.9% stated that the advice of employers was "very important".

Of the students who indicated that they planned to work full-time in September 1999, few considered the advice from others as being a "very important" influence in planning their future. The only exception was advice given by close friends, where a larger proportion of students who planned to work (27.1% compared to 24.8% for all students) stated this as a "very important" influence. Compared to students who planned to pursue their education

full-time in the Fall, students who planned to work tended to rate the advice they received from any source as "somewhat" or "not very" important.

Findings of Interest:

- Greater proportions of female students, compared to male students, rated the advice they received from other people as "very important" in planning their future (eg, 52.1% of female students considered the advice of parents to be "very important", compared with 44.9% of male students).
- A greater proportion of French Immersion students (81.3%) stated that the advice of friends was an important factor influencing future plans, compared to 72.9% of English students and 64.2% of Français students. As well, a higher proportion of students in the English program, compared with students in the Français and French Immersion program stated that the advice given by representatives from post-secondary institutions was important (43.9%, 34.6% and 31.2% respectively).
- The advice given by teachers was ranked as "very important" by 41.9% of band school students, 19.0% of public school students, and 16.9% of independent school students.
- Only 25.6% of independent school students considered employers' advice to be an important factor influencing future plans, compared to 40.6% of public school students and 40.5% of band school students.

## G2. HIGH SCHOOL FACTORS INFLUENCING FUTURE PLANS

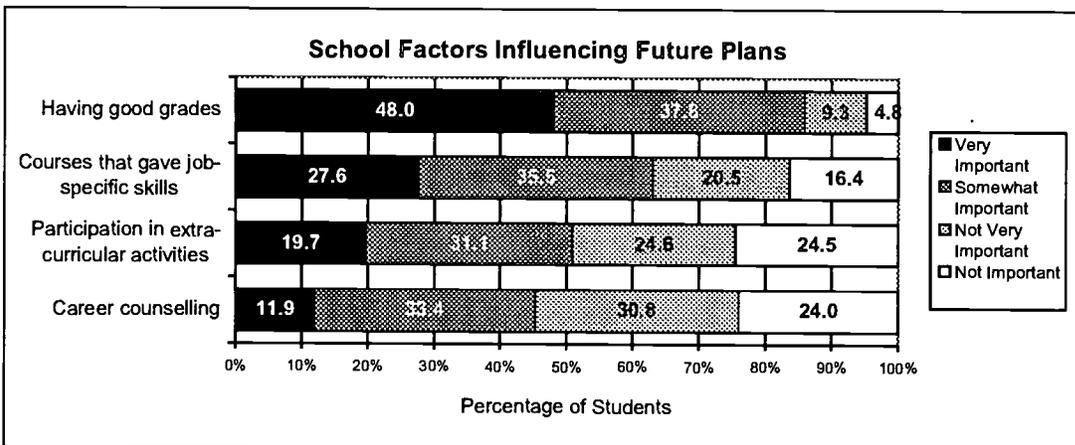
Similar to rating the importance of the advice students received from various people in making their future plans, question #13 also asked students to rate the importance of four school-based factors.

Almost nine out of every ten students (85.8%) stated that "*having good grades*" was an influence on their planning. In contrast, less than half the students (45.3%), stated that "*career counselling*" was important.

Percentage of students who indicated school-based factors as a "very" or "somewhat" important influence in planning their future

Having good grades	85.8 %
Courses that gave job-specific skills	63.7 %
Participation in extra-curricular activities	50.8 %
Career counselling	45.3 %

### High School Factors by Full-Time Intentions:



Although almost half of all students stated that having good grades was "*very important*", close to two-thirds (63.2%) of students who planned to attend university full-time in the Fall indicated that having good grades was "*very important*". In addition, higher proportions of university-bound students indicated that participation in extra-curricular activities and career counselling was "*very important*" (25.9% and 15.0% respectively).

Students who planned to attend community college full-time in September were the most likely group of students to indicate that courses with job-specific skills were "*very important*" (31.9%).

Those students who planned to work full-time, were least likely to indicate that having good grades (33.1%), career counselling (9.5%), or participation in extra-curricular activities (15.2%) was "*very important*".

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### Findings of Interest:

- A greater proportion of band school students (97.2%) considered having good grades to be an important factor, compared to 85.8% of public school students and 82.3% of independent school students. The majority of band school students (79.2%) and public school students (64.1%), however, stated that courses which gave job-specific skills were important, while less than half the independent school students (47.8%) considered job specific courses to be important.
- A higher proportion of band school students, compared with public and independent school students, rated career counselling as important (59.2%, 45.0% and 42.4% respectively).
- Over half of female students (55.8%) indicated that having good grades was “*very important*”, compared with 39.4% of male students. In addition, more female students, compared with male students, considered career counselling important (49.4% and 40.1% respectively).
- More than two-thirds of independent school students (62.1%) considered extra-curricular activities an important factor influencing future plans, compared with 57.0% of band school students and 49.5% of public school students.

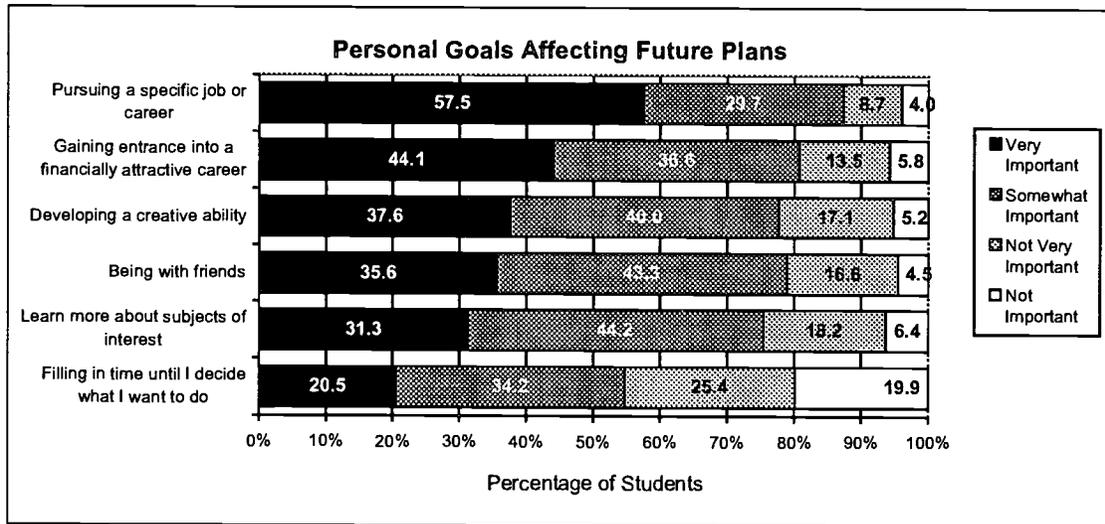
**Percentage of students who indicated personal goals as a "very" or "somewhat" important influence in planning their future**

Pursuing a very specific job or career	87.2 %
Gaining entrance into a financially attractive career	80.7 %
Being with friends	78.9 %
Developing a creative ability / talent	77.6 %
Learning more about subjects that have interested me at high school	75.5 %
Filling in time until I decide what I really want to do	54.7 %

**G3. PERSONAL GOALS INFLUENCING FUTURE PLANS**

As a conclusion to question #13, students were given a list of six personal goals and asked to indicate, using a four-point scale, how important each had been to them during the past year in influencing their plans for September 1999.

The majority of students specified that all six of the listed goals were important influences on their future plans. With the exception of "filling in time until I decide what I want to do", more than 75% of students rated each goal as being "very" or "somewhat" important.



Personal Goals by Full-Time Intention:

The goal of "learning more about a subject that has interested me in high school" was selected as "very important" by 36.5% of students planning to attend university full-time in September 1999.

More than half (52.3%) of students planning to attend community college full-time stated that "gaining entrance into a financially attractive career" was "very important".

Pursuing a specific job or career was indicated as "very important" by almost three-quarters of students who planned to attend a community college (74.5%) or vocational college/apprenticeship program (73.8%) on a full-time basis in September 1999. Students

who planned to work or attend university full-time were less likely to consider the pursuit of a specific job or career as being a *"very important"* influence (52.9% and 59.2% respectively).

Students who planned to work full-time in the Fall tended to place much less emphasis, compared to other groups of students, on goals being *"very"* versus *"somewhat"* important. Two interesting exceptions, however, were *"being with friends"* and *"filling in time until I decide what I really want to do"*.

#### Findings of Interest:

- A greater proportion of band school students selected *"filling in time"* as an important personal goal, as compared to public and independent school students (71.2% band, 55.2% public and 44.3% independent). As well, 76.4% of band school students rated pursuing a specific career as *"very important"*, compared with 57.7% of public school students and 51.3% independent school students.
- Female students were more likely to indicate pursuing a specific job or career as being *"very important"* (60.0%) than were male students (54.8%). Yet, a higher proportion of male students considered *"gaining entrance into a financially attractive career"* to be important (83.1%) than did female students (78.6%).
- Higher proportions of students in the Français program were less likely to indicate that *"being with friends"* was important (59.6%), when compared to French Immersion students (81.8%) and English students (79.4%).
- Learning more about subjects of interest was selected as *"very important"* by 40.3% of band school students compared to 31.2% of public school students and 29.2% of independent school students. Indeed, 6.9% of students in independent schools and 6.5% in public schools rated this factor as *"not important at all"*, compared to 2.8% of band school students.

**Percentage of students who indicated the following were a "major" or "minor" barrier**

Not having enough money	74.9 %
Not knowing what types of jobs or careers are available	59.9%
Inability to find a job that matches my interest	59.8 %
Poor high school grades	48.7 %
Not knowing the right people to get ahead	43.8 %
Not being accepted at the university or college of my choice	37.4 %
Family obligations	29.4 %
Being a parent	14.1 %
Discrimination	13.6 %

## H. BARRIERS TO ACHIEVING FUTURE PLANS

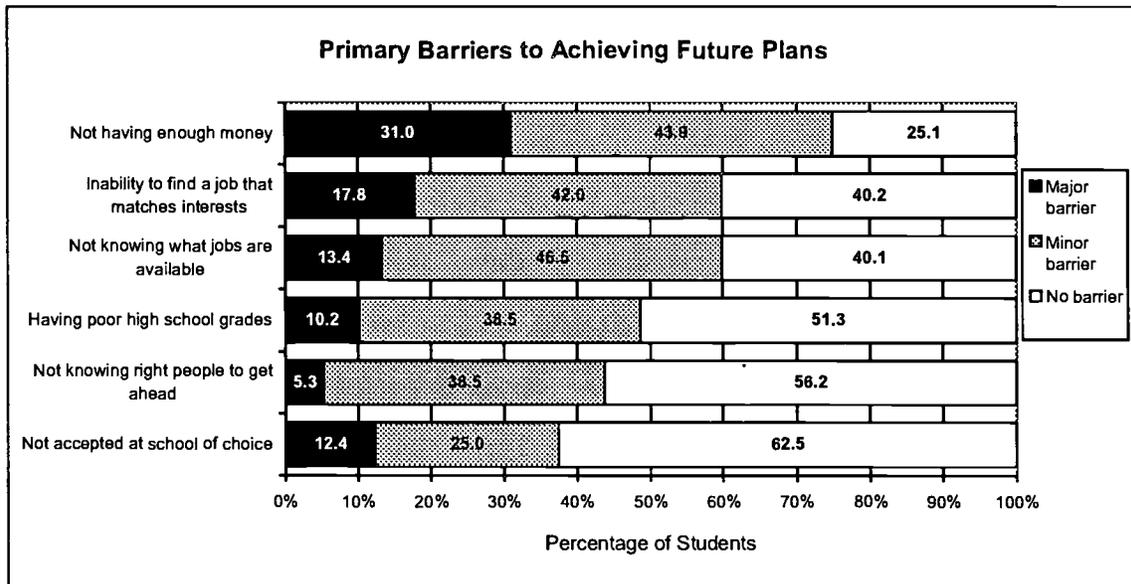
Question #12 provided students with a list of nine circumstances and asked them to rate each circumstance as to whether it was a "major barrier", "minor barrier", or "no barrier at all" to them fulfilling their plans for September 1999.

The circumstance that was reported by the majority of students (74.9%) as being some type of barrier was "not having enough money". Over half of the students surveyed also indicated that "not knowing what types of jobs are available" and the "inability to find

a job that matches my interests" were barriers to their future plans.

Just under half of students stated "poor high school grades" or "not knowing the right people to get ahead" were barriers to their future plans.

Circumstances that were viewed by one-third or less of the students as impediments were "being a parent", "discrimination", "family obligations", and "not being accepted at the university or college of choice".



### Barriers by Full-Time Intentions

More than half of students (50.4%) who planned to attend community college full-time after high school indicated that "having poor grades" was a barrier to their plans. In comparison,

slightly more than one-third (37.7%) of university-bound students indicated the same.

Students who stated that they planned to work full-time in September 1999 were the most likely to indicate that "not having enough money" was a barrier (75.8%). In contrast, those students who planned to attend a vocational school or to become an apprentice were the least likely to identify the lack of money as a barrier (69.9%).

More than two-thirds of students who planned to work full-time in September stated that the *"inability to find a job that matches my interest"* and *"not knowing what jobs are available"* were barriers to their future plans (64.8% and 67.0% respectively).

#### Findings of Interest:

- More male students considered poor grades a barrier (53.0%) than female students (44.8%), while more female students considered not having enough money as a barrier (77.6% compared to 72.0%).
- A higher proportion of public school students (74.2%) indicated that lack of money would be a barrier to their future plans when compared to independent school students (64.0%) and band school students (59.5%).
- More band school students (64.9%) indicated that having poor grades was a barrier when compared to public (47.1%) and independent (36.9%) school students.
- Not being accepted to a post-secondary institution of choice was selected as a barrier by 45.0% of students attending school in the Northern/remote regions of Manitoba, while 39.3% of Metro-Winnipeg students and 30.3% of rural students indicated acceptance at an institution as a barrier.
- Being a parent was considered a barrier by a greater proportion of band school students (29.7%) compared to public school students (13.4%) and independent school students (6.9%).

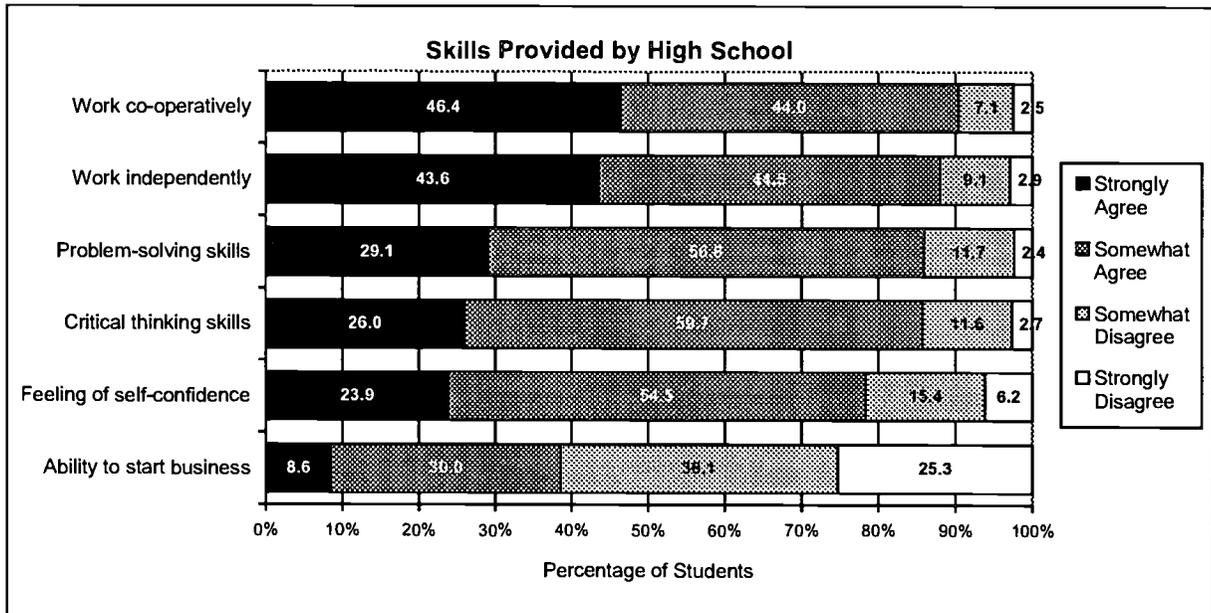
## I1. SKILLS PROVIDED BY HIGH SCHOOL

In question #14, students were given a list of six skills and asked if they agreed or disagreed (using a 4-point scale) whether their school provided them with each.

The vast majority of students agreed that their school provided them with five of the six skills. The exception was *"the ability to start their own business"*. Only 38.6% of students agreed that their school provided this skill. In fact, more than one-quarter of students *"strongly disagreed"* that their school provided this skill.

Percentage of students who "strongly agreed" or "somewhat agreed" that their school provided them with the following:

Ability to work co-operatively with other people	90.4 %
Ability to work independently	88.1 %
Problem-solving skills	85.9 %
Critical thinking skills	85.7 %
A feeling of self-confidence	78.4 %
Ability to start own business	38.6 %



### Provision of Skills by Full-Time Intentions:

Students who planned to attend university full-time in the Fall were most likely to indicate that they *"strongly agreed"* that their school provided them with problem-solving skills (34.4%).

Students who planned to attend community college full-time were most likely to *"strongly agree"* that their school provided them with the ability to work co-operatively (55.8%) and to work independently (50.8%), while at the same time they *"strongly agreed"* that their school provided them with a feeling of self-confidence.

Students who planned to work full-time in September were less likely to "*strongly agree*" that their school provided any of the listed skills with the exception of starting their own business. Only 26.2% "*strongly agreed*" that they were provided with problem-solving skills, 21.4% with critical thinking skills, and 20.9% with a feeling of self-confidence. In regard to starting a business, only 11.8% "*strongly agreed*" that their school provided this skill.

Findings of Interest:

- Female students were more likely than male students to agree their school provided the skills to work co-operatively and to work independently (93.8% female and 86.5% male; 91.2% female and 86.0% male respectively).
- Higher proportions of students in the French Immersion and English programs, compared to students in the Français program, agreed that their school imparted problem-solving skills (90.3%, 85.0% and 75.9% respectively).
- Fewer students enrolled in the Français program agreed (70.4%) that their high school provided them with critical thinking skills compared to students in the French Immersion program (87.1%), and students in the English program (84.9%).
- Band school students were more likely to agree that their school provided problem-solving skills (94.6%) compared to independent school students (88.7%) and public school students (83.0%). Also a higher proportion of band school students, compared with independent and public school students, stated that they "*strongly agreed*" that their school provided them with self-confidence (41.9% compared to 36.9% and 21.3% respectively).

## I2. LEARNING AND SCHOOL ENVIRONMENT

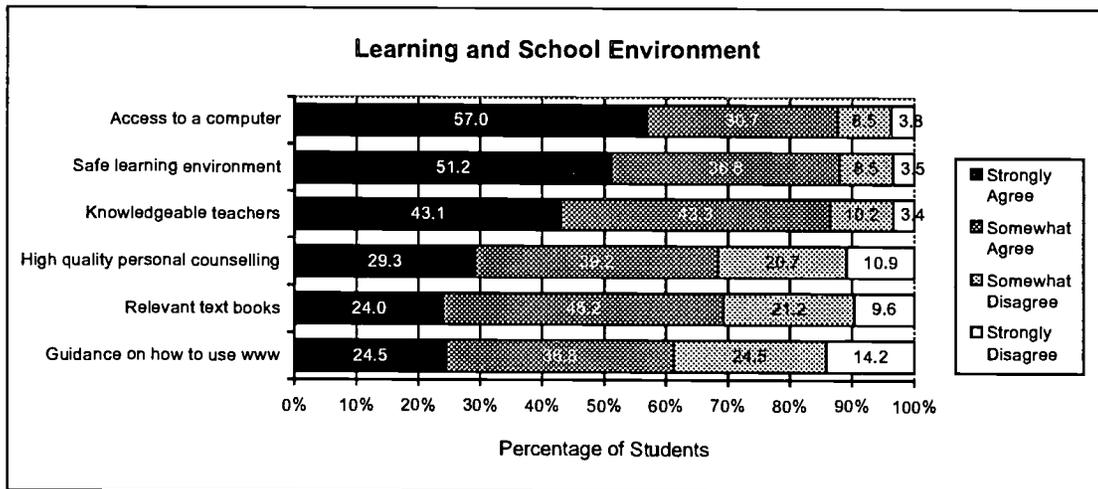
Similar to the question on skills, students were asked in question #14 to indicate their agreement or disagreement, using a 4-point scale, to six statements regarding their high school learning environment.

The majority of students agreed that their school provided each of the conditions listed in the question. Greatest agreement was expressed toward their school's providing "a safe learning environment" (89.0%), while the least agreement was given to their school giving "guidance in how to use the World Wide Web / Internet" (61.3%).

It is of particular interest to note that over half of all students "strongly agreed" that their school provided "access to a computer" and "a safe learning environment".

### Percentage of students who "strongly" and "somewhat" agree that their school provided:

A safe learning environment	89.0 %
Access to a computer	87.7 %
Knowledgeable teachers	86.4 %
Relevant text books	69.2 %
High quality personal counselling when I needed it	68.5 %
Guidance on how to use the World Wide Web / Internet	61.3 %



### Learning Environment by Full Time Intentions:

Although 89.0% of students agreed that their school provided a safe learning environment, students who planned to attend university full-time in the Fall were the most likely to "strongly agree" that this situation was true (56.6%). University-bound students were also more likely to "strongly agree" that they had knowledgeable teachers (45.7%) and received high quality personal counselling (31.9%).

Of the students who planned to attend a vocational college or apprenticeship program full-time, little variance from the overall proportions were noted with the exception of having access to computers. These students were the least likely to "strongly agree" that their school provided access (50.8%).

Students who planned to work full-time in September were the least likely to "*strongly agree*" that their school provided a safe learning environment (47.2%), had knowledgeable teachers (39.2%) and provided relevant text books (21.2%).

Findings of Interest:

- A higher proportion of students in independent schools stated that they "*strongly agreed*" their environment was safe, in comparison to band and public school students (72.3%, 60.3% and 48.6% respectively). A higher proportion of students in independent schools, compared with band and public schools, also stated that they had access to a computer (92.1%, 87.6% and 87.2% respectively).
- A greater proportion of students in South-Central Manitoba and Metro-Winnipeg students "*strongly agreed*" that their schools were safe (52.1% and 52.6%) compared to students in Northern-Remote areas (40.1%).
- Although the greatest majority of students reported that their school provided a safe learning environment, size of school was a factor for those who reported that they did not feel safe. It was found that the larger a school's enrolment, the higher the proportion of students who felt unsafe. The proportions went from 14.3% of students feeling unsafe in large schools, to 8.4% in medium-sized schools, 8.1% in medium-small schools, and 4.1% in small schools. [note: large had enrolments of over 600 students, medium 375-600 students, medium-small 151-374 students, and small 151 or less students]
- All band school students agreed (100%) that their school provided knowledgeable teachers, compared to independent school students (81.1%) and public school students (85.4%). Meanwhile, 33.2% of public school students disagreed that their school provided them with relevant textbooks. This compares to 14.9% of independent school students and 13.9% band school students. Most band school students agreed (71.2%) that their school provided guidance on how to use the World Wide Web / Internet, compared to 61.1% of public school students and 59.9% of independent students.
- A higher proportion of Français students disagreed that their teachers were knowledgeable (22.6%), compared to English language students (14.6%) and French Immersion students (11.6%). Additionally, a higher proportion of Français students disagreed that they had received quality personal counselling (33.4%, 32.2% and 19.4% respectively).

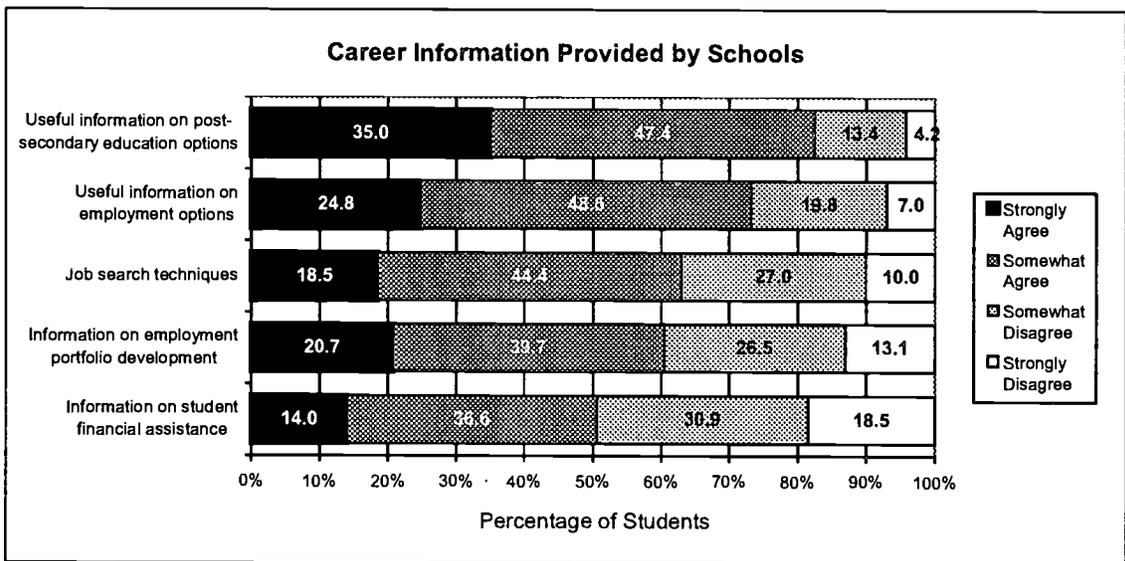
### 13. CAREER INFORMATION

Question #14 provided students with a list of five career information items and asked them to indicate to what level they agreed or disagreed (using a 4-point scale) that their high school had provided them with each.

The majority of students agreed that their school had provided all five types of career-related information, with information related to post-secondary education and employment options receiving greatest confirmation. Only half the students, however, agreed that their school provided them with "information on student financial assistance".

**Proportion of students who "strongly" or "somewhat" agreed that their school provided the following career assistance:**

Useful information on post-secondary education options	82.4 %
Useful information on employment options	73.3 %
Job search techniques	62.9 %
Information on employment portfolio development	60.4 %
Information on student financial assistance	50.6 %



Careers by Full-Time Intentions:

Students who planned to attend community college full-time in September 1999 were more likely to "strongly agree" that their school provided information on employment portfolio development (28.4%) and job search techniques (26.0%).

Students who planned to attend a vocational college or an apprenticeship program full-time were most likely to "strongly agree" that their school provided them with information about post-secondary education options (42.2%), information regarding employment options (39.7%), and information about student financial assistance (20.6%).

Students who planned to attend university or work full-time were least likely to "strongly agree" that their school provided any of the listed forms of career information.

### Findings of Interest:

- A higher proportion of students enrolled in French Immersion, compared to English and Français programs, agreed that their school provided useful information on post-secondary options (89.6%, 82.0% and 56.6% respectively).
- One-third of Français students (33.3%) indicated that they "*strongly agreed*" their school provided employment portfolio development skills, compared to 22.3% of English language students, and 14.3% of French Immersion students.
- Similar proportions of students from public, independent and band-operated schools stated that their school had provided information on employment options (70.6%, 73.0% and 69.0% respectively). In contrast, lower proportions of students agreed that their school provided them with job search techniques (61.4% public, 64.9% band, and 50.0% independent).
- The majority of band (63.5%) and public (59.4%) school students indicated their school provided information on employment portfolio development. Less than half of independent school students (42.9%) agreed to this statement. The majority of band school students (68.9%) also agreed that information on student financial assistance was provided to them by their schools, while only 48.1% of public school students and 44.3% of independent school students agreed.

### Aspirations for Post-Secondary Education

- Close to 90% of students aspire to obtain at least some post-secondary education in their life.
- The higher the aspiration level, the more likely the student is to pursue it immediately upon completion of high school.
- The highest level of education for half of all parents was high school completion or less.
- As parents' level of education increased, so did the aspirations of students.

## J. EDUCATIONAL ASPIRATIONS

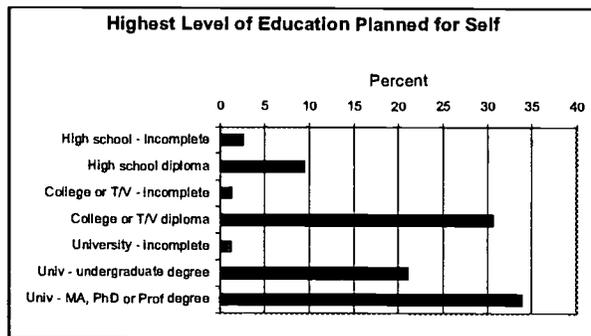
Students were asked in question 21 to indicate the highest level of education they foresaw themselves attaining during their lifetime. Students were also asked to indicate the highest level of education already attained by their mother and father (or guardians, if applicable).

### A. Highest Level of Education Expected for Self

Nine out of every 10 students (88.0%) planned to obtain additional formal education beyond high school. Close to one-third (31.8%) planned to obtain college or trade/vocational education, and another 56.2% aspired to obtain

some university education. Of all the students in the survey, 33.9% aspired to obtain Masters, Ph.D. or Professional university degree.

A comparison of education aspirations to planned activities for the year following high school completion (refer to section titled "*Plans for the Future*", page 10), found that not all students planned to obtain their formal education in a sequential manner. As indicated in the chart below, the proportions of students who planned to attend a post-secondary institution in September 1999 were lower than the proportions of students who aspired to obtain higher levels of education sometime in their lifetime.



	Planned Activity for September 1999	Planned Highest Level of Education for Self
college / trade-vocational	27.8%	31.8%
university	40.2%	56.2%

Of the students who aspired to obtain a university education sometime during their lifetime, only 68.6% stated that they planned to go directly into university after completion of high school (ie, in September 1999). It is interesting to note that for these students, as the level of education aspiration increased, so did the proportion of students who planned to enrol into university directly after high school. Of the students who aspired to obtain "some" university education, 38.5% planned to enter university in September 1999, while of those who aspired to obtain an "undergraduate degree", 62.4% planned to go to university directly, and of those who aspired to obtain a "graduate degree", 71.6% planned sequential entry.

Just less than one-tenth of the students (7.2%) who aspired to obtain university education sometime in their life indicated that they planned to attend a community or private vocational college in September 1999.

When the relationship between full-time plans for September 1999 (refer to the section titled "*Full-time Intentions for September 1999*", page 12) and lifetime aspirations was analysed, a number of interesting observations were evident. Of the students who planned to:

- attend a community college full-time: 70.1% aspired for a "*college diploma/certificate*", 10.3% a "*university undergraduate degree*", and 11.5% a "*university graduate degree*".
- attend university full-time: 33.2% aspired to receive a "*university undergraduate degree*" and 61.2% aspired to obtain a "*university graduate degree*".
- work full-time: 43.0% aspired to obtain a "*community college diploma/certificate*", 14.9% a "*university undergraduate degree*", and 17.6% a "*university graduate degree*".

#### Findings of Interest:

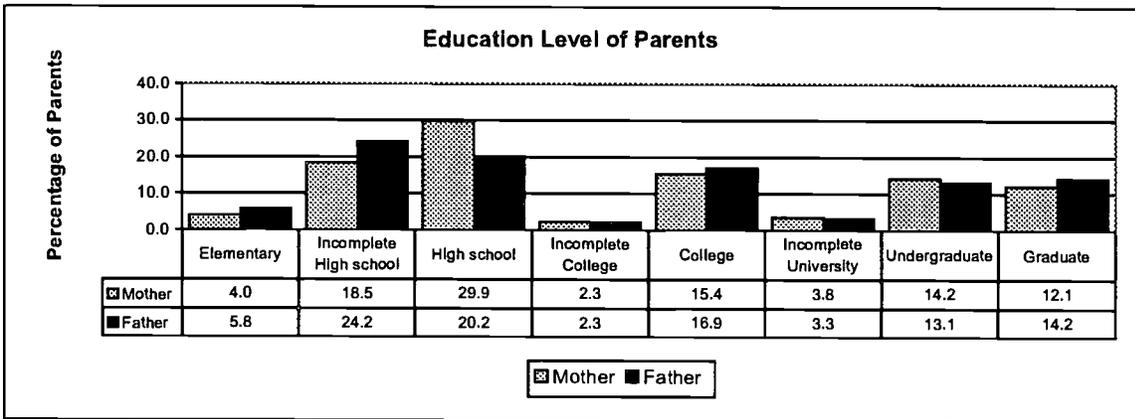
- A higher proportion of female students, compared to male students, indicated they planned to obtain a university degree (59.9% and 49.4% respectively), while a higher proportion of male students compared to female students planned to obtain a college or trade/vocational diploma (34.1% and 27.6% respectively).
- Just over than half the French Immersion students (51.3%) indicated they planned to obtain a university graduate degree, compared to 33.2% of English language students, and 17.3% of Français students.
- Students in Metro-Winnipeg and South-Central Manitoba were more likely to indicate they would achieve a university education (58.5% and 54.5% respectively), compared to students in North/Remote Manitoba (45.6%). In contrast, a higher proportion of students in North/Remote Manitoba stated they planned to go to a college or trade/vocational school (37.7% compared to 30.1% for Metro-Winnipeg and 33.7% for South-Central Manitoba).
- Students who indicated that they spoke a language other than English or French at home (refer to section of report titled "*Profile of Senior 4 Students*", page 6) were more likely than other students to aspire to obtaining a university graduate degree (41.8% compared to 33.2%).

#### **B. Parents' Highest Level of Education**

Mothers and fathers tended to have similar levels of formal education, with the highest level of education for over half the parents being high school or less (52.4% of mothers and 50.2% of fathers).

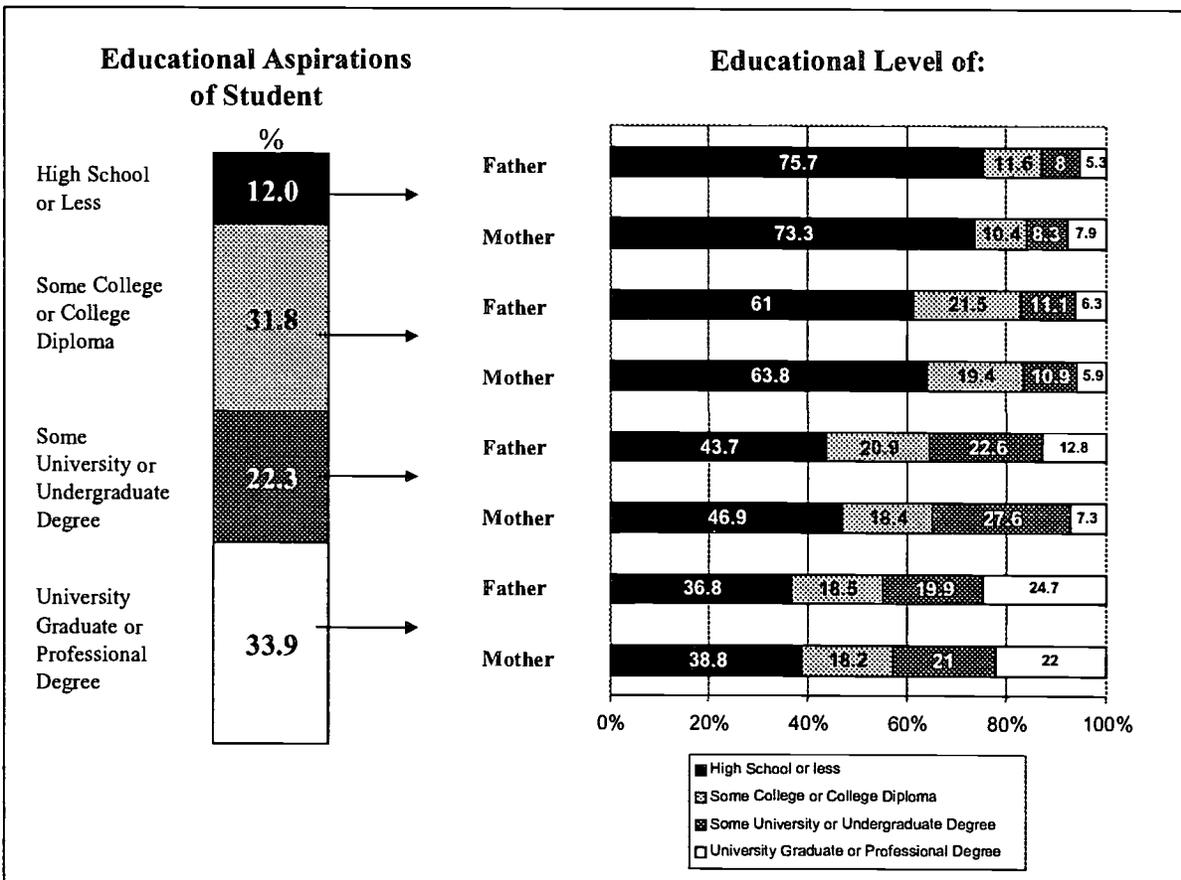
A slightly higher proportion of fathers, compared with mothers, had a university graduate degree (14.2% of fathers, 12.1% of mothers). This trend is reversed in the case of undergraduate degrees.

A higher proportion of students in South-Central Manitoba, compared to Metro-Winnipeg and Northern/remote Manitoba, reported that their parents had a university education (mothers: 34.1%, 29.1% and 23.9% respectively; and fathers: 34.0%, 28.0% and 17.6%).



### C. Relationship between Self-Aspirations and Parents' Education

Generally speaking, as parents' level of education increased, so did students' aspirations. Of the students who planned to stop their education upon high school completion, three-quarters reported that their parents' highest level of education was high school or less. Conversely, of the students who planned to obtain a university graduate degree, close to one-quarter of their parents had done so.



## K. TRANSITIONAL PROFILES

As an overview of the survey findings, a set of four profiles has been developed according to students' reported full-time intentions for September 1999 (refer to section "*Full-time Intentions for September 1999*", page 12, for detailed results). The four profiles are:

1. full-time university
2. full-time community college
3. full-time vocational or apprenticeship
4. full-time work.

Each profile is intended to be a general description of students with similar future plans. Care should be taken in interpreting the findings as they are purely descriptive in nature. Additionally, it must be noted that some students planned to do more than one full-time activity, and as such their viewpoints are included in more than one profile.

### 1. Full-Time University Studies

University-bound students showed an affinity towards their academic experiences and a willingness to pursue interests cultivated in high school. Over two-thirds of these students indicated that having good grades was a "*very important*" influence in planning their future, and over one-third indicated that learning more about a subject that had interested them in school was "*very important*".

This group of students believed that their school had provided them with problem-solving skills, knowledgeable teachers, a safe learning environment, and high quality personal counselling when they needed it.

A greater proportion of university-bound students indicated that the advice of post-secondary representatives was very important, while advice from employers was considered "*very important*" to a smaller proportion of these students than other groups. In addition, career counselling was considered as "*very important*" to a slightly higher proportion of university-bound students than other groups.

While it is certainly true that the majority of university-bound students stated they intend to pursue a specific job or career, it is interesting to note that community college and vocational/apprenticeship students saw that pursuing a very specific job or career as being more important in their future plans than university-bound students. Additionally, university-bound students were least likely to indicate that courses that gave job-specific skills were "*very important*" in their future plans.

Overall, students who intended to pursue university were career focused, but at the same time less specific about the exact nature of their career aspirations than were vocational/apprenticeship or community college students. As a group, university-bound students felt strongly about pursuing academic interests and acquiring an advanced degree (nearly two-thirds of university-bound students felt they would acquire a graduate degree).

## 2. Full-Time Community College Studies

Students who planned to go to community college full-time in the Fall of 1999 demonstrated many similarities to students who planned to pursue vocational/apprenticeship programs. These students who intended to go to community college indicated that pursuing a specific job or career was *"very important"* in planning their future. Additionally, slightly more than half of this group of students felt that gaining entrance into a financially attractive career was *"very important"*. Interestingly, this personal goal was higher for community college students than for university-bound students.

College-bound students were the most likely to indicate that courses giving job-specific skills were a *"very important"* factor in planning their future. Equally, these students were the strongest to feel that their school had provided them with the ability to work independently or co-operatively and to provide self-confidence. The advice of parents was considered *"very important"* to this group of students in planning their future.

These students felt their high school provided them with useful information on employment options, employment portfolio development and job search techniques. On the other hand, poor grades were perceived as a barrier to a majority of these students in realizing their future aspirations.

Overall, community college-bound students were career oriented, financially ambitious, self-confident, and had a practical view toward their future aspirations.

## 3. Full-Time Vocational College and Apprenticeship Programs

Students who intended to attend a vocational college or participate in an apprenticeship program full-time in September 1999, demonstrated a personal and practical understanding of employment options. They saw themselves as developing a creative ability, talent or interest within the post-secondary education system that would prepare them for a relatively quick entry into the labour market. They relied a great deal on the advice from employers in planning their future. This group of students was the most likely to *"strongly agree"* that their school provided them with information about post-secondary education and employment options.

Additionally, these students were very positive about the amount of information their high school provided to them in regard to student financial assistance and employment portfolio development. A high proportion of these students indicated that pursuing a specific job or career was *"very important"* in planning their future.

Generally speaking, students who planned to go to a vocational college or participate in an apprenticeship program were employment oriented. They appear to have sought out and benefited from employment related and labour market information provided by their high school.

## 4. Full-Time Work

Students who planned to work full-time in the Fall of 1999 were often less likely to express strong opinions regarding any of the issues addressed in the survey. These

students had a more relaxed attitude towards their high school education and less commitment to their future plans. They tended to place greater emphasis on being with friends or simply filling in time until they decided what they wanted to do. These students were also less likely to indicate that the advice of parents, teachers, and representatives were an important influence upon their future plans.

While work-bound students seemed more ambiguous about their careers in the short term, there is a strong indication that they perceived themselves as pursuing more educational goals in their future. When asked about their future aspirations, a little over 40% of students in this group felt they would achieve a college diploma, one-third a university undergraduate degree, and one-fifth a graduate degree.

It is interesting to note that work-bound students were the most likely to “*strongly disagree*” that their school provided them with information on post-secondary education options or information on student financial assistance. These students were also least likely to “*strongly agree*” that their school provided them with knowledgeable teachers, relevant textbooks, a safe learning environment or access to a computer. As well, work-bound students were less likely to indicate that learning more about subjects of interest or developing a creative talent were an important influence upon their plans.

Although this group of students appeared nonchalant regarding many of the personal goals and future plans discussed in the survey, it is important to note that their long-term plans remain somewhat comparable to the other groups with a slightly lower emphasis upon university. This suggests that work-bound students intended to participate in the labour market for a period of time directly after completing high school, but felt they would eventually pursue some type of post-secondary education.

## CONCLUSION

The S4 student survey is the first phase in a three-phase longitudinal study of student transitions from high school to post-secondary education and work. The findings from this survey can be used by policy-makers and educators to gain insight into:

- ❑ the future plans of high school graduates,
- ❑ factors which influence students as they plan for their future,
- ❑ how S4 students perceive the usefulness of their high school education,
- ❑ the relationship between work and study time while attending high school, and
- ❑ barriers students view as potentially affecting their ability to fulfil their future plans.

Phase two of the transition study will take place in 2001. This phase will provide the opportunity to see whether students had carried out the plans they had intended to pursue, and to track the routes the students took to get there. Additionally, this survey will ask students to reflect on how well their high school education had actually prepared them for what transpired between 1999 and 2001.

Phase one of the longitudinal study had 2,251 respondents. Of these students, 2,182 (96.9%) voluntarily submitted their name and address for participation in phase two. This large sample will permit a comprehensive follow-up to occur.

Phase three of the study is planned in 2003.

## APPENDIX .1. SAMPLING METHODOLOGY

### School-based Selection

- The S4 survey sample was school-based to facilitate survey administration and comparative analysis between similar schools. Detailed steps were taken to ensure the original sample was unbiased (every school had an equal likelihood of being selected), and representative (all major groups and characteristics were proportionally represented) so as to ensure valid and reliable survey results.
- To ensure an *unbiased* sample selection, a stratified random sample was generated for the original sample. This random sample consists of 20% of the S4 student population with stratification by:
  - a) type of school (i.e. public, independent, and band),
  - b) program (i.e. English, Français, and French Immersion),
  - c) S4 enrolment size of school, and
  - d) location in province.
- In addition to the original sample, band-operated schools and the Frontier School Division were over-sampled in order to facilitate collection of a representative response group. This selection formed the final sample.

### Type of School and Program

- The table to the right gives an overview of the S4 sample by type of school and program. It is important to note that the sample was representative of program and school types according to proportion of enrolment. Two exceptions were the over-sampled populations in Frontier School Division and Band-operated schools. The final sample covered 88 schools, 30 divisions and 4,805 students.

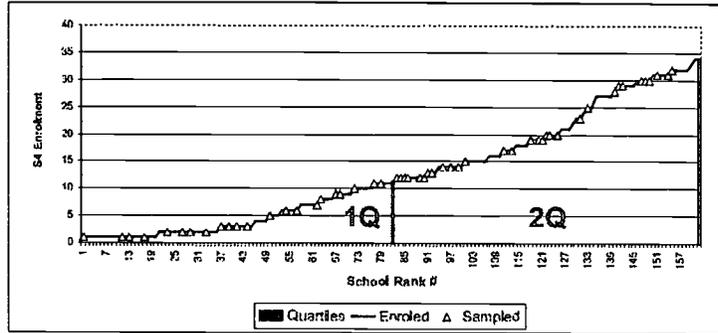
Type of Program	Total S4 Enrolment	Original 20% Sample	Over-Sample	Final Sample
Band-operated	666	141	*525	666
Public	17059	3414	*228	3642
French Immersion	846	171		171
Français	341	86		86
Independent Funded	1171	234		234
Independent Non-funded	25	5		5
Home Schools	7	1		1
<b>Total</b>	<b>20115</b>	<b>4052</b>	<b>753</b>	<b>4805</b>
Number of Schools				88
Number of Divisions				30

### School Senior 4 Enrolment Size

- In order to ensure that the sample accurately reflected schools with varying sizes of S4 enrolment, the 276 schools were ranked from lowest to highest enrolment and the distribution of schools were analysed and divided into quartiles.

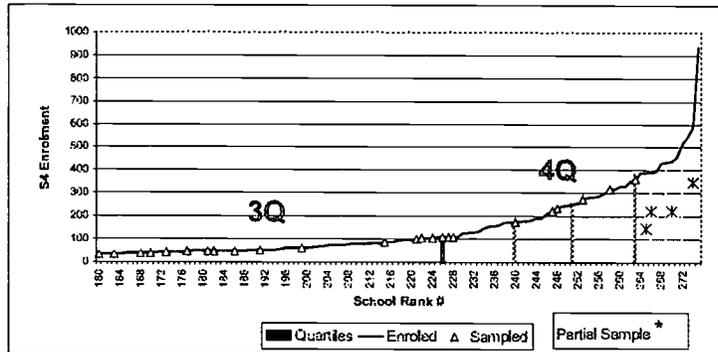
- The following graphs illustrate schools by rank order of enrolment size from smallest to largest with the triangle indicating those schools that were selected for the sample. The sample was composed of varying school sizes, which were a statistical reflection of the parent population.

Sample Selection – 1<sup>st</sup> & 2<sup>nd</sup> Quartiles



- In order to capture the wide variance in school size in the fourth quartile, it was necessary to partially sample the largest of schools. This ensured that the sample was representative of school type, program, and location in province, in addition to size of S4 enrolment.

Sample Selection – 3<sup>rd</sup> & 4<sup>th</sup> Quartiles



**Location in Province**

- The table below illustrates the population and sample distribution for Public English schools. Regional representation was achieved.

Public English Sample by Region				
Region	Population	Distribution	Sample	Distribution
Winnipeg	8,067	47.3%	1,722	50.4%
South C.	8,196	48.0%	1,522	44.6%
Nrth & Rem	796	4.7%	170	5.0%
Total	17,059	100.0%	3,414	100.0%

- The S4 sample was also verified for divisional representation. In total, 27 out of 54 school divisions were surveyed in the Public English sample. The fact that 50 % of school divisions were sampled for a 20% sample population indicates that the sample was adequately “spread out” to give a good representation at the divisional level.

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## S4 STUDENT QUESTIONNAIRE

The Government of Manitoba is conducting a study on student transitions between school and work. Your high school has been selected to participate in this study. The following questionnaire is intended to provide background information on S4 students and their future plans. Your participation is greatly appreciated.

ALL INFORMATION PROVIDED IN THIS QUESTIONNAIRE WILL REMAIN CONFIDENTIAL AND ABSOLUTELY NO REPORTING WILL BE MADE AT AN INDIVIDUAL LEVEL.- **PLEASE BE SURE TO USE PENCIL ONLY.**

### MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT : O      INCORRECT : O O O O

**1** In what program are you currently enrolled at school? **SELECT ALL THAT APPLY.**

- Regular
- Français
- French Immersion
- International Baccalaureate
- Heritage Language
- Technology
- Vocational
- Business Education
- Mature Student
- Other, (please specify) : \_\_\_\_\_

Are you a full-time or part-time student?

- 2**
- Full-time
  - Part-time

**3** What is the **MAIN** reason you are attending your current school, rather than another school? **SELECT ONLY ONE.**

- It is closest to my home
- My friends are here
- It offers my language of choice
- It has a religious focus
- It has a good reputation
- It has good facilities
- It meets my special health/learning needs
- It offers courses that are unavailable elsewhere
- Other (please specify) : \_\_\_\_\_

**4** Do you expect to graduate from high school this June?

- Yes
- No
- Uncertain.
- I already have my high school diploma.

**5** During your elementary/secondary education have you ever :

- Repeated a grade?
- Skipped a grade?
- Dropped out of school?
- None of the above.

**6** What language do you speak most often at home?

- English
- French
- Other, (please specify) : \_\_\_\_\_

**7** What is your gender?

- Male
- Female

**8** Please indicate which of the following best describes your current living situation? **SELECT ONLY ONE.**

- Live with both parents.
- Live with one parent.
- Live with one guardian.
- Live with two guardians.
- Live with people who aren't parents or guardians.
- Live on own.

As of May 1<sup>st</sup>, 1999, what is your age? (Write your age in the boxes and fill in the appropriate bubbles.)

**9**

--	--

**10**

What do you plan to do this coming September 1999? For each option chosen, indicate whether you plan to participate full-time or part-time. **SELECT ALL THAT APPLY.**

		<u>FULL</u>	<u>PART</u>
		<u>TIME</u>	<u>TIME</u>
<i>I plan to go to :</i>	High School	<i>how often...</i> 0	0
	University	0	0
	Community College	0	0
	Private Vocational College	0	0
	Apprenticeship	0	0
	Work	0	0
	Travel	0	0
	Other: (please specify)	0	0
	_____		
	Not sure	0	0

**11**

Where do you plan to live this coming September 1999? **SELECT ONLY ONE.**

- In Manitoba
- In another Canadian Province
- Outside Canada

**12**

To what extent can the following circumstances act as barriers to you fulfilling your plans for this coming September 1999? For each please indicate the type of barrier.

	<u>Major</u>	<u>Minor</u>	<u>No Barrier</u>
	<u>Barrier</u>	<u>Barrier</u>	<u>At All</u>
Not having enough money.	0	0	0
Not knowing what type of jobs or careers are available	0	0	0
Being a parent.	0	0	0
Poor high school grades	0	0	0
Discrimination	0	0	0
Not knowing the right people to get ahead.	0	0	0
Inability to find a job which matches my interest	0	0	0
Not being accepted in the university or college of my choice.	0	0	0
Family obligations	0	0	0

**13**

How important have each of the following factors been to you this past year in planning your future? For each factor please indicate the degree of importance.

	<u>Very</u>	<u>Somewhat</u>	<u>Not Very</u>	<u>Not at all</u>
	<u>Important</u>	<u>Important</u>	<u>Important</u>	<u>Important</u>
<b><i>The advice given by:</i></b>				
Parents/Guardians	0	0	0	0
Close friends	0	0	0	0
High school teachers	0	0	0	0
College or university representatives	0	0	0	0
Employers	0	0	0	0
<b><i>High School :</i></b>				
Participation in extracurricular activities	0	0	0	0
Courses that gave job-specific skills	0	0	0	0
Having good grades	0	0	0	0
Career counselling	0	0	0	0
<b><i>Personal Goals :</i></b>				
Pursuing a very specific job or career	0	0	0	0
Being with friends	0	0	0	0
Gaining entrance into a financially attractive career	0	0	0	0
Learning more about subjects that have interested me				
In high school	0	0	0	0
Developing a creative ability/talent	0	0	0	0
Filling in time until I decide what I really want to do	0	0	0	0

**14** To what level do you agree or disagree that high school has provided you with the following :

	<u>Strongly Agree</u>	<u>Somewhat Agree</u>	<u>Somewhat Disagree</u>	<u>Strongly Disagree</u>
<b>Skills :</b>				
A feeling of self confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to start own business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Learning/School Environment :</b>				
Access to a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A safe learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High quality personal counselling when I needed it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance in how to use the World Wide Web/Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevant text books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Career :</b>				
Useful information on employment options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful information on post-secondary education options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job search techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on employment portfolio development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on student financial assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15** During the current school year, on average, how many **HOURS PER WEEK** have you spent (Write in the number of hours and fill-in the appropriate bubbles.)

Working for salary

Doing homework and / or study

Organised activities related to school ( e. g. drama, band, student council, school sports, etc.)

Organised activities not related to school (e. g. Junior Achievement, 4H, Girl Guides, sport teams, volunteer work, etc.)

**16** If you have worked during the current school year, what is your **MAIN** reason for working?  
**SELECT ONLY ONE.**

- I did not work
  - To earn money for myself
  - To earn money for my family
  - To obtain work experience related to my future career plans
  - To obtain general work experience
  - My parent(s) wanted me to
  - Other, (please specify)
- 

**17** In your opinion, has working during the school year caused you to study less or do less school work than you would like? **SELECT ONLY ONE.**

- I did not work
- Yes, a great deal less
- Yes, somewhat less
- No, not at all

**18** Prior to the school year have you ever had a summer job?

- Yes
- No

**19** The Department of Education is working with Aboriginal peoples to better understand opportunities afforded to Aboriginal students. Which category best describes your heritage?

- Aboriginal →     Status / Treaty  
 Non-Status  
 Inuit  
 Métis  
 Don't know  
  
 Not of Aboriginal Ancestry

**19** What person or experience has had the greatest impact on you during your high school education?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**21** What is the highest level of education you foresee yourself attaining during your lifetime? Also, what is the highest level of education attained by your mother and father (or guardians, if applicable)?

	Level of education you foresee yourself <i>attaining</i> : <b>SELECT ONLY ONE</b> <i>Yourself</i>	Level of education <i>completed by</i> : <b>SELECT ONLY ONE</b> <i>Mother/guardian</i>	Level of education <i>completed by</i> <b>SELECT ONLY ONE</b> <i>Father/Guardian</i>
Elementary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School - Incomplete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School - Diploma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College or Trade / Vocational - Incomplete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College or Trade / Vocational - Certificate or Diploma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University - Incomplete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University - Undergraduate Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University - Masters, PhD, or Professional Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**22** This survey is the first phase of a long-term study on student transitions. In order to locate you in the future, would you please provide the following information (**PLEASE PRINT**):

Your Name : (First) \_\_\_\_\_ (Middle) \_\_\_\_\_ (Last) \_\_\_\_\_

Permanent Address : (Apartment, Street) \_\_\_\_\_  
 (City/Town) \_\_\_\_\_ (Postal Code) \_\_\_\_\_ (Phone.) \_\_\_\_\_

Parents/Guardians Names: (First) \_\_\_\_\_ (Last) \_\_\_\_\_  
 (First) \_\_\_\_\_ (Last) \_\_\_\_\_

Parents/ Guardians Permanent Address (IF DIFFERENT THEN ABOVE PLEASE PROVIDE BELOW)

Permanent Address : (Apartment, Street) \_\_\_\_\_  
 (City/Town) \_\_\_\_\_ (Postal Code) \_\_\_\_\_ (Phone.) \_\_\_\_\_

**Thank You for taking time to participate.**  
**Please return this questionnaire to your teacher.**



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