THE UNIVERSITY OF MANITOBA

THE INFLUENCE OF CERTAIN FACTORS ON THE OCCUPATIONAL AND EDUCATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS IN THE YUKON

by

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ABSTRACT

Information was obtained by a questionnaire on the educational and occupational aspiration and expectation levels (dependent variables) and various family, personal, educational, and community factors (independent variables) of 615 high school students from the Yukon. These students ranged in age from thirteen years to twenty years and from grade eight to grade twelve. The family factors included were socio-economic status, ethnic and religious background, parental educational and occupational levels, parental encouragement, and home situation. The personal factors were intelligence quotient, leadership self-concept and religious practice. The various factors of the educational milieu were course preferences and dislikes, failure record, distance from school, method of transportation to school, teacher's encouragement, and extracurricular participation. The only community factor examined was the size of the community of residence.

The dependent variables were related to the independent variables by means of contingency tables for both boys and girls and analayzed by means of the Chi Square test.

The results indicated that educational and occupational aspirations and expectations for both boys and girls were related to their intelligence scores and parental encouragement. The boys' educational and occupational expectations were also related to their failure record and their occupational expectations were related to their leadership self-concept. The girls' occupational aspirations were related to their course preferences and their educational expectations were related to

their extracurricular participation.

The lack of significant relationships, typical of similar studies previously completed in Canada and the United States, may be due to unusual situational factors in the Yukon environment.

An additional analysis of the data indicated that relationships among the independent variables, however, followed the patterns established by previous studies. The conclusion reached, therefore, was that a unique situation in the Yukon appears to affect the vocational choice processes of high school students. There is strong support for the contention that the socio-economic factor has lost much of its impact on the students' vocational choices. As a result, within the constraints imposed by intelligence and parental encouragement, students from low socio-economic backgrounds can aspire and expect to achieve high level vocations. In terms of aspirations and expectations, these occupations no longer appear to be the sole preserve of students from high socio-economic backgrounds.

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CHAPTER I

THE PROBLEMS OF VOCATIONAL ASPIRATIONS AND EXPECTATIONS

I. INTRODUCTION

Considerable research has been carried out to determine the influence that aspirations and expectations of high school students will have on their occupational and educational attainments in later life. While an effective theory has yet to be produced, it is thought that occupational and educational aspirations, expectations and interests formed in adolescence are particularly critical to eventual attainments in both fields (Kuvlesky and Pelham, 1966). Any identification of factors, therefore, which influence the formation of these aspirations and expectations would prove invaluable in an attack on the disadvantaged position of an indigenous group such as the Indians of the Yukon.

The Yukon Territory offers a rather unique opportunity to examine the educational and occupational aspirations and expectations of a wide range of societal groups in close proximity. The spectrum contains a depressed minority group, the complete range of the socio-economic statuses, urban-rural contrasts, the conditions of a frontier community and numerous contrasts of mobile and non-mobile families.

No previous study has been carried out on educational and occupational aspirations and expectations of students in the Yukon. Indeed there appears to be very little literature available on these factors for any region with a similar geographic, economic and social background.

They have, however, been examined in a number of studies in the United States, and to a lesser degree in Canada. From these studies a number of relationships have been identified.

There is no assurance that the relationships of these factors will hold true for the Yukon. It might conceivably be that various forces, which do not exist or which do not produce as great an impact in communities elsewhere, are causing a different set of factors to influence educational and occupational aspirations and expectations in the Yukon.

An obvious example of an extraordinary force operating on the students of the Yukon is the excellent program of financial assistance made available by the Yukon Territorial Government and the Indian Affairs Branch of the Dominion Government. This financial aid provides non-Indian students successfully completing high school with an average of sixty-five per cent in English and three other subjects in Grade XII with $1,100.00 per year for each successful year of university or technical training, provided the average is maintained. There is no competition for this financial assistance. The parents of the student need only reside in the Yukon and the student meet the minimum academic achievement required. In addition, the location of the Yukon Technical Vocational School in Whitehorse with its accompanying dormitories and its tuition free entrance for students from outside of Whitehorse makes it readily available to students (The University Women's Club of Whitehorse, 1968). Indian students are required only to achieve a passing average in academic or vocational courses in order that the

total cost of their education is met.

The impact of this financial aid on the educational and occupational plans of Yukon students is extremely influential. Is it sufficient, however, to offset or sufficiently weaken the tremendous inertia of familiar environment and activities acting upon many of the students to remain and work in the North? Does it overcome the natural shyness of the Indian student or the offspring of a resident of some remote settlement and encourage them to head "outside"* for further education? Does financial assistance generate a new set of factors influencing educational and occupational aspirations and expectations? These are questions of vital importance to residents of the Yukon. This study might contribute some information about these questions and result in a useful increase in knowledge of the relationships involved.

II. THE PROBLEM

The purpose of this study, then, was to examine the relationships of certain factors to the educational and occupational aspirations and expectations of high school students in the Yukon. The factors selected have been examined in previous studies in other areas of Canada and in the United States and retained or rejected as predictors for that particular geographical area. Most of these factors have been significantly related to vocational aspirations and expectations.

An attempt was made to determine, on the basis of the significance of the prediction of these factors, if a unique situation existed

*"outside," a northern colloquialism denoting areas outside of the Yukon.

in the Yukon, and if so, to draw some possible conclusions from this unusual situation.

The study did not attempt to examine, in detail, the causal factors of any unusual forces acting on the aspirations and expectations of the students. Instead the concern was to determine if unusual forces did exist and, if so, how these forces may have influenced the vocational choices of Yukon high school students.

Some reference was made to a group which presents fairly obvious characteristics as being disadvantaged in the economic milieu of the Territory. These are the students of Indian background, whose depressed economic state relegates them to the position of a disadvantaged minority. This group was selected because any unusual forces acting on the aspirations and expectations of Yukon high school students should be quite obvious in the effects produced on it. It also typifies the disadvantaged groups whose betterment motivates much of the research in the field of vocational education.

III. THE IMPORTANCE OF THE PROBLEM

Research about the vocational aspirations and expectations of high school students in the Yukon is essential. The frontier community life and the apparent unusual situation existing in many of the areas may be producing students who have unique problems. These students may be affected by entirely new factors. Research must provide an outline of those factors which are predictive in the Yukon context. Once this has been completed, further work could be carried out on the identification

of any unusual pressures, and strategies planned for remedial activities among the disadvantaged groups.

One may assume that low level aspirations and expectations explain, in part, the disadvantaged position of indigenous groups in our societal structure. It may also be assumed that the identification of the factors producing low level aspirations and expectations would be one of the pre-requisites for any attempt to improve this disadvantaged position. At the same time, if the motivators of high level aspirations and expectations for the lower societal levels are known, then these could become the basis for possible action to create higher educational and occupational goals in these groups. This would assume that pressures, especially those involving changed life chances, acting on aspirations and expectations are able to mofify them.

One cannot assume that the students from Indian backgrounds or from remote settlements in the Yukon have low level aspirations and expectations until it has been verified by research. This point is especially relevant in view of attempts by the two governments to ensure that lack of financial resources and lack of opportunity do not limit the choices of the students.

These two factors are frequently believed to be crucial in the problem of low level vocational aspirations and expectations. Research must authenticate continued low level goals in these lower socio-economic groups before this assumption can be made (Kuvlesky and Pelham, 1966).

In North America, it has been an accepted fact that a definite

employment advantage is enjoyed by those who hold a high school graduation diploma or a university degree. The statistics of the National Employment Office of the Canada Department of Labour make this fact quite evident when they show that over two thirds of the unemployed males in Canada possess an elementary education only (Unemployment Insurance Commission of Canada, 1960, p. 5). The fact that employers are willing to reward employees according to the amount of educational capital they are able to apply to their jobs is evidenced in the past by the differences in annual income between those with elementary, secondary and university educations. One would tend to think that this fact would be sufficient motivation for the majority of our youth to orient themselves toward higher occupational goals with the eventual dispersement of attainment levels based on such factors as ability and opportunities to pursue higher education. In reality this is not always the situation. Bell states:

> One study indicates that while native ability is the important factor in regard to success during the first few years of school, that social class and related value systems soon take over and strongly influence the school work of the student. Studies also indicate that those students that succeed in school despite negative educational values in their social environment usually have strong motivations or important encouragement (Bell, 1962, p. 80).

The examination and identification of these "strong motivations" and "important encouragements" which operate on the high school student of the Yukon to determine, in part, educational aspirations and expectations are important prerequisites to the study of the problem of disadvantaged groups. If some of the factors which lead to the formation of these aspirations and expectations can be determined, it will then

be possible to compare these factors with those which have been isolated in other parts of Canada and the United States. The determination of similar factors in these studies may eventually lead to the formation of a viable theory. If a theory can be established, strategies can then be planned for methods to modify aspirations and expectations so that the important aims of self realization and maximization of human potential can be attained to a higher degree.

Schultz argues that important increases in national income are a consequence to educational investment in man. He says that:

> It became clear to me that in the United States, many people are investing heavily in themselves as human agents, that these investments in man are having a pervasive influence upon economic growth, and that the key investment in human capital is education (Schultz, 1963, p. viii).

Wernette, who presents an interesting analysis of the factors that have contributed to productive gains in the United States concludes:

> The present writer has long been of the opinion that education--good education--has been a vital factor in this development. If the several factors discussed above are the proximate causes of productive gains, education may well be described as the cause behind the cause (Wernette, 1964, p. 167).

The Hall-Dennis report states:

> A principle which has dominated our thinking is that money spent on education is money and effort well spent, an investment in human resources that will pay handsome dividends not only in terms of economics but in human happiness and well-being. It is an investment in which all young people of Ontario must have an opportunity to participate (Ontario Department of Education, 1968, p. 9).

Ragan calls attention to:

> . . . millions of young people without adequate education who are without hope of steady employment any time in their lives; to millions of young Negroes who have discovered that the only jobs they are qualified to fill no longer exist; to millions of older

> workers thrown out of work by technological advances. The creation of a substratum of people without the education or training needed to admit them to the mainstream of life and work is clearly a threat to American ideals of equality of opportunity and the worth of the individual (Ragan, 1966, p. 87).

These publications and many others decry the waste of talent in our society and the failure of our institutions to motivate the youth of our continent to seek further education. Their total views are aptly summed up by Siemens who says:

> It would appear that capital invested into related research would bear a high rate of dividend for individuals as well as for the national economy, and should consequently receive a high investment priority (Siemens, 1967, p. 5).

The need is to motivate our youth to aim for the highest educational level appropriate to their abilities so that they might present the best skills and education necessary for adjustment in their occupational environment. The realization of this aim will be dependent on a number of life chance factors such as economic conditions, but hopefully, there are possibilities for some control of these.

The immediate problem is to gain an insight into the factors which motivate our youth towards educational and occupational goals.

IV. DEFINITIONS, ASSUMPTIONS AND LIMITATIONS

Definitions

The following definitions were utilized in the study:

Status Orientations. The projections of people when, in orienting themselves to potential or probable future roles, they visualize themselves as filling locational positions in a number of status areas

areas are called status orientations. Considered in this study were the educational and occupational areas.

Aspiration. An aspiration is a desire to hold a particular status. It is possible to have educational aspirations and occupational aspirations. An educational aspiration would be the desire to attain a given educational level, while an occupational aspiration would be the desire to reach a given occupational level.

Expectation. An expectation is a projection in terms of anticipation of attainment and may be educational or occupational. This anticipation may be desired or not but it is the expected attainment.

Vocational Choice. This term signifies both educational and occupational choice. Choosing a vocation involves selecting educational requirements as a prerequisite for choosing an occupation and as a result both are involved in the "vocation" process.

Vocational Dimensions. Vocational dimensions are the various measurements of the elements of vocational choice. The vocational dimensions in this study were educational aspirations, educational expectations, occupational aspirations and occupational expectations.

Assumptions

The assumption was made that the answers to the questionnaire were forthright and based on the true motives of the student completing it. It was also assumed that these students were capable and willing to express their opinions.

Limitations

The study was limited to a portion of the high school population of the Yukon. All generalizations applied only to those students actually in attendance on the day of administration of the questionnaire and who satisfactorily completed it. Fifty nine per cent of the respondents to the questionnaire were from the grade eight and grade nine levels. Since comparisons are to be made with similar studies dealing with respondents from grade ten to grade twelve some degree of caution must be observed in the treatment of the results.

V. PLAN OF THE THESIS

In the next chapter, the implications of vocational choice as revealed in a study of pertinent literature will be reviewed and an attempt will be made to provide a framework for the study undertaken. The specific hypotheses to be tested as a result of some broad generalizations derived from the review of literature will be stated.

An outline of the specific procedures employed in examining vocational factors in the Yukon will be presented in Chapter III. It will show in some detail the sample used and will explain the various sections of the questionnaire. The type of data obtained will also be described.

The effects the factors have on vocational choice will be presented in Chapter IV and the findings on the specific hypotheses tested will be stated.

The conclusions to be drawn from the study and the summary of the findings obtained will be included in the final chapter.

CHAPTER II

VOCATIONAL CHOICE AND ITS IMPLICATIONS

This chapter is divided into three sections. The first includes the development of vocational theory and the general theories of educational and occupational choice. The second covers the influence of various factors on educational and occupational aspirations and expectations. Specific studies of the factors examined are described. The third portion is a statement of the broad generalizations resulting from this examination and a listing of the hypotheses to be tested by the data.

The factors studied here have been examined extensively in the United States and in some areas of Canada and a wide range of them have been found to be significantly related to educational and occupational aspirations. The main effort of this thesis is to determine if the same generalizations established in these other geographical areas can be applied to the high school population of the Yukon.

I. VOCATIONAL CHOICE

The Development of Vocational Theory

The functions of vocational guidance which serve problems of personal choice, vocational problems, interpersonal relations and aspiration levels have been performed in various ways by various agents since earliest times (Beck, 1964, p. 8). Every known group, past or present, has attempted to further its way of life, aid its young to become full members of society, and to eliminate some of the pressures

of living. The methods employed ranged from superstitious practices, edicts of tribal authorities, religious beliefs, reason, opinions of the group, to science and others.

The literature of Greece is filled with man's speculation on the great problems of living (Beck, 1964, p. 9) while Plato's views on man and society are of particular interest. He proposed a system in which vocational guidance became synonymous with the teacher's considered opinion based on academic performance in a pre-established curriculum. The task of society, through the educational system, was to select leaders, and to choose men of "x" abilities to hold a job which demanded men with "x" abilities.

In the time of Charlemagne the function of academic and vocational guidance was served by the parish priest (Beck, 1964, p. 15). He selected those of higher calibre who had the potential for best serving the Empire. In the early colonial days of the New World the church and the family provided the spiritual and moral guidance based on religious doctrine which included the work a man would follow. On the American frontier a man or boy just tried has hand at various occupations until he found his niche. There were many well meaning advice-givers but the decision was an individual thing and as a result of the trial and error attempts there were many misspent and unproductive lives.

Many guidance writers trace the beginning of formal vocational theory in North America to a modest book by a Boston social worker, Frank Parsons (Beck, 1964, p. 24). He proposed a three step method of

counselling with regard to vocational choice which had far-reaching implications for this field. He advocated that the counsellor must know the student, know the field of work, and match the man with the job. This made necessary the development of trait psychology and associated tests to facilitate the objective examination of these traits. The dominant features of this new psychology, which was to affect and influence the development of theories of vocational choice, were a correspondence theory of truth, a reliance on actuarial predictions and the eventual realization, at a much later time, that man reacts as a whole organism (Beck, 1964, p. 25). Guidance was moving from the informal, theologically influenced, intuitive type of folk medicine in choice making to an objective, test centred, formal analysis of problems dealing with interpersonal difficulties (Beck, 1964, p. 24). Paterson reported that the need to remedy the social problems caused by the industrial turnover rate, the causal factors behind quitting, sporadic employment and misemployment, did much to further the study of vocational choice factors (Beck, 1964, p. 24). Parson and his colleagues (Beck, 1964, p. 24) had begun the development of the "know the world of work" phase by producing many books, monographs and pamphlets dealing with the requirements of various occupations. They did not contribute extensively to the "know the man" phase, however, and the weakness of this approach persisted for many years. The mechanistic matching of men and jobs on the basis of intelligence tests and achievement tests still exists in certain segments of private industry. This development was accompanied by the belief that after due deliberation

and study an individual made a rational decision to follow a certain vocation.

The danger inherent in this type of approach is outlined by Beck (1964, p. 24). Since most of the attitude and preference inventories were standardized by giving a group of items to successful performers in a given field, it was assumed that the successful performer had the same interest patterns when he was the age of the person taking the test. There is nothing to say that this is so. Beck also warns against the threat imposed on the self by forced congruence with test results.

The other difficulty raised in this approach is the tendency for vocational choice to be thought of as an occurrence at a particular point in the individual's life. This over-simplification led guidance people to think that if an individual was made aware of his intellectual ability and particular aptitudes he would normally decide on an educational and occupational career which would be acceptable to these two determinants. If he did not choose correctly it was the duty of the guidance person to point out to him his error and suggest a better choice. Adherents to this approach neglected the value system of the individual and attempted to force middle class values and goals on all and sundry because of the middle class values held by the majority of the teachers. They also did not appreciate that individuals might not exercise the privilege of choosing a vocation because only certain ways of earning their living might be available (Hewer, 1963, pp. 118-125).

Two other theories which were prevalent are perhaps worthy of note. These were the "accident" and "impulse" theories (Shertzer and

Stone, 1966, p. 307). The accident theory held that accident of birth which establishes family, race, nationality, and social class forced an individual to make choices about the future accidently and therefore it is not possible to evaluate decisive factors in this choice. The impulse theory held that behaviour and choice occur as a result of unconscious forces. Both theories assumed that the individual was passive and impotent with respect to choice processes.

Modern Theories of Vocational Choice

The recent view of vocational choice as something more than an intellectual decision at some point in life infers that this is a developmental process and that preference of an occupation is influenced by various factors at different periods in the individual's life (Perrone, 1964).

This tendency to concentrate on developmental approaches to vocational choices is shared by a number of leading authorities in the field, such as Super (1953), Ginzberg (1956), Tiedeman (1963), Roe (1956), and Holland (1959). Concentration on this approach has led to the discarding of the "accident" and "impulse" theories of occupational choice.

Ginzberg and his associates (1956, p. 271) felt that each individual selects a particular occupation, not through chance, but through developing patterns of activities taking place throughout the formative years. They identified three phases in this decision making; the period of fantasy choice; the period of tentative choice; and the period of realistic choice. These phases cover roughly the pre-adolescent period, the adolescent period and the early adult period. The important factors

in the theory are that the process is developmental, it is practically irreversible, and it is usually the result of a series of compromises between the limitations of reality and aspirations.

Hoppock (1963, pp. 74-75) believes that occupations are chosen to meet emotional needs. These needs may be capable of verbalization or sub-consciously felt by the individual but the occupation chosen is the one he feels will best meet his needs at that particular moment. He may change his mind as a result of new experiences but he has his own enhancement in mind with any decision he makes. This theory appears to make a contribution to the conceptual framework of this thesis.

Roe (1957, 4: 212-217) employed a hierarchical classification of needs to predict the broad vocational orientation that develops in an individual. She felt that unconscious needs which are not satisfied at an early level become important motivators. If these unsatisfied needs are of a low order they will prevent the emergence of high order needs. If her premises are fully accepted then one must accept that the whole pattern of vocational development is determined to a great extent by an individual's early experiences with parents and the need satisfactions which result from parental attitudes and methods of handling. This is difficult to accept completely as it tends to exclude the possibility of an individual having any responsibility for his own development and at the same time negates the influence of such things as understanding and empathy from other individuals during the various developmental stages. However, she does effectively point out that the over-riding motivator in vocational development would appear to be

individual self enhancement, or in her terms, the satisfaction of important needs.

An individual's way of coping with stress and frustration and his way of utilizing his abilities so that his self concept would be promoted lead him to search for a stereotyped occupation which will allow these methods to operate (Holland, 1959). If the role he is able to play, or thinks he will be able to play in a particular occupation, is attractive, he will aspire to it. His degree of satisfaction with it will be determined by his ability to actualize his self concept role.

The self concept theory of vocational development has been dealt with most thoroughly by Super and his associates (Super, 1953). They see vocational choice as a developmental process which is continuous and synthesizing. The synthesizing combines the personal needs and resources of the individual with the social and economic demands of his culture. The whole process involves learning as a result of role-playing and role-taking. What is learned are the interests, values, attitudes and behaviour patterns which are valued and rewarded by his peers and adult identification models and which, as a result, will provide him with self enhancement.

Super contends that vocational development implies interaction within the individual as a result of environmental stimulation and interaction between the individual and the environment. He believes this interaction is not always at the level of consciousness so lack of verbalization does not imply that it is not occurring. The career

pattern is determined by the parental socio-economic level, the individual's mental ability and personality characteristics, and by the opportunities to which the individual is exposed. His vocational theory is summarized by the following ten propositions:

1. People differ in abilities, interests and personalities.
2. Because of these differences they are qualified for many occupations.
3. Each occupation requires a characteristic pattern with tolerances wide enough to allow some variety of individuals in each occupation.
4. Vocational preferences change with time and experience although self concepts are generally fairly stable from late adolescence until late maturity.
5. The process is a series of life stages:
   (a) growth
   (b) exploration
   (c) establishment
   (d) maintenance
   (e) decline
6. The career pattern is determined by the individual's parental socio-economic level, his mental ability, personality and opportunity.
7. Development is guided by maturation of ability, interest reality testing and self concept.
8. The process of vocational development is essentially that of developing and implementing a self-concept. The process is essentially a compromise whereby the self concept is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunity to play various roles, and evaluation of the extent to which results of role playing meet with approval of superiors and peers.
9. The process of compromise between individual and social factors, between self concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities.
10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests personality traits and values (Super, 1953, pp. 185-190).

The basic elements then, in the self concept approach to vocational development, are concept formation, exploration, self differentiation, identification, role playing, reality testing, translation of self concepts into occupational terms, and implementation of the self concepts.

Super has developed a definition of the term vocational self-concept which is extremely useful in formulating and testing hypotheses. Self-concept evolves by observation and impressions of oneself, called self-percepts which are inter-related, organized and meaningfully interpreted by the individual. When these are considered in the occupational context or made relevant to occupational choice they are referred to as the vocational self-concept (Super, 1953, p. 19). Exploration provides a source of information for the formation and modification of self concepts.

Tiedeman and O'Hara (1963, p. 108) explored the relationship of personality to career development. They felt Super had not dealt with this point adequately and introduced the idea of career development as the differentiation and integration of the personality as one confronts the problem of work in living. From his experiences, the individual separates those parts which deal with vocational development and then integrates them into an appropriate context. This process can be repeated many times and it can be said to be the evolving conception of self-in-situation. The individual is establishing an identity in attaining a career.

From the study of the literature one can say that certain factors are generally accepted as being influential in vocational choice. Whether one subscribes to the accident theory or the self concept theory of vocational development, factors such as intellectual ability, aptitudes (inherent or otherwise), personality traits, interests, reality (opportunities to choose), sex differences, socio-economic inheritance,

and cultural milieu appear to have a major effect on the vocational attainments of an individual. Whether the process is pre-ordained or accidental, subconscious or conscious, developmental or instantaneous, seems to be the main controversy. The evidence presented tends to indicate a developmental process influenced by a number of environmental and inherent factors. The aim of this study is to consider the relationships between those factors which may be influential in the Yukon context and the educational and occupational aspirations and expectations of its high school students.

II. SOME CHOICE FACTORS AND THEIR IMPLICATIONS

Vocational Choice Factors

The modern theories outlined in the previous section have indicated a wide variety of factors as possible influencers of vocational choice. The possible role played by these factors bears some scrutiny.

Although a wide range of intelligence is represented in nearly every occupation and the distribution of intelligence scores in one occupation overlaps that in another to some extent, intellectual ability remains a significant factor in vocational choice. There is considerable evidence to support the theory that there is an occupational hierarchy with respect to intelligence scores. Certain occupations have a requirement for people with high intelligence (e.g. doctors), while others do not have such an obvious requirement (e.g. bricklayers). There is also evidence that occupations are not equally spaced in this hierarchy and that there is a tendency for entrance into certain

occupations to be contingent on the possession of some minimum ability (Shertzer and Stone, 1966, p. 292). Therefore, an individual entering an occupation in which the majority of the workers have a higher intellectual ability than he possesses will find himself at a severe disadvantage. If he enters one where his mental ability is far above the majority he may find that neither his work nor his associations are satisfying.

The importance attached to aptitudes as a vocational choice factor has already been mentioned. Aptitudes refer broadly to that combination of physical and mental characteristics, motivational factors, and conceivably other characteristics, which is conducive to acquiring proficiency in a certain field. Aptitude, then, could be termed as the ability to learn (Shertzer and Stone, 1966, p. 200). An individual's knowledge of the aptitudes he possesses will consciously or subconsciously affect the vocational choices he makes. If his vocational experiences are to be happy ones, they will occur in the fields where he shows the most aptitude. The quality of the aptitudes the individual develops can be equally as important and, in some areas, more so than the quantity or variety of aptitudes he develops. A variety of aptitudes opens more fields for opportunity of success but if the right field is chosen, the quality of a particular aptitude can bring extreme satisfaction to the individual. An employer can be equally as satisfied with the worker who brings a variety of job skills as with the worker who brings a highly developed skill in one specialized area. No vocational choice would be valid if aptitudes were ignored.

Personality traits are illustrated by such characteristics as

emotional adjustment, social relations and the motivational aspects of behaviour. An individual's personality depends on his development of personal qualities and adjustment. This development and adjustment occurs when the individual changes his response patterns as dimensions of his environment change. Personality traits may determine whether an individual is suited to a particular type of occupation. In fact, Glanz and Walston (1958, p. 145) suggest that an individual's choice of occupation may be definitely related to his basic personality needs. When confronted with an issue he will either attack, withdraw or do nothing. The demands of a particular vocation will determine in part whether he will feel comfortable in it. If he is interested in a sales position but is shy, and uncertain with people he will soon have to solve his problem either by changing his response pattern, quitting his job or simply waiting to be fired. Combs and Snygg (1949) view this decision making as a further attempt on the part of the individual to enhance or defend his self concept.

Interests have been described as one of the main factors in the learning situation and as being the motivators of learning. Without interest, little learning takes place. Interests are usually defined as the likes and dislikes of an individual or the feeling of intentness, concern or curiosity about some object. They are a by-product of personality and are subject to change whenever the self concept changes or when there is a change in knowledge of an occupational stereotype. Interests have importance for vocational choice because it has been found that individuals in particular occupations have characteristic sets of likes and dislikes which differentiate them from men in other occupations and

from men in general (Shertzer and Stone, 1966, p. 296). Therefore, the interest of students can be the expressions and explorations of desired occupational fields and as such are examples of possible vocations. As long as interests are coupled with abilities or aptitudes, vocational choice development will occur with little frustration. Reality has to come into the picture so that interests coincide with expectations rather than aspirations.

The socio-economic status of the family not only provides the individual with a realistic measure for his vocational selection but also provides a certain environment in which to develop vocational ambitions. Not only does the doctor's son know he will have the finances to get a university education but he has considerable contacts through his parents with a class of people who also have a university education. As well, he enjoys an experiential background which is certainly conducive to higher learning. The socio-economic status of his family will help to determine his cultural milieu and will influence the environment in which he makes his vocational choice.

Some Research Findings

Perrone (1964) studied the relationship of cognitive performance to high school seniors' occupational preference. His findings were that boys with a similar cognitive score indicated a preference for similar occupational groups. The same was true for some of the choices for girls. He concluded that, in view of the wide range of cognitive abilities found in any one occupation, students needed to be given a wider knowledge of various occupations and a greater knowledge of aspects

of themselves.

Using Holland's theory concerning the relationship of occupational choices and personality types, Osipow, Ashby and Wall (1967) conducted a study by choosing a different sample which included all ranges of abilities and commitments to an occupation. Their findings supported Holland's contention that students choose occupations consistent with their personality type. They tentatively suggest that the theory could have some predictive value in determining vocational behaviour but caution that a good deal more evidence is needed before the degree of predictive value can be determined.

Anderson and Olsen (1965) examined the relationship of high school students' self and ideal self congruence to choice of occupations. They concluded that a greater number of students choose occupational goals beyond their abilities rather than choosing those below their abilities. They felt the choice patterns might be due to inaccurate self concepts or the prestige effect of certain occupations. Sufficient evidence was not available to indicate that greater congruence produced more realistic choices.

In his review of literature, Holden (1964), lists the factors which point up the existence of a multi-dimensional picture of vocational choice. He includes values such as security, career satisfaction, prestige, money, and social rewards, as well as physiological maturation, sex differences, parental roles, aptitudes, perception of self, father's occupation, social class and socio-economic level, and activity experiences. After measuring intelligence with a standard intelligence test

he concluded that students who scored high when compared with students who scored low made much more realistic choices. He also pointed out that the occupational choices of ninth grade students do not correspond at all with the labour force distribution. He concluded that the choices gradually become more realistic as the student proceeds through school. He attributes this change especially to the students rated with low intelligence in grade nine becoming more cognizant of their limitations, as they proceed through school, and factors such as opportunity for further education becoming more apparent to all concerned.

Although boys and girls may prefer different vocations than those suggested by their parents, Krippner (1963) found that these preferences probably will reflect the family's occupational level and, therefore, the pupil's socio-economic milieu. Sexual identification appeared to play an important part in determining the level of the pupil's preferred occupation even if the pupil is rebelling against parental career achievements and desires.

Forty-four per cent of the students in a study by Day (1966) were vocationally influenced by their teacher. Only six per cent, however, chose the teacher as a vocational model. The other interesting point was the fact that the influence exerted by the teacher was generally proportional to the amount of formal training required for the occupation. Teacher influence may be a result of the middle class orientation of the teacher acting on the vocational attitudes presented to the pupils.

Lipsett (1962) believes that the most significant factor affecting

human behaviour is class identification. He cites Ginzberg to suggest that one of the major limitations facing the children of the lower income group is their modest level of aspiration. Education, to many of this group, is alien and hostile or at best not important because its goals are not achievable. As a result the individual chooses the type of education which will give him access to the type of society and the type of job in which he will be comfortable. Educational motivation is also related to ethnicity and religion through their social class aspect. Lipsett also feels that parents do a great deal to determine whether a child will be work oriented or a sluggard. Through the example of his parents the child first learns his values or goals. He accepts or rejects those of his parents and the value pattern thus established determines the type of society in which he will be comfortable. The success of older children in school often provide incentives to younger members of the family. The school and community are contributing factors in that they must provide essential experiences and opportunities as well as adequate climate. Pressure groups, by use of advertising, can also be important. Lastly, he feels that the role perception of the individual will be very important. Whether the individual feels he has leadership qualities or not will determine the occupational outlet he will choose for himself if he is given a choice.

Schoenfeldt (1968), found that socio-economic and ability factors are very important as predictors of educational and occupational choice. Asbury (1968) concluded that these contributed directly to the

self concept by providing feeling of adequacy and self-enhancement. Locascio (1967) states that low socio-economic status may cause discontinuity in the vocational development process. A complete lack of realism results in no correlation between educational and occupational aspirations and no developing pattern towards vocational choice. Caplan and his associates (1963) believe the schools should encourage a more realistic self concept, especially in transitional communities or disadvantaged neighbourhoods where the children have neither the social nor psychological tools to contemplate so serious a choice. To do this the schools must be provided with detailed information on the factors which affect vocational choice in that particular community and segment of society. Schultz and Blocher (1961) suggested that, on the basis of their study, support was lent to Holland's theory that a person's level of occupational choice and aspiration reflects his evaluation of himself, his feelings about his personal worth, and his satisfaction with himself.

Considerable work in the vocational choice field in Manitoba was completed by Siemens (1965). He isolated a number of selected family factors which affect vocational aspirations and expectations. He concluded that the results from United States research into aspirations of youth may be generalized to certain segments of the youth population of Manitoba. More specifically he found that aspirations were positively related to socio-economic status, parental encouragement, and intelligence. His work is of particular importance because it is one of the few to examine these factors in a Canadian context.

Several other Canadian studies make some reference to aspirations.

Hodgkins and Parr (1965) found socio-economic status related to educational aspirations of male students in an area of Alberta. Forcese and Siemens (1965) noted that urban students had higher aspirations than rural students as did Boyle (1966), in Western Canada.

Kuvlesky and Pelham (1966) point out a difficulty associated with the previous studies in vocational choice. They state that past research has clearly demonstrated that many youths can, and do, differentiate between aspirations and expectations and that it has been empirically demonstrated that these phenomena are related in different ways to other important social and psychological variables. They found, however, that many of the research projects did not maintain this distinction clearly and consistently. In an attempt to clarify the situation Kuvlesky and Pelham defined aspirations as projections of desire of attainment and expectations as projections in terms of anticipation of attainment and referred to incongruency between these two projections as anticipatory goal deflection. No system was offered to measure this goal deflection.

Peach (1970) investigated relationships between differences in student and teacher expectations for achievement and student attitudes about certain aspects of education, their associates and the world of work. One important conclusion reached was that Manitoba students appeared to hold values similar to students studied elsewhere in Canada. The study also indicated that teachers exerted little influence on the opinions and attitudes of students and that student responses to items on the world of work showed unrealistic perceptions of future rewards,

satisfactions and successes.

In a study of selected single enterprise, relatively isolated communities in Manitoba and Ontario, Krecsy (1970) found that certain variables appeared to be of some importance as predictors of a level of occupational aspirations for both sexes. Intelligence level, socio-economic status and participation in extra-curricular activities appeared to be most important.

Strong inter-relationships exist between many of the factors which have been isolated as affecting vocational choice. Kristjanson (1967) found a strong relationship between socio-economic status and intelligence as measured by I.Q. scores and concluded that occupational aspiration levels were more closely related to socio-economic status than to I.Q. scores. The result is that conclusions about the relationships between student aspirations and expectations and the various factors isolated may be spurious due to strong inter-relationships between the factors. This may also mean that if the effects of one or more of the key factors influencing aspirations and expectations could be lessened or removed then a major change in the set of variables relating to these aspirations and expectations might occur.

A summary of the factors identified in this review of literature as having some effect on vocational choice is shown in Table 1. These can be identified as certain family, personal, educational and community factors which influence the vocational choice process. The hypotheses of this study, therefore, have been outlined on the basis of this organization.

TABLE 1

A SUMMARY OF MAJOR FACTORS AFFECTING VOCATIONAL CHOICE AS INDICATED IN THE REVIEW OF LITERATURE

	FAMILY					PERSONAL		EDUCATIONAL	COMMUNITY	
	SES	Parental Occ.	Parental Enc.	Ethnicity	Religion	I.Q.	Personality	School Env.	Size	Activity
Super	X		X			X	X			
Tiedeman							X			X
Roe							X			
Holland							X			
Combs							X			
Glanz							X			
Perrone						X				
Osipow							X			
Anderson						X				
Holden	X	X	X			X	X			X
Krippner	X	X	X							
Day								X		
Hodgkins	X									
Lipsett	X		X	X	X		X	X	X	
Locascio	X									
Kresey	X	X				X		X	X	X
Caplan								X		
Peach	X		X			X				X
Siemens	X	X	X	X	X	X				X

The summary reveals considerable information on studies in specific areas of the United States. (A number of factors have been isolated as affecting vocational choice. Many of these factors are common in the various geographic areas.) The preliminary studies in certain areas of Canada appear to support many of these factors. However, there has still not been sufficient research to generalize these factors for all youth of Canada. There is a disturbing note creeping into the literature which seems to indicate the factors that are being isolated apply mainly to those students in the higher socio-economic level rather than the disadvantaged low level group. Certainly it is the lower group whose vocational process must be understood by those involved in vocational counselling in order that its lot might be improved. It may be necessary for vocational researchers to refocus their attempts primarily to the lower group in order to meet this need.

III. GENERALIZATIONS AND HYPOTHESES

Generalizations

From the foregoing studies the following broad generalizations would appear to emerge:

(1) There is a need to develop our knowledge and understanding of the vocational development process in order that all those involved in any way with the vocational development of an individual may help him realize his potential.

(2) Research findings tend to indicate that, by a multi-disciplinary approach to the difficulties of understanding vocational

development, adequate procedures may be outlined and applied to certain segments of our population so that significant changes in the disadvantaged positions of these segments might result.

(3) The factors which affect the self concept of an individual appear to be of major importance in determining his vocational development. Many of these have been isolated and validated for certain areas, especially in the United States, but they must be examined for their application in Canadian settings if they are to be the basis for future policy and action.

Hypotheses

The general hypothesis was that levels of aspiration and expectation of Yukon high school students for education and occupation (dependent variables) are influenced and related to certain factors (independent variables).

The specific hypotheses are as follows:

1.0 The educational and occupational aspirations and expectations of Yukon high school boys and girls are related to certain family variables.

1.1 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the socio-economic status of the family.

1.2 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary with the ethnic background of the family.

1.3 The educational and occupational aspirations and expectations of Yukon high school boys and girls will be related to the religious background of the family.

1.4 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the educational level of the parents.

1.5 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the occupational level of the father.

1.6 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the encouragement of the parents for continuing education.

1.7 The educational and occupational aspirations and expectations of Yukon high school boys and girls will be higher in a normal home than in a broken home.

2.0 The educational and occupational aspirations and expectations of Yukon high school students are related to certain personal variables.

2.1 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the intelligence quotient of the student.

2.2 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the leadership self-concept of the student.

2.3 The educational and occupational aspirations and expectations of Yukon high school boys and girls will be related to the religious practice of the student.

3.0 The educational and occupational aspirations and expectations of Yukon high school boys and girls are related to certain variables of their educational milieu.

3.1 The educational and occupational aspirations and expectations of Yukon high school boys and girls are related to course preferences and dislikes.

3.2 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary inversely with the failure record of the student.

3.3 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary inversely with the distance of their residence from school.

3.4 The educational and occupational aspirations and expectations of Yukon high school boys and girls are related to the method of transportation to school.

3.5 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary inversely with the number of schools attended.

3.6 The educational and occupational aspirations and expectations of Yukon high school boys and girls are related to their residence while attending school.

3.7 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the teacher's encouragement to continue school.

3.8 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the degree of extra-curricular participation.

4.0 The educational and occupational aspirations and expectations of Yukon high school boys and girls are related to certain variables of the community.

4.1 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the size of the community of residence.

These hypotheses have outlined four sets of variables which have had some influence on vocational choice in various areas of Canada and the United States. The next chapter contains a description of the procedures which were used to test the validity of these hypotheses.

CHAPTER III

PROCEDURES FOR EXAMINING VOCATIONAL CHOICE IN THE YUKON

I. INTRODUCTION

The Yukon provided an excellent opportunity to examine educational and occupational aspirations and expectations under the influence of a wide range of economic and social conditions. These socio-economic conditions ranged from low income, disadvantaged ethnic groups, and depressed area residents to upper class, cosmopolitan urban dwellers.

The methods and procedures which were used to examine the vocational choice factors which might be influential in this particular setting will be outlined in this chapter. The questionnaire used, the sample of the Yukon population examined, the collection of the data and the method of analyzing these data will be described.

II. THE QUESTIONNAIRE

The questionnaire was a slightly modified version of the Haller scale used in several previous Canadian studies. Siemens used a version in 1965, as did Peach in 1970 and Krecsy in 1970. Since one of the functions of this study was to compare the factors which are identified in the Yukon as influencing educational and occupational aspirations and expectations with those in other parts of Canada and the United States of America, it was important that the instrument be similar to the previous instruments employed. Therefore only two questions were restructured in an attempt to make them more applicable to the Yukon

context. These changes will be dealt with in the following discussion. A complete copy of the questionnaire is shown in Appendix A.

In view of the previous use of this questionnaire in other parts of Canada no pre-testing was performed. Since the comparison with these areas depended on the comparison of the results of data obtained by this questionnaire there appeared to be little value to be gained by pre-testing.

The questionnaire contained two parts. Part I contained items relating to the independent variables which were the factors presumed to affect aspirations and expectations. It also contained two of the dependent variables--educational aspirations and educational expectations. Part II contained the other two dependent variables--occupational aspirations and occupational expectations. In all, the questionnaire contained twenty pages. The various methods of eliciting the information on the variables are outlined in the next section.

Educational Aspiration Level (EAL) was elicited by the questions, "Now suppose I were free to choose, my plans for education would be: followed by the items

1. University
2. Technical-Vocational School
3. Teachers' College
4. Business College
5. Nurses Training
6. Other (Specify)
7. No further education

Educational Expectation Level (EEL) was obtained by asking the question "After high school, my plans for education are:" followed by the same list of alternatives.

This procedure follows a pattern established by Sewell (1943, p. 161-170) and used in the Canadian studies mentioned previously. Siemens (1965, p. 46), in his use of the scale, states that the scale discriminates between plans and aspirations with the two types of questions used and it is on this basis that the scale was used to measure both aspirations and expectations (plans).

Those students with no further plans for education were considered as low in educational aspiration level. Those selecting university were considered as having a high educational aspiration level. The remainder who selected items 2 to 6 were considered as having medium aspiration levels. This group for the girls was further divided into a medium high and a medium low group. Those choosing items 3 and 5 (teachers' college and nursing) were given a medium high rating and those choosing items 2, 4 and 6 were given a medium low rating. There were not sufficient boys choosing teaching as a profession and so this subdivision was not followed for the boys. This procedure is similar to the one employed by Siemens (1965).

Occupational Aspiration Level (OAL) was measured by a portion of Hallers Occupational Aspiration Scale (Haller, 1963) and represents a departure from the usual way of using this instrument. Normally the entire scale is employed to measure occupational aspiration. However it includes indicators of both aspiration and expectation. Although

Haller preferred to call the entire scale an "occupational aspiration scale" he realized that it contained equal sections on what he termed realistic and idealistic items. Each of these groups was divided into long range and short range sections. His definitions of these sections as "realistic" and "idealistic" compare very closely with Kuvlesky's (1966) definitions which term "aspirations" as projections of desire and "expectations" as projections of anticipation of attainment. Haller had used his definitions as a basis to divide his scale. He states "If the OAS items were divided by the odd-even technique, one half of the test would consist of all the realistic items and the other half would consist of all the idealistic items" (Haller, 1963, p. 73). Therefore, questions 2, 4, 6 and 8 were measures of occupational desires or idealistic aspirations and questions 1, 3, 5 and 7 were measures of occupational reality or expectations in terms of possible attainment. To test the reliability of his instrument Haller used a split-half reliability test. He combined questions 1, 2, 5 and 6 to compare with questions 3, 4, 7 and 8 and got a reliability of .80. He did not test to determine the balance between the two realistic sections nor the two idealistic sections. However, if each of the items was not balanced one would expect to find a lower reliability score when they were tested in this study. The scores obtained from the boys were $r = .67$ for OAL and $r = .75$ for OEL. The girls' scores were slightly lower and showed $r = .50$ for the OAL and $r = .54$ for the OEL but this may have been the result of other factors.

Haller's scale was developed for male students but he indicated

that it appeared to have some validity for girls (Haller, 1963, p.105).

Peach (1970) reconstructed the scale to make it more applicable to girls. The reconstructed scale was used in this study. The girls were given a separate set of occupations to choose from which would have more meaning to them. The occupations chosen were selected from the NORC ratings to ensure a similar prestige level to that of the males.

Krecsy (1970) in investigating the reliability of the Peach and Haller scales found them not particularly reliable for girls. He found that the Peach-modified scale showed an overall reliability coefficient of .56. The two reliability scores for the girls in this study were .50 and .54. The splitting of the scale has, therefore, produced little change in the reliability. Also, Ferguson (1966, p. 385) states that reliability coefficients of less than .50 are not uncommon and that this low reliability does not necessarily invalidate a technique as a device for drawing valid inferences. He states that reliability may be compensated for by an increase in sample size. In view of the number of girls in the study (315) it would appear that certain trends can be shown. Some caution must be exercized in comparing the results from the split scale in this study with the results of other studies using a similar scale in its entirety. The splitting of the scale may not allow as firm comparisons to be made as might have been made had the whole scale been used.

The Haller and Peach scales were administered in the same form as they were originally used. They were not divided for administration

but were given as complete units. The separation into aspirations and expectations was only done as the data were recorded.

The OAL was based on the answers provided to the two questions used:

1. Of the jobs listed in this question which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your FORMAL EDUCATION IS OVER?

2. Of the jobs listed in this question which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

Occupational Expectation Level (OEL) was measured by the other half of the Haller Scale as mentioned previously. The two questions used to elicit long range and short range expectations were:

1. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN GET when your formal education is over?

2. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

The scores achieved by the students on both of these scales were rated as High, Medium or Low in the case of the boys and High, Medium High, Medium Low and Low in the case of the girls. The combined range of the Medium High and Medium Low scale for the girls, however, was similar to the Medium range for the boys. The boys' group had to be combined because of insufficient numbers for statistical treatment in some of the cells. The actual range of scores for each of the areas was as follows: 0 - 17 Low, 18 - 28 Medium and 29 - 36 High. For the girls

Medium High was 25 - 28 and Medium Low was 18 - 24. These values are in the same ratio to their total as those on Haller's scale.

Socio-Economic Status (SES) was measured by a modified version of Sewell's "Short Form of the Farm Family Socio-Economic Scale" (Sewell, 1943, pp. 161-170). The scale originally consisted of fourteen items but Siemens (1965) had modified it by the deletion of some of the items and the substitution of certain others. The two social participation items were removed entirely by Siemens because he felt that the father's and mother's attendance at Church or Sunday School was no longer a valid example of social participation. In view of the limited availability of churches in many areas of the Yukon it was decided to adopt these revisions for this study as well. In addition four other important material possessions were returned to the scale. Electricity, a television, a record player and a radio were assumed to be important indications of socio-economic status in the Yukon. Both of these items were on the original Sewell scale and their inclusion in this study should not have destroyed its validity. The main purpose of the scale was to indicate the relative position of families on a graded group of socio-economic items. As long as the items included covered a wide range of attainments then an effective comparison could be made.

Sewell's original scale had fourteen items: construction of house, room-person ratio, lighting facilities, running water, power washer, refrigerator, radio, telephone, automobile, daily newspaper, wife's education, husband's education, husband's attendance at Church and wife's attendance at Church. This study left thirteen items each

of which was scored one if a positive answer was received.

While the scale bears a close similarity to the scale employed in other Canadian studies, the lack of proper social participation items may have a biasing effect. However, it should provide a fairly sound instrument for comparison as the previous Canadian studies were also lacking in social participation items. Krecsy (1970), Boyle (1966), Hodgkins and Parr (1965), and Forcese and Siemens (1965) employed versions of the Sewell scale in their studies.

Intelligence scores were obtained from the Department of Education in Whitehorse. These scores were based on an Otis Quick Scoring Mental Ability Test, previously administered to the students. The Department administered this test to all students entering high school. The year of administration was different with each grade level and as a result some had been administered as much as five years before the date of this study. Unfortunately, a number of students did not have records of a score and as such were omitted from the comparisons. A total of 419 scores were obtained out of a possible 612. The other 195 students were not considered in the statistical treatment. This lack of complete information and the time lag involved would obviously bias the effect. However, by grouping the scores into three areas the effect of the bias is reduced somewhat. Certainly there should be enough to indicate a relationship existing between the vocational dimensions and intelligence.

Data for other factors (independent variables) were also obtained by questionnaire. The type of questions asked were concerned with ethnic origin, religion, home situation, size of home community, course preferences and extra-curricular participation.

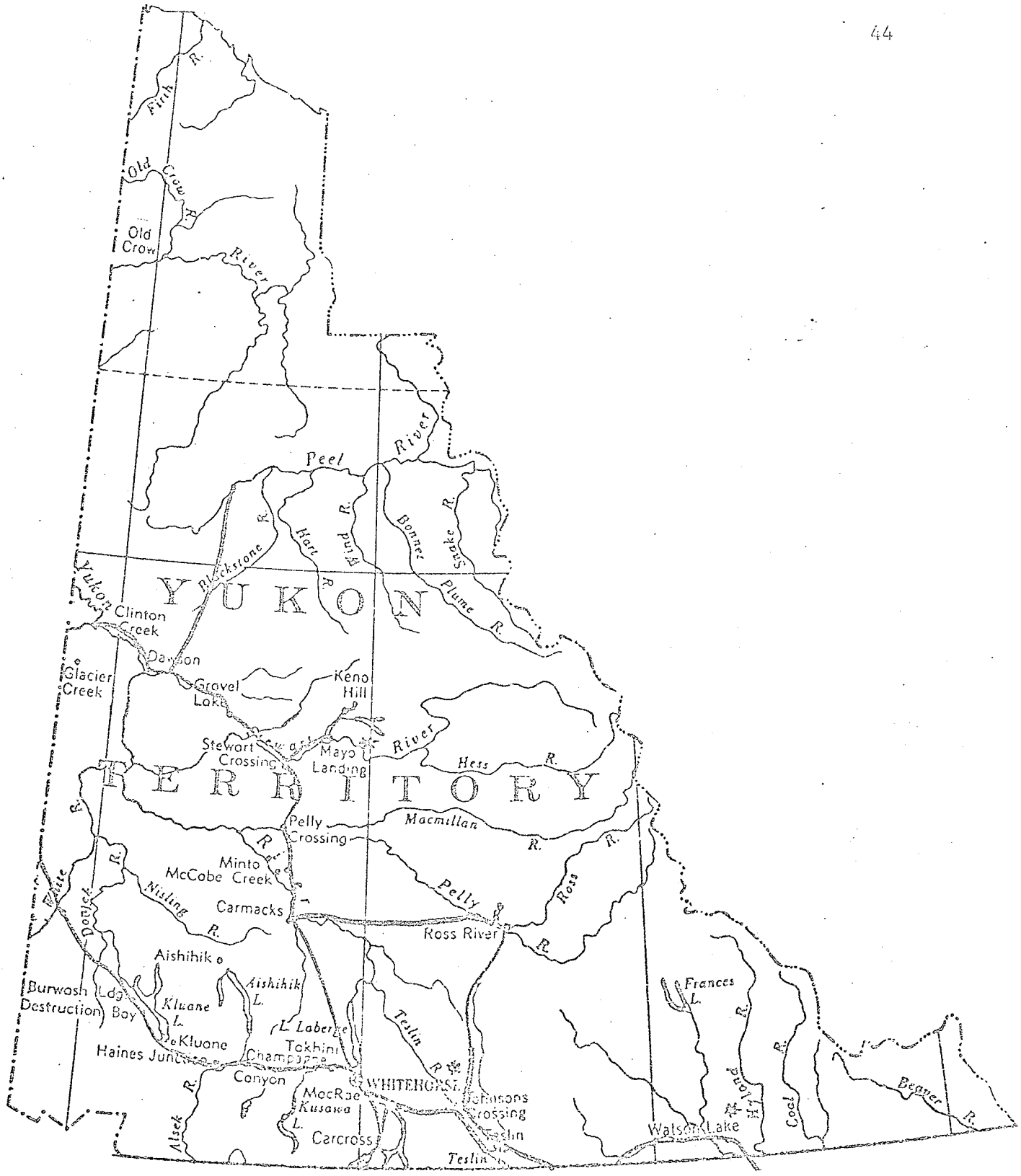
III. POPULATION

While only three centres--Whitehorse, Watson Lake and Mayo--are shown in the study, the students who attend these schools are drawn from the entire Yukon. F. H. Collins Senior Secondary School, in Whitehorse, is the only fully comprehensive school in the territory and with its accompanying dormitories accommodates students from as far away as Old Crow (see Figure 1).

The city of Whitehorse with a population of approximately 8,000 is the administrative capital of the Territory. It has two high schools, a large comprehensive type senior school, F. H. Collins Senior Secondary School, and a smaller Catholic Separate School, Christ The King High School. These two schools enrol over two thirds of the high school population of the Territory. This school population is drawn from a wide range of socio-economic groups as well as from a wide geographical area. Many Indian students as well as other students from remote areas where there are no high schools reside in one of the four dormitories in the city to attend school.

An elementary school with classes up to grade nine operates in Watson Lake which has a population of about a thousand people. The students above grade nine must go elsewhere for their education. Most of them go to Whitehorse. The other high school is located at Mayo. It offers courses to the end of grade eleven with the main emphasis on academic programs. Students wanting non-academic programs and students in grade twelve usually go to one of the Whitehorse schools.

The questionnaire was administered to students from grade eight



Highways

Figure 1. Map of the Yukon

to grade twelve in the four high schools. A total of 612 students out of a possible 946 answered the questionnaire which represents 65.8 per cent of the total. Actually a total of 704 students were given the questionnaire but 92 forms were invalidated because of incomplete information or obvious attempts to present ridiculous answers. Without exception the rejected forms came from the two schools in the city of Whitehorse and this may have a biasing effect. The remaining 612 respondents were comprised of 297 males and 315 females. Those answering the questionnaire therefore were a portion of the students from the Yukon. The group was not structured but is representative of all settled areas of the Yukon.

IV. COLLECTION OF THE DATA

The questionnaires were administered during a sixty-minute period by the classroom teacher in each case on June 15, 1970. The principals of each of the schools had been previously briefed by the Assistant Superintendent of Schools for the Yukon Territory and they had in turn briefed the classroom teachers involved. The format of the questionnaire was quite straightforward and no difficulty was reported by the supervising teachers.

The students were previously advised of the form of the questionnaire and were informed that their names were not required on the form although they could furnish them if they had no objection. They were also given the privilege of not completing the questionnaire if they did not wish to do so. As mentioned previously, no returns were received

from Old Crow which had closed for the summer. Also no returns were received from Dawson City where the test was not administered.

TABLE 2

NUMBER AND PERCENTAGE OF COMPLETION OF QUESTIONNAIRES BY SCHOOL AND GRADE

School	Questionnaires Completed By Grade					
	8	9	10	11	12	Total
F. H. Collins (Whitehorse)	153	116	112	87	38	506
Christ The King	27	27	18	-	-	72
Mayo-Elsa	14	-	-	-	-	14
Watson Lake	20	-	-	-	-	20
TOTALS	214	143	130	87	38	612
*Total Enrolment in Yukon (including Dawson City and Old Crow)	247	267	213	148	71	946
Per cent Coverage	86.5	53.6	61.0	58.7	53.5	65.8

The results of the questionnaire were punched on data cards during the summer of 1970 and processed on the computer at the University of Manitoba. The statistical treatment applied to the results involved the calculation of Chi-square and split-halves reliability. The Chi-square results were corrected for continuity by Yate's factor. The statistical information supplied with each of the hypotheses deals

with degrees of freedom (df), Chi-square (X^2), and probability values in respect to significant associations. Only those relationships with a confidence level exceeding one per cent were considered as highly significant in the discussion. Those with a confidence level exceeding five per cent and less than one per cent were considered as weakly significant.

VI. SUMMARY

In this chapter the discussion has focussed on the methods and procedures used in developing the questionnaire, obtaining the population, collecting the data and analyzing the data. In the next chapter the discussion will focus on the significant aspects of the Yukon situation as shown by the statistical treatment of the data.

CHAPTER IV

SIGNIFICANT ASPECTS OF THE STUDY

I. INTRODUCTION

A brief picture of the respondents and an analysis of the findings obtained from the statistical treatment of the data will be presented in this chapter. The findings are presented in the order of the hypotheses. Each hypothesis contains four sections for the boys and four for the girls. These sections will deal with the relationships of various factors to educational aspiration, educational expectation, occupational aspiration and occupational expectation. The statistical tables will not be presented in their entirety in this chapter but a complete summary is found in Appendix B.

The split-halves reliability test of the OAL and OEL scores indicated good reliability for the boys' scores. The scores for the girls were not as reliable and caution must be exercised in any conclusions drawn from the girls' scores. However, the reliability is sufficiently high to indicate definite trends in the results.

In certain cases students omitted an answer on the questionnaire. The complete questionnaire was not discarded. The rest of the information was used and only when a relationship involved the omitted answer was the respondent omitted. This accounts for the varying totals in the tables. In one case the total might be 612 and in another 609, depending on the number of answers given by the respondents.

The Respondents

The respondents to the questionnaire ranged in age from thirteen to twenty plus. Sixty six per cent of them were in the 14, 15 and 16 year range, with only 1 per cent in the 20 plus range as shown in Table 3.

TABLE 3

NUMBER AND PERCENTAGE OF RESPONDENTS BY AGE

	A G E								
	13	14	15	16	17	18	19	20	Total
Boys	35	72	77	51	40	11	10	1	29
	12%	24%	26%	18%	13%	3%	3%	1%	100%
Girls	46	73	80	52	37	22	1	4	315
	15%	23%	25%	16%	12%	7%	1%	1%	100%
Total	81	145	157	103	77	33	11	5	612
	13%	24%	26%	16%	13%	5%	2%	1%	100%

The grade level distribution reported in Table 4 shows the largest percentage (33) in the grade eight level. The percentage in each grade decreases as the grade level gets higher. The apparent high drop-out rate can partially be accounted for by the fact that a number of grade twelve students did not complete the questionnaire. (See Table 1, Chapter III for a complete outline of the number of students completing the questionnaire.)

TABLE 4

NUMBER AND PERCENTAGE OF RESPONDENTS BY GRADE

	GRADE											
	8		9		10		11		12		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	97	(33)	82	(28)	63	(21)	42	(14)	13	(4)	297	(100)
Girls	102	(32)	77	(25)	66	(21)	45	(14)	25	(8)	315	(100)
Total	199	(33)	159	(26)	129	(21)	87	(14)	38	(6)	612	(100)

The data on programs being followed by the students are shown in Table 5 and indicate a large number in the academic program as compared to the non-academic programs.

TABLE 5

NUMBER AND PERCENTAGE OF RESPONDENTS BY PROGRAMS

	PROGRAM									
	Academic		Industrial		Commercial		Home Ec.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	221	(74)	73	(25)	3	(1)	0	(0)	297	(100)
Girls	247	(79)	0	(0)	39	(13)	26	(8)	312	(100)
Total	468	(77)	73	(12)	42	(7)	26	(4)	609	(100)

II. FAMILY CHARACTERISTICS

Hypothesis 1.0 THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS ARE RELATED TO CERTAIN FAMILY VARIABLES.

1.1 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the socio-economic status of the family.

A modified version of the Sewell scale was employed to determine the socio-economic status of the family. As previously mentioned this scale had only thirteen items instead of the fourteen used by Sewell. However, the three categories used in this study were set on a similar basis. Those scoring twelve and thirteen were assigned to a High category; those scoring eight to eleven were considered to be in the Medium category; and those scoring seven or below were classified in the Low category. This classification resulted in a distribution as shown in Table 6 with 43 per cent of the students in the High SES category, 48 per cent in the Medium category and only 9 per cent in the Low category.

TABLE 6

THE DISTRIBUTION OF YUKON HIGH SCHOOL STUDENTS ACCORDING TO THEIR SOCIOECONOMIC STATUS

	SOCIO-ECONOMIC STATUS							
	High		Medium		Low		Total	
	No.	%	No.	%	No.	%	No.	%
Boys	121	(43)	135	(48)	23	(9)	279	(100)
Girls	127	(42)	148	(49)	24	(9)	299	(100)
Total	248	(43)	283	(48)	47	(9)	578	(100)

These cut-off points, although similar to other studies, were set arbitrarily. The resulting distribution has an unusually small number in the Low category when compared to the other studies. Siemens (1965, p. 153) showed 21 per cent in the Low category in his study of Manitoba students. An explanation might be that there is a small percentage of low socio-economic families resident in the Yukon. Those families coming to the Yukon from other areas of Canada are usually enticed by high wages and supplied living accommodations or living allowances and as a result would show as having medium or high socio-economic status on the scale. This should tend to decrease the percentage of students in the low category. The data in Table 7 showed that students from the low socio-economic category did not necessarily have low aspirations or expectations. For instance, of those boys

TABLE 7

THE PERCENTAGE DISTRIBUTION OF YUKON HIGH SCHOOL STUDENTS ACCORDING TO THEIR EDUCATIONAL ASPIRATIONS AND SOCIO-ECONOMIC STATUS

	EDUCATIONAL ASPIRATIONS					
	High		Medium		Low	
	Boys	Girls	Boys	Girls	Boys	Girls
	No. %	No. %	No. %	No. %	No. %	No. %
High	66 (55)	43 (34)	59 (44)	55 (37)	4 (17)	4 (17)
Medium	42 (35)	71 (56)	58 (43)	69 (47)	14 (61)	15 (63)
Low	13 (10)	13 (10)	18 (13)	24 (16)	5 (22)	5 (20)
Total	121 (100)	127 (100)	135 (100)	148 (100)	23 (100)	24 (100)

having low socio-economic status, 17 per cent had high educational aspiration levels, 61 per cent had medium educational aspiration levels and 20 per cent had low. In the same category for girls the respective percentages were 17 per cent, 63 per cent and 22 per cent. Much the same pattern exists for EEL, OAL and OEL for both boys and girls.

The data in Table 8 showed a wide variation between the educational aspirations and expectations and the occupational aspirations and expectations. For instance, of the low SES group, 17 per cent of the boys had high educational expectations but 73 per cent had high occupational expectations. For the same category of the girls, 8 per cent had high educational expectations but 71 per cent had high occupational expectations. This distribution could mean that the type of environment in the Yukon still presents the idea that the main requisite for high prestige occupations is hard work and that the level of education is not all that important. Another reason for this variation might be considerable vocational immaturity on the part of the respondents either because of age or lack of factual information. In view of the number of grade eight students involved in the study, the most plausible explanation would seem to be the vocational immaturity of the students and this will bear further investigation later in this study.

The lack of highly significant relationships in Table 9 indicates the hypothesis that the educational and occupational aspirations and expectations of high school boys and girls in the Yukon vary directly with the socio-economic status of the family must be rejected.

The only significant relationship indicated by the data is at the

TABLE 8

A PERCENTAGE COMPARISON OF YUKON STUDENTS AT EACH LEVEL OF EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EDUCATIONAL AND OCCUPATIONAL EXPECTATIONS FOR EACH OF THE SES LEVELS

	Aspirations				Expectations			
	Boys		Girls		Boys		Girls	
	Ed	Occ	Ed	Occ	Ed	Occ	Ed	Occ
High SES Level								
High	55	36	34	36	50	49	31	60
Medium	35	34	56	46	37	35	56	37
Low	10	30	10	18	13	26	13	3
Medium SES Level								
High	44	34	37	38	44	54	34	57
Medium	43	45	47	43	42	30	49	38
Low	13	21	16	19	14	16	27	5
Low SES Level								
High	17	66	17	39	17	73	8	71
Medium	61	26	63	41	65	23	75	29
Low	22	8	20	19	18	4	17	0

five per cent level between the occupational aspiration level of the boys and their socio-economic status. Since a similar relationship is not shown with their occupational expectations, some factor must be influencing the effect of socio-economic status as a determining factor for their occupational expectations. Once again this could be an indication of vocational immaturity. Another possible explanation could be extremely high motivation. The data in Table 8 indicated a very high percentage of students from low socio-economic backgrounds with very high occupational aspirations and expectations. Perhaps those students from low socio-economic backgrounds who have reached high school can see all sorts of high level occupations to which they can aspire but these aspirations may be limited by expectations of an occupation which will not remove them from the northern environment. Students from the high socio-economic group may aspire to high level jobs but may not see possibilities of attaining these in the Yukon and may then modify their expectations.

TABLE 9

STATISTICAL SUMMARY FOR THE ASSOCIATION BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND SES OF FAMILY

	SOCIO-ECONOMIC STATUS					
	Boys			Girls		
	df	x^2	p	df	x^2	p
EAL	4	9.24	N.S.	6	4.85	N.S.
EEL	4	6.84	N.S.	6	7.06	N.S.
OAL	6	15.67	<.05	6	1.55	N.S.
OEL	4	4.28	N.S.	6	2.02	N.S.

The data on this hypothesis indicated there has been little stratification of aspirations and expectations for education and occupation on the basis of the socio-economic status of the family. If any trend has been indicated it has been for many of the low level socio-economic students to have medium and high occupational aspirations and expectations, or in general terms, a trend towards reducing of the effects of socio-economic status on the four vocational dimensions.

1.2 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary with the ethnic background of the family.

The ethnic background of the student was based on the ethnicity of the male parent. This method for determining ethnicity follows the same pattern as the previous studies mentioned in the review of literature. For this reason a number of students who had Indian mothers but not Indian fathers were assigned to a different category. However, the percentage of students of Indian background (10 per cent) is only slightly lower than the total percentage of Indians in the population of the Yukon (12 per cent).*

The data of Table 10 showed that, of the low SES group, 37 out of the total of 58 students (64 per cent) are of Indian background. It would appear that these students, in spite of a disadvantaged background, are aspiring and expecting to reach educational and occupational goals in a manner very similar to their fellow students. The strong relationship between ethnic origin and socio-economic status has had little or no effect on their aspirations and expectations.

*Statistics from "Teaching in the Yukon," published by Yukon Department of Education, 1969.

TABLE 10

THE RELATIONSHIP OF ETHNIC BACKGROUND TO THE S.E.S. OF HIGH SCHOOL STUDENTS OF THE YUKON

S.E.S.	ETHNIC BACKGROUND							
	American	Indian	British	French	German	Slavic	Other	Total
High	14	9	131	24	29	5	49	261
Medium	18	18	150	22	23	19	39	289
Low	3	37	9	5	0	2	2	58
Total	35	64	290	51	52	26	90	608

$df = 12$, $x^2 = 201.00$, $p < .01$

A trend indicated in the data of Table 11 is that a small percentage of Indian students had high educational aspirations and expectations. Yet an amazing number indicated high occupational aspirations and expectations. One explanation could be an insufficient understanding of the educational requirements for high level occupations.

TABLE 11

A PERCENTAGE COMPARISON OF THE ASPIRATIONS AND EXPECTATIONS OF INDIAN STUDENTS

	Aspirations				Expectations			
	Boys		Girls		Boys		Girls	
	Ed	Occ	Ed	Occ	Ed	Occ	Ed	Occ
High	19	67	31	34	15	17	17	54
Medium	48	30	52	43	52	24	72	46
Low	33	3	17	23	33	4	11	0

TABLE 12

A STATISTICAL SUMMARY OF THE RELATIONSHIP BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND ETHNIC ORIGIN

	ETHNIC ORIGIN OF FAMILY					
	Boys			Girls		
	df	x^2	p	df	x^2	p
EAL	12	16.33	N.S.	12	8.24	N.S.
EEL	12	16.98	N.S.	12	11.46	N.S.
OAL	12	19.36	N.S.	18	6.39	N.S.
OEL	12	6.68	N.S.	12	20.76	N.S.

Since no significant relationship was indicated in Table 12 between the four vocational dimensions and ethnic background, the hypothesis that educational and occupational aspirations and expectations will vary with the ethnic background of the family must be rejected.

In spite of a highly significant relationship between ethnic background and socio-economic status this has had no obvious effect on the vocational aspirations and expectations of the students. Even the Indian students who tended to occupy the lower levels of the socio-economic scale showed no relationship between their educational or occupational aspirations and expectations and their ethnic background.

1.3 The educational and occupational aspirations and expectations of Yukon high school boys and girls will be related to the religious background of the family.

The data for this factor outlined in Table 13 showed that the three main religions in the Yukon are Anglicans, representing 33 per cent; the Roman Catholics, 21 per cent; and the United Church members or adherents, 19 per cent of the parents of the students sampled. Only 9 per cent showed parents with no religious affiliation.

TABLE 13

RELIGIOUS BACKGROUND OF YUKON STUDENTS

	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Anglican	99	(36)	95	(32)	194	(33)
Roman Catholic	52	(19)	69	(22)	121	(21)
United	44	(15)	65	(21)	109	(19)
Other	56	(20)	45	(15)	101	(17)
None	27	(10)	22	(10)	49	(9)
Total	278	(100)	296	(100)	574	(100)

The data in Table 14 indicated no significant relationships with any of the vocational dimensions being examined and therefore the hypothesis that the educational and occupational aspirations and expectations of Yukon high school boys and girls will vary with the religious background of the family was rejected.

TABLE 14

A STATISTICAL SUMMARY OF THE RELATIONSHIP BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND THE RELIGIOUS BACKGROUND OF THE FAMILY

	RELIGIOUS BACKGROUND OF THE FAMILY					
	Boys			Girls		
	df	x^2	p	df	x^2	p
EAL	8	2.58	N.S.	12	5.16	N.S.
EEL	8	2.89	N.S.	12	6.22	N.S.
OAL	12	10.67	N.S.	12	11.04	N.S.
OEL	8	3.01	N.S.	12	13.94	N.S

1.4 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the education level of the parents.

The data in Table 15 show 9 per cent of the fathers had less than Grade V, 25 per cent had Grade V to Grade VIII, 33 per cent had some high school, 20 per cent had graduated from high school and 13 per cent had some education beyond high school. The data also show 11 per cent of the mothers had less than Grade V, 15 per cent had Grade V to Grade VIII, 34 per cent had some high school, 27 per cent had a high school graduation and 12 per cent had some education beyond high school.

TABLE 15

THE DISTRIBUTION OF FATHERS AND MOTHERS ON THE EDUCATIONAL SCALE

Education	Fathers	Mothers
Below Grade V	55	67
Grade V - VIII	150	91
Some high school	193	203
High school graduate	118	160
Beyond high school	75	71
Total	591	592

The education level of the father appeared to have little effect on the percentage of students aspiring or expecting to have high educational or occupational levels as shown by the data in Table 16. Only the educational expectation of boys showed a weak relationship with the father's level of education. The educational aspirations and expectations of both boys and girls did show a slightly smaller percentage of students whose fathers had low education levels showing high educational aspiration and expectation levels than those whose fathers had high education levels. However, in the occupational aspirations and expectations the students whose fathers had low education levels tended to have higher aspirations and expectations than those whose fathers had high education levels.

TABLE 16

A STATISTICAL SUMMARY FOR THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND THE EDUCATION LEVEL OF THEIR PARENTS

	EDUCATIONAL LEVEL OF PARENTS					
	Boys			Girls		
	df	x^2	p	df	x^2	p
Father						
EAL	8	14.42	N.S.	12	17.72	N.S.
EEL	8	17.31	<.05	12	14.93	N.S.
OAL	12	11.74	N.S.	12	10.99	N.S.
OEL	8	3.77	N.S.	12	17.00	N.S.
Mother						
EAL	8	11.96	N.S.	12	11.93	N.S.
EEL	8	16.35	<.05	12	6.00	N.S.
OAL	12	24.26	<.05	12	11.74	N.S.
OEL	8	5.58	N.S.	12	15.08	N.S.

The same trends are indicated in the relationships with the mother's education levels. In fact, they become a little more obvious and some weak relationships at the .05 level are shown for the boys for both educational expectation level and occupational aspiration level. (See Appendix B, Tables 47 and 48 for complete data.)

The lack of any highly significant relationships, however, means

that the hypothesis that the educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the educational level of the parents was rejected.

1.5 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the occupational level of the father.

The students were asked to indicate their father's occupation. This occupation was then classified according to the NORC ratings used by Haller and assigned a rank of one to nine. Those falling in Group 9 were given a value of 72. (In order to relate to the Haller scale the score of 9 was multiplied by 8 as there were eight questions on the Haller scale. The same relationship could have been obtained by dividing the Haller scale range by 8). Those falling in the 0-35 range were classified as Low, those in the 36-49 range as Medium Low, those in the 50-57 range as Medium High and those in the 58-72 range as High. In this way the father's occupational level was established on a comparable scale to the one on which aspirations and expectations of the students were established. (See Appendix B, Table 49 for more complete outline.)

The data in Table 17 show no significant relationships were indicated for either the boys or the girls. The hypothesis that the educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the occupational level of their fathers was rejected.

TABLE 17

A STATISTICAL SUMMARY OF THE RELATIONSHIP BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND THE OCCUPATION LEVEL OF THEIR FATHERS

	FATHER'S OCCUPATION LEVEL					
	Boys			Girls		
	df	x^2	p	df	x^2	p
EAL	6	4.59	N.S.	9	10.51	N.S.
EEL	6	7.88	N.S.	9	10.27	N.S.
OAL	9	11.21	N.S.	9	10.64	N.S.
OEL	6	7.20	N.S.	9	8.37	N.S.

1.6 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the encouragement of the parents for continuing education.

The respondents' answers were grouped to indicate if their mothers or fathers gave them strong, some, or no encouragement to continue their education. The original question had asked:

Concerning my education, my father (my mother) has:

1. strongly encouraged me to continue
2. given me some encouragement to continue
3. encouraged me to work after graduating from high school
4. encouraged me to quit high school and work
5. never said much about it

Responses 3, 4 and 5 were scored as no encouragement to continue.

It is interesting to note in Table 18 that in every case, over

fifty per cent of the students indicated strong parental encouragement. In the case of both the boys and the girls for both father and mother the majority felt they were strongly encouraged to continue their education. Mother's influence appeared to be equal for boys and girls but the father's influence was very strong on the girls but not quite as strong on the boys.

TABLE 18

A SUMMARY OF THE INFLUENCE OF PARENTAL ENCOURAGEMENT ON THE EDUCATIONAL ASPIRATIONS OF YUKON HIGH SCHOOL STUDENTS

	STRENGTH OF ENCOURAGEMENT							
	Strong		Some		None		Total	
	No.	%	No.	%	No.	%	No.	%
Father's Encouragement								
Boys	172	(62)	49	(17)	57	(21)	278	(100)
Girls	159	(53)	58	(19)	78	(28)	295	(100)
Mother's Encouragement								
Boys	188	(68)	50	(18)	37	(14)	275	(100)
Girls	171	(58)	72	(24)	52	(18)	295	(100)

Of all the family factors examined, this factor showed the strongest relationship to educational and occupational aspirations and expectations. The data in Table 19 indicate that the student's perception of father's encouragement showed significance at the one per

cent level for the educational aspirations of both boys and girls and for the educational expectations of girls. It showed significance at the five per cent level for the educational aspirations of boys as well. However, father's encouragement exhibited no relationship to the occupational aspirations and expectations of boys. Father's encouragement showed strong relationship with the occupational aspirations of girls.

TABLE 19

A STATISTICAL SUMMARY OF THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND THE STRENGTH OF PARENTAL ENCOURAGEMENT FOR CONTINUING EDUCATION

		PARENTAL ENCOURAGEMENT					
		Boys			Girls		
		df	x^2	p	df	x^2	p
Father:	EAL	4	17.48	<.01	6	21.01	<.01
	EEL	4	11.51	<.05	6	21.54	<.01
	OAL	6	7.33	N.S.	6	18.39	<.01
	OEL	4	6.64	N.S.	6	7.12	N.S.
Mother:	EAL	4	11.56	<.05	6	10.22	N.S.
	EEL	4	15.56	<.01	6	12.68	<.05
	OAL	6	14.39	<.05	6	20.21	<.01
	OEL	4	5.77	N.S.	6	14.74	<.05

The student's perception of mother's encouragement also appears to be very important. This perception of mother's encouragement showed

strong relationship with boys' educational expectation levels and girls' occupational aspiration level. Weak relationships were exhibited with boys' educational expectations and occupational aspirations and girls' educational expectations and occupational expectations.

The data indicate that the hypothesis that the educational aspirations of boys and the educational aspirations and expectations and occupational aspirations of girls increase with the strength of the father's encouragement for continuing education must be accepted. The data also indicate the acceptance of the relationship between the boys' educational expectations and girls' occupational aspirations, and the mother's encouragement for continuing education. However, a number of weak relationships at the five per cent level were also indicated. These relationships involved boys' educational expectation level with father's encouragement and the boys' educational aspiration level and occupational aspiration level and the girls' education expectation level and occupational expectation level with the mother's encouragement for continuing education.

1.7 The educational and occupational aspirations and expectations of Yukon high school boys and girls will be higher in a normal home than in a broken home.

A normal home was considered to be one in which the student lived with both parents. All other responses were taken to indicate a broken home. A weak relationship was shown in Table 20 between home situation and boys' educational expectations. Otherwise, no significant relationships were indicated and the sub-hypothesis that educational and occupational aspirations and expectations of Yukon high school boys and girls will be higher in normal homes than in broken homes must be rejected.

TABLE 20

A STATISTICAL SUMMARY OF THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND THEIR HOME SITUATION

	HOME SITUATION					
	df	x^2	p	df	x^2	p
EAL	3	7.53	N.S.	3	1.43	N.S.
EEL	3	9.09	<.05	3	0.94	N.S.
OAL	3	5.68	N.S.	3	5.23	N.S.
OEL	3	3.30	N.S.	3	1.61	N.S.

Summary

The hypothesis that the educational and occupational aspirations and expectations of Yukon high school boys and girls are related to certain family variables must be rejected as shown by the data of Table 21. Parental encouragement is the only factor to show a highly significant relationship with any of the vocational dimensions. This seems to be the only aspect of the family factors studied to have considerable effect on the vocational choice process of these students.

TABLE 21

A STATISTICAL SUMMARY OF THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND SELECTED FAMILY VARIABLES

	Boys				Girls			
	EAL	EEL	OAL	OEL	EAL	EEL	OAL	OEL
Ethnic Background	NS	NS	NS	NS	NS	NS	NS	NS
Religious Background	NS	NS	NS	NS	NS	NS	NS	NS
Father's Educ. Level	NS	<.05	NS	NS	NS	NS	NS	NS
Mother's Educ. Level	NS	<.05	.05	NS	NS	NS	NS	NS
Father's Occ. Level	NS	NS	NS	NS	NS	NS	NS	NS
Father's Encouragement	.01	<.05	NS	NS	<.01	<.01	<.01	NS
Mother's Encouragement	.05	<.01	.05	NS	NS	<.05	<.01	<.05
Home Situation	NS	<.05	NS	NS	NS	NS	NS	NS
Socio-economic Status	NS	NS	<.05	NS	NS	NS	NS	NS

III. PERSONAL FACTORS

Hypothesis 2.0 THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS ARE RELATED TO CERTAIN PERSONAL VARIABLES.

2.1 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the intelligence quotient of the student.

The intelligence quotients obtained were grouped into three

classes. An I.Q. of 95 or below was termed Low. The range 96-115 was termed Average and those over 115 were termed as High. In view of the small number of I.Q. scores available, the boys and girls were grouped together for the statistical treatment. The hypothesis applies only to those students for whom I.Q. scores were available.

The Indian students made up 35 per cent of the low I.Q. group, and 6 per cent of the average group as shown in Table 22. They are the only ethnic group to indicate this pattern.

TABLE 22

THE RELATIONSHIP BETWEEN ETHNIC BACKGROUND AND INTELLIGENCE QUOTIENT

	I. Q.							
	95 and lower		96-115		116 and higher		Total	
	No.	%	No.	%	No.	%	No.	%
American	5	(9)	13	(6)	8	(6)	26	(5)
Indian	20	(35)	13	(6)	1	(1)	34	(8)
British	19	(33)	118	(52)	74	(57)	211	(50)
French	2	(3)	20	(9)	8	(6)	30	(7)
German	4	(7)	18	(7)	15	(11)	37	(9)
Slavic	2	(3)	10	(4)	4	(3)	16	(4)
Other	5	(10)	36	(16)	22	(16)	63	(16)
Total	57	(100)	228	(100)	132	(100)	417	(100)

$df = 12, \quad x^2 = 65.81, \quad p < .01$

According to Siemens (1965, p. 86) an unresolved controversy still exists over the meaning of I.Q. Because of the fairly widespread use of the scores, however, this study has examined them for possible relationships with vocational choice. The results of the data shown in Table 23 indicate that the I.Q. scores related significantly to the educational expectations and occupational expectations and aspirations and weakly, at the 5 per cent level, to the educational aspirations of Yukon high school students. One can only conclude that, at present, abilities as measured by I.Q. scores, are important influencers of vocational aspirations and expectations. It is difficult to say whether the labelling of a student with an I.Q. score affects his vocational aspirations and expectations or whether his actual intellectual ability affects the choice.

TABLE 23

A STATISTICAL SUMMARY OF THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL STUDENTS AND THEIR INTELLIGENCE SCORES

	Boys/Girls		
	df	x^2	p
EAL	6	17.75	<.01
EEL	6	20.28	<.01
OAL	6	33.02	<.01
OEL	6	15.13	<.05

On the basis of the results obtained we must accept the hypothesis that educational and occupational aspirations and expectations of Yukon high school students will vary with the intelligence quotient of the student.

2.2 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the leadership self-concept of the student.

The leadership self-concept was measured by the student answering a question which rated his own leadership ability as below average, average or above average. Most of the students rated themselves as average (80 per cent). The percentage in the above average group was 8 per cent and the below average group had 12 per cent as shown in Table 24. Twice as many boys rated themselves as high as compared to the girls. The boys' group related significantly to occupational expectation and the girls showed a weak relationship with educational aspirations and expectations.

TABLE 24

DISTRIBUTION OF SELF RATED LEADERSHIP SELF-CONCEPT AMONG YUKON HIGH SCHOOL STUDENTS

	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Above Average	31	(11)	15	(5)	46	(8)
Average	225	(77)	254	(82)	479	(80)
Below Average	37	(12)	42	(13)	79	(12)
Total	293	(100)	311	(100)	604	(100)

On the basis of the data from Table 25 the hypothesis that the occupational expectations of Yukon high school boys increase with their leadership self-concept has been accepted.

The other sections of the hypothesis in regard to boys' educational aspirations and expectations and occupational aspirations and girls' educational and occupational aspirations and expectations are rejected in view of the lack of significant relationships.

TABLE 25

A STATISTICAL SUMMARY OF THE RELATIONSHIP BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND THEIR LEADERSHIP SELF-CONCEPT

	LEADERSHIP SELF-CONCEPT					
	Boys			Girls		
	df	x^2	p	df	x^2	p
EAL	4	8.06	N.S.	6	15.95	<.05
EEL	4	5.91	N.S.	4	9.78	<.05
OAL	6	4.49	N.S.	6	3.70	N.S.
OEL	4	20.47	<.01	6	7.64	N.S.

2.3 The educational and occupational aspirations and expectations of Yukon high school boys and girls will be related to the religious practice of the student.

According to the data of Table 26 only 16 per cent of the boys and 34 per cent of the girls indicated they practiced the religion of their family. While this might be indicative of a strong feeling of

TABLE 26

THE DISTRIBUTION OF RELIGIOUS PRACTICE AMONG YUKON HIGH SCHOOL STUDENTS

	RELIGIOUS PRACTICE					
	Practicing		Non-Practicing		Total	
	No.	%	No.	%	No.	%
Boys	48	(16)	232	(84)	280	(100)
Girls	103	(34)	196	(66)	299	(100)
Total	151	(26)	428	(74)	579	(100)

disillusionment on the part of the students towards their religion, it does not relate significantly to the vocational choice dimensions under study. The data of Table 27 show no significant relationships between religious practice and aspirations and expectations in either group. As a result the hypothesis that the educational and occupational aspirations and expectations of Yukon high school boys and girls will vary with their religious practice was rejected.

Summary

The hypothesis that the educational and occupational aspirations and expectations of Yukon high school boys and girls are related to certain personal variables is accepted for the intelligence scores of the students. It is also accepted that boys' occupational aspirations are related to their leadership self-concept. The relationship of the

TABLE 27

A STATISTICAL SUMMARY OF THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND THEIR RELIGIOUS PRACTICE

	RELIGIOUS PRACTICE					
	Boys			Girls		
	df	x^2	p	df	x^2	p
EAL	3	0.70	N.S.	3	5.04	N.S.
EEL	3	0.47	N.S.	3	5.95	N.S.
OAL	3	6.66	N.S.	3	3.77	N.S.
OEL	3	1.33	N.S.	3	5.42	N.S.

leadership self-concept and the other vocational dimensions is not significant, however, and no relationship was established between the vocational dimensions and the religious practice of the students. A summary of the relationships is shown in Table 28.

TABLE 28

A STATISTICAL SUMMARY OF THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND CERTAIN PERSONAL VARIABLES

	Boys				Girls			
	EAL	EEL	OAL	OEL	EAL	EEL	OAL	OEL
Intelligence Quotient	<.05	<.01	<.01	<.01	<.05	<.01	<.01	<.01
Leadership Self-Concept	N.S.	N.S.	N.S.	<.01	<.05	<.05	N.S.	N.S.
Religious Practice	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.

IV. FACTORS OF THE EDUCATIONAL MILIEU

Hypothesis 3.0 THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS ARE RELATED TO CERTAIN VARIABLES OF THEIR EDUCATIONAL MILIEU.

3.1 The educational and occupational aspirations and expectations of Yukon high school boys and girls are related to course preferences and dislikes.

The subjects selected by the students were classified as Humanities, Social Sciences, Sciences and Applied Subjects. There was also a category for no dislikes or preferences.

Subjects such as English, French, German, Music and Art were treated as Humanities. Geography, History and Economics were treated as Social Sciences. The Sciences were Mathematics, Chemistry, Physics, Biology and Science. The Applied Subjects were those with a vocational aspect such as Home Economics, Woodworking or Automotive.

As shown in Table 29, almost 50 per cent of the boys expressed a dislike for the Humanities while the girls showed an equal dislike for the Sciences. The girls showed a strong preference for the Humanities while the boys strongly favoured the Applied Subjects and the Sciences. Very few students had no dislikes or preferences.

The data for Table 30 indicate no significant relationships for either course dislikes or preferences for the four vocational dimensions. The data for the girls showed no relationship between course dislikes and the vocational dimensions but showed a significant relationship between occupational aspirations and course preferences and

TABLE 29

A SUMMARY OF THE COURSE PREFERENCES AND DISLIKES OF YUKON STUDENTS

	Preferences				Dislikes			
	Boys		Girls		Boys		Girls	
	No.	%	No.	%	No.	%	No.	%
Humanities	59	(20)	140	(45)	143	(48)	59	(19)
Social Sciences	38	(13)	41	(13)	35	(12)	51	(16)
Sciences	83	(28)	43	(14)	81	(27)	164	(52)
Applied Courses	109	(37)	84	(26)	16	(5)	25	(8)
None	6	(2)	6	(2)	20	(8)	14	(5)
Total	295	(100)	314	(100)	295	(100)	313	(100)

a weak relationship with educational aspiration and course preferences. Course preferences appear to be significantly affecting the occupational aspirations of girls.

As a result, the hypothesis that the educational and occupational aspirations and expectations of Yukon high school boys and girls are related to course preferences and dislikes was rejected.

TABLE 30

A STATISTICAL SUMMARY OF THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON BOYS AND GIRLS AND COURSE PREFERENCES AND DISLIKES

	Boys			Girls		
	df	x^2	p	df	x^2	p
Dislikes:						
EAL	12	8.76	N.S.	8	8.78	N.S.
EEL	12	7.22	N.S.	8	5.43	N.S.
OAL	12	4.67	N.S.	12	9.59	N.S.
OEL	12	5.32	N.S.	8	8.16	N.S.
Preferences:						
EAL	8	12.13	N.S.	12	23.59	$<.05$
EEL	8	11.26	N.S.	12	19.06	N.S.
OAL	12	16.31	N.S.	12	28.14	$<.01$
OEL	8	8.52	N.S.	12	9.49	N.S.

3.2 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary inversely with the failure record of the student.

The respondents had been classified as those having no failures, one failure, two failures, or three or more failures. The boys consistently showed a higher failure rate than the girls as indicated in Table 31. However, the general pattern of distribution of each was very similar.

TABLE 31

THE DISTRIBUTION OF FAILURES AMONG YUKON HIGH SCHOOL STUDENTS

	Failures						Total Respondents	
	None		One		Two			
	No.	%	No.	%	No.	%	No.	%
Boys	171	(44)	77	(55)	32	(67)	280	(48)
Girls	221	(56)	62	(45)	16	(33)	299	(52)
Total	392	(100)	139	(100)	48	(100)	579	(100)

The failure record of the boys showed a highly significant relationship with their expectations of education and occupation and a weak relationship with their educational aspirations as illustrated in Table 32. The girls' failure record showed only weak relationships with their occupational aspirations. The boys appear to be quite realistic in their expectations of education and occupation in relation to their ability as indicated by their failure record. The girls do not appear to place as much importance upon failure record in their eventual attainment of an education or an occupation. Seventy-four per cent of the female respondents indicated no failures in their course work, while only 61 per cent of the boys indicated no failure.

On the basis of the data the hypothesis that the educational and occupational expectations of boys are related to their failure record was accepted. However, the hypothesis that the educational and occupational aspirations and expectations of girls are related to their failure

record was rejected. These findings are taken as very slight support for the general hypothesis.

TABLE 32

A STATISTICAL SUMMARY OF THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON STUDENTS AND THEIR FAILURE RECORD

	Boys			Girls		
	df	x^2	p	df	x^2	p
EAL	6	14.06	<.05	6	3.21	N.S.
EEL	6	21.05	<.01	6	7.45	N.S.
OAL	9	14.24	N.S.	6	13.39	<.05
OEL	6	23.33	<.01	6	7.71	N.S.

3.3 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary inversely with the distance of their residence from school.

3.4 The educational and occupational aspirations and expectations of Yukon high school boys and girls are related to the method of transportation to school.

3.5 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary inversely with the number of schools attended.

3.6 The educational and occupational aspirations and expectations of Yukon high school boys and girls are related to their residence while attending school.

These four physical factors of the educational milieu of the students have been treated together because of their similarity. The statistical tables have also been combined in Table 33.

TABLE 33

A STATISTICAL SUMMARY OF THE RELATIONSHIP BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND CERTAIN PHYSICAL VARIABLES OF THEIR EDUCATIONAL MILIEU

	Boys			Girls		
	df	x^2	p	df	x^2	p
Residence						
EAL	4	5.10	N.S.	6	4.89	N.S.
EEL	4	7.10	N.S.	4	5.95	N.S.
OAL	6	5.79	N.S.	6	0.71	N.S.
OEL	4	3.00	N.S.	6	2.36	N.S.
Distance						
EAL	6	6.12	N.S.	9	7.76	N.S.
EEL	6	4.35	N.S.	9	9.85	N.S.
OAL	9	11.94	N.S.	9	5.00	N.S.
OEL	6	2.59	N.S.	9	3.58	N.S.
Transportation						
EAL	4	3.85	N.S.	6	2.90	N.S.
EEL	4	2.65	N.S.	6	2.46	N.S.
OAL	6	4.51	N.S.	6	1.17	N.S.
OEL	4	9.07	N.S.	6	1.06	N.S.
Number of Schools						
EAL	8	8.05	N.S.	15	7.93	N.S.
EEL	8	2.93	N.S.	15	10.49	N.S.
OAL	8	6.58	N.S.	15	12.04	N.S.
OEL	8	1.32	N.S.	15	5.91	N.S

The student's residence while attending school, the distance from school, the method of transportation, and the number of schools attended show no significant relationships to the educational and occupational aspirations and expectations of Yukon high school boys and girls. Of interest is the indication of mobility of Yukon families with 19 per cent of the students having attended five or more schools in their school career. This appears to have little effect on their aspirations and expectations. The rejection of these hypotheses was indicated.

3.7 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the teachers' encouragement to continue school.

The respondents were given the same alternatives to answer as they were under parental encouragement. The data from Table 34 show over fifty per cent of them indicated no encouragement from their teachers to continue school. Only 19 per cent felt they were given strong encouragement to continue. This feeling of little teacher encouragement appears to say that the teachers either are not involved in the vocational choice process or do not agree with the philosophy of keeping students in school as long as possible. In either case it is not a healthy sign for the vocational development programs of the schools.

No significant relationships are shown by the data in Table 35 with any of the four vocational dimensions. The hypothesis that the educational and occupational aspirations and expectations of Yukon high school boys and girls are related to their teachers' encouragement for continuing education was rejected.

TABLE 34

THE DISTRIBUTION OF TEACHER ENCOURAGEMENT FOR YUKON STUDENTS

	Teacher's Encouragement							
	Strong		Some		None		Total	
	No.	%	No.	%	No.	%	No.	%
Boys	56	(49)	66	(56)	157	(46)	279	(48)
Girls	59	(51)	52	(44)	186	(54)	297	(52)
Total	115	(100)	118	(100)	343	(100)	576	(100)

TABLE 35

A STATISTICAL SUMMARY OF THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND THEIR TEACHERS' ENCOURAGEMENT FOR CONTINUING EDUCATION

	Boys			Girls		
	df	x^2	p	df	x^2	p
EAL	4	6.41	N.S.	6	3.82	N.S.
EEL	4	5.97	N.S.	6	6.23	N.S.
OAL	6	2.75	N.S.	6	10.15	N.S.
OEL	4	3.07	N.S.	6	10.80	N.S.

3.8 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the degree of extracurricular participation.

The respondents were asked to indicate the extracurricular

activities in which they participated. They were then arbitrarily classified as None, Low (one activity), Average (two activities) and Above Average (three or more activities).

A large number of students (37 per cent) showed no extracurricular activities as shown in Table 36. While this might not be unusual in other areas, it appears large for the Yukon especially in view of the isolation of the area, the need for activities to alleviate winter boredom and the availability of extracurricular facilities. In general, the girls' group indicated a larger number not involved in extracurricular activities. At the same time, the girls' group had more who were above average in participation.

TABLE 36

THE DISTRIBUTION OF EXTRACURRICULAR PARTICIPATION OF YUKON HIGH SCHOOL STUDENTS

	Extracurricular Participation									
	None		Low		Average		Above Av.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Boys	94	(44)	156	(54)	19	(35)	9	(45)	278	(48)
Girls	121	(56)	131	(46)	35	(65)	11	(55)	298	(52)
Total	215	(100)	287	(100)	54	(100)	20	(100)	576	(100)

On the basis of the data in Table 37, the hypothesis that the educational and occupational aspirations and expectations of Yukon high school boys and girls will increase with their extracurricular participation was rejected with the one exception being girls' educational expectations.

TABLE 37

A STATISTICAL SUMMARY OF THE RELATIONSHIP BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON BOYS AND GIRLS AND THEIR EXTRACURRICULAR PARTICIPATION

	Boys			Girls		
	df	x^2	p	df	x^2	p
EAL	6	6.89	N.S.	9	12.80	N.S.
EEL	6	8.44	N.S.	9	21.89	<.01
OAL	9	12.43	N.S.	9	9.50	N.S.
OEL	6	3.13	N.S.	9	4.95	N.S.

TABLE 38

A STATISTICAL SUMMARY OF THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS AND CERTAIN VARIABLES OF THEIR EDUCATIONAL MILIEU

	Boys				Girls			
	EAL	EEL	OAL	OEL	EAL	EEL	OAL	OEL
Course Dislikes	NS	NS	NS	NS	NS	NS	NS	NS
Course Preferences	NS	NS	NS	NS	<.05	NS	<.01	NS
Failure Record	<.05	<.01	NS	<.01	NS	NS	<.05	NS
Distance from School	NS	NS	NS	NS	NS	NS	NS	NS
Transportation	NS	NS	NS	NS	NS	NS	NS	NS
Residence	NS	NS	NS	NS	NS	NS	NS	NS
Number of Schools	NS	NS	NS	NS	NS	NS	NS	NS
Teacher Encouragement	NS	NS	NS	NS	NS	NS	NS	NS
Extracurricular Participation	NS	NS	NS	NS	NS	NS	NS	NS

Summary

The hypothesis that the educational and occupational aspirations and expectations of Yukon high school boys and girls are related to certain variables of their educational milieu was rejected. Only the failure record of the boys affected their expectations. Course preferences affected the girls' occupational aspirations and extracurricular participation affected their educational expectation level.

V. FACTORS OF THE COMMUNITY

Hypothesis 4.0 THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON HIGH SCHOOL BOYS AND GIRLS ARE RELATED TO CERTAIN VARIABLES OF THEIR COMMUNITY OF RESIDENCE.

4.1 The educational and occupational aspirations and expectations of Yukon high school boys and girls will vary directly with the size of their community of residence.

The data in Table 39 indicated that 6 per cent of the students came from a rural area, 3 per cent from a village of less than 100, 11 per cent from a village of 100 to 500, 15 per cent from a town of 1500 to 2500, and 54 per cent from the city of Whitehorse. (See Table , Appendix B.)

The distribution of the students from each of the various types of communities in each of the vocational dimensions was very similar. In view of the extra effort required from students from smaller centres in order to attend a high school one might expect to find a smaller percentage of these students enrolled in high school. This is not the case. Statistics from a publication of the Department of Education of the Yukon Government entitled "Teaching in the Yukon" (1968, p. 18) show

TABLE 39

NUMBER AND PERCENTAGE OF STUDENTS FROM VARIOUS SIZES OF COMMUNITIES IN THE YUKON

Size of Community	Number	Percentage
Rural	36	6
Community of less than 100	17	3
Community of 100 to 499	65	11
Community of 500 to 1499	89	15
Community of 1500 to 2500	64	11
City of Whitehorse	320	54
Total	591	100

that the total high school population of the Yukon is composed of 54 per cent from Whitehorse and 46 per cent from the other centres. The same publication indicates that 48 per cent of the adult population lives in Whitehorse and 52 per cent lives in the other areas. Therefore the size of the community has not appeared to affect the enrolment in the high schools to any great extent. A possible explanation might be that the smaller communities cannot offer sufficient jobs locally and therefore the children must be sent out to school in order that they might secure training for a reasonable livelihood.

No significant relationships were found in the data for Table 40 and the hypothesis that the educational and occupational aspirations

TABLE 40

A STATISTICAL SUMMARY OF THE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF YUKON BOYS AND GIRLS AND THE SIZE OF THEIR COMMUNITY OF RESIDENCE

	Boys			Girls		
	df	x^2	p	df	x^2	p
EAL	6	5.77	N.S.	9	6.78	N.S.
EEL	6	2.54	N.S.	6	2.92	N.S.
OAL	9	91.32	N.S.	6	7.69	N.S.
OEL	6	8.96	N.S.	9	4.69	N.S.

and expectations of Yukon high school students will vary with the size of their community of residence was rejected.

The lack of significant relationships with size of community is taken as important evidence that an unusual situation exists in regard to vocational choice processes of students of the Yukon

For students from small isolated communities not to be strongly influenced in their vocational choice by the size and isolation of their town or village means that something is motivating them to look beyond their community for education and occupation. An apparent reason would be the availability of financial resources for further education and training. Along with this there could be the determination of the students from the north to carry out a decision made at an earlier age. Once the student decided he was going to get an

education then considerable effort and energy would be devoted to achieving this end. Those students not wishing to proceed to a higher level of education and occupation may have discontinued school before reaching high school.

In view of the findings indicating an unusual situation further examination of the data appeared warranted. These further considerations are outlined in the following section.

VI. FURTHER CONSIDERATION OF THE DATA

Reality of Vocational Choice

In an effort to test the educational expectations of the students for reality of choice they were asked to indicate the specific occupation they thought they were going to attain. For each occupation stated, it was determined whether it required a University, Teachers' College, Nursing Training, Technical-Vocational, Business or no further training. These categories were the same ones used to determine the educational aspiration and expectation levels of the student. If the educational expectation of the student was valid it would correspond to the educational level required for the occupation chosen. Therefore the assumption was made that a significant relationship would exist between the educational expectation level of the student and the educational level required for the expected occupation. The results were subjected to a Chi-square test and the findings indicated a strong significant relationship (See Table 41).

This significant relationship was taken as an indication that the students of the Yukon have a realistic idea of the level of education

TABLE 41

THE RELATIONSHIP BETWEEN THE ACTUAL LEVEL OF CHOSEN OCCUPATION AND THE EDUCATIONAL EXPECTATIONS OF HIGH SCHOOL STUDENTS

	df	x^2	p
Boys	9	249.6	< .01
Girls	9	283.88	< .01

required for the jobs they aspire or expect to attain.

As a further consideration the relationships among the four vocational dimensions were examined. The assumption was made that a high level in one of the dimensions would also indicate a high level in each of the other dimensions. If this were proved to be true, it could be taken as further proof of the reality of the vocational choice of the students. When the various relationships among the four dimensions were examined by means of a Chi-square test it was found that in every case a significant relationship at the one per cent level was indicated (See Table 42).

These findings are taken as important evidence in support of the theoretical basis of this study. High level aspirations do have a relationship to high level expectations and low level expectations are related to low level aspirations for Yukon students. As well, the students are exhibiting considerable vocational maturity by generally relating their aspirations to their expectations. These significant

TABLE 42

A STATISTICAL SUMMARY OF THE RELATIONSHIPS AMONG THE FOUR VOCATIONAL DIMENSIONS UNDER STUDY

	EEL	EAL	OEL	OAL
EEL	**	< .01	< .01	< .01
EAL	< .01	**	< .01	< .01
OEL	< .01	< .01	**	< .01
OAL	< .01	< .01	< .01	**

relationships, then, are the types of relationships one would expect to find if the theory is true that the higher the aspirations, the higher the expectations for education and occupation. The factors producing high level vocational aspirations and expectations then become the concern.

Relationships Among Various Important Factors Influencing Vocational Choice

As evidenced by the results shown earlier in this chapter, there appear to be very few significant relationships between the various factors and the educational and occupational aspirations and expectations of Yukon high school students. Since many of these factors had been shown to have strong influence on vocational choice in other parts of Canada and the United States, an attempt was made to determine if a similar lack of relationships existed among the various factors themselves. In this way it might be possible to determine if a unique

situation existed which extended further than the relationships with the four vocational dimensions under study. It had been mentioned earlier that the generous financial aid for all Yukon high school students might be producing exceptional results. Therefore possible associations among socio-economic status, intelligence, parental educational level, parental occupational level, and leadership self-concept were tested by means of Chi-square (See Appendix B for complete results). A summary of the relationships is shown in Table 43.

1. Socio-economic Status showed no significant relationship to the four vocational dimensions but, when examined in regard to the other factors, the results pointed out a relationship pattern which would be quite natural in other parts of Canada and the United States. It related significantly at the one per cent level with intelligence, ethnic background, size of community, use of motorized vehicles, father's education level, and mother's education level.

The strong relationship of SES to ethnicity is probably the result of the presence of the depressed Indian group. A weak relationship at the five per cent level is indicated with the leadership self-concept of the student as well.

These relationships would tend to support the idea that something has lessened the impact of the socio-economic factor on the vocational choice process of the Yukon students. Perhaps the low SES families can now realistically encourage their children to have high aspirations and expectations because they know money is available for training and education and the chances of high level occupations are

TABLE 43

A STATISTICAL SUMMARY OF VARIOUS RELATIONSHIPS AMONG THE FACTORS STUDIED

	SES	I.Q.	Father's Ed.Level	Mother's Ed.Level	Father's Occ.	Fail Rec.	Ethnic Origin
Intelligence	<.01				<.01		
Leadership Self-concept	<.05	<.05					
Ethnic Origin	<.01	<.01	<.01	<.01	<.01		
Failure Record			<.01	<.01	<.01		
Extracurricular Participation			<.01	<.05	<.01		N.S.
Size of Community	<.01	<.01	N.S.		<.01		
Use of Vehicle	<.01				N.S.	N.S.	N.S.
Father's Encouragement	N.S.				N.S.		
Mother's Encouragement	N.S.						
Father's Educ. Level	<.01						
Mother's Educ. Level	<.01						
No. of Schools						N.S.	N.S.

now real. Perhaps the involvement with other levels of SES has lessened the reluctance of low level families to have their children move into other levels.

2. Intelligence Quotients showed a strong relationship with SES. The lack of an experience background in the low SES families would certainly account for a poor showing on intelligence tests. This is further indicated by the strong relationship between intelligence and ethnic background. Those with a Native Indian background are located at the lower end of the intelligence spectrum. (See Appendix B, Table 70 T). Just as pertinent is the relationship between intelligence and the size of the community. This points again to the experience background of the student.

The fact that the rated intelligence is relating in a usual manner to the other factors leads to the conclusion that the apparent unique situation does not extend beyond the vocational choice dimensions.

3. Parental Education Level. Not only did parental education levels relate to SES as previously mentioned, they also showed significant relationships to ethnic origin, failure record, and extracurricular participation. Again this seems to follow much the same pattern as in other areas and it must be concluded that the parental educational levels relate to the various factors in a usual manner.

4. Parental Occupational Level. Father's occupational level was the only one examined. It showed strong relationship with the student's I.Q., ethnic background, failure record, extracurricular participation, and the size of the home community. Again this is not an unusual pattern.

5. Conclusion. The results of this examination of the relationships among the various factors do not point to an unusual situation.

The socio-economic status of the students related significantly to factors such as their intelligence quotient, parental education levels and size of community. Their parental education levels related to their ethnic origin, failure record and extracurricular participation. Their father's occupation levels related significantly to their intelligence quotients, ethnic origin, failure record, extracurricular participation and size of community. However, no significant relationship was indicated between their socio-economic status and their parental encouragement. The conclusions drawn from this information indicate no unusual relationships among the various factors. An unusual lack of relationships occurs only between the various factors and the four vocational dimensions.

VII. SUMMARY

The findings have shown that, of the factors examined, intelligence scores, and parental encouragement have the strongest influence on the educational and occupational aspirations and expectations of Yukon high school boys and girls. As well, the leadership self-concept affects the occupational expectation level of boys and the failure record affects their educational and occupational expectation levels. The girls' educational expectation level is affected by their extracurricular participation and their occupational aspirations are affected by their course preferences. On the basis of these few significant relationships, the general hypothesis that the educational and occupational aspirations and expectations of Yukon high school students

are influenced by certain selected factors in a manner similar to other areas of Canada and the United States has been rejected.

Further considerations of the data have indicated that the relationships among the factors studied are similar to those of other areas. These considerations also present evidence that the students of the Yukon are displaying considerable vocational maturity in their development.

A complete summary of the findings on the individual hypotheses will be presented in the final chapter along with a summary statement of the study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

I. SUMMARY

Theoretical Framework

The concept that the vocational choice process is developmental and continuous has been utilized as the basis for this study. The individual's vocational development begins at birth and continues through a number of phases which can be identified. He progresses from one phase to another on the basis of environmental and inherent factors which influence his daily life. These phases are defined as the growth or fantasy period of childhood, the exploration or tentative period of adolescence, and the realistic period in which the establishment, maintenance and decline of a vocation occur. The focus of attention in this study was on the possible influencers of the individual's educational and occupational aspirations and expectations during the tentative or exploration stage of adolescence.

As an individual matures, he begins to formulate a concept of self which he tests in a number of ways. This concept has to do with the role he sees himself fulfilling and is influenced by the role models he selects. He may test his concept by adopting certain behaviour patterns and his success with these will determine whether or not he proceeds any further. If the results are unsatisfying the role will be rejected and his self-concept modified. Those roles which have vocational relevance will influence his vocational development according to his environment and personal resources. These have

particular importance at the period of time when the adolescent begins to consider his future seriously. The acceptance or rejection of them will help determine a pattern or tendency toward a life style which will be reflected in the vocational aspirations and expectations he develops.

The personal resources and the environment of the adolescent will be crucial to the development process. They will influence the kinds of roles he is going to find acceptable and therefore will be important in his formulation of a consistent self-concept. The factors which appear to be most important are personal factors such as intelligence, attitudes, interests and values; family factors such as socio-economic status, ethnicity, religion, parental education level, parental encouragement, and parental occupation level; factors of the educational milieu such as teacher encouragement and school environment; and community factors such as size. These factors do not affect the individual in a uniform manner. Indeed, they may not only vary in their total effect on the individual but their relative importance will vary from area to area.

The vocational process is affected by the values, needs, attitudes and goals that the individual develops as a result of his role-playing and personal experiences. His role-model will lead him to adopt certain behaviour patterns in appropriate situations and in this way his self-concept will become clearer. Social forces and the expectations of others will also play a part in causing differential aspirations and expectations between various individuals.

This study attempted to identify factors which had significant influence on the vocational process of Yukon students. It had been theorized that the personal resources and environment of the adolescent are crucial to the vocational development process but that the factors influencing the personal resources and environment may vary in their effect from area to area. If this is true what factors are influential in the Yukon? Do the pecularities of the area produce a new set of factors? These are some of the practical aspects of this theory of vocational development which motivated this study.

The Problem

The purpose of this study was to examine the influence of certain factors on the educational and occupational aspirations and expectations of high school boys and girls in the Yukon. These factors had been chosen with the idea that most of them had shown significant relationships to educational and occupational aspirations and expectations in other parts of Canada and the United States. An attempt was to be made, on the basis of the significant relationships discovered, to determine if an unusual situation existed in the Yukon. The excellent financial aid program for further study and training was listed as a factor which could possibly be creating a good deal of distortion in the usual vocational development process, as was the forced intimacy of different socio-economic levels in the small frontier communities.

Methodology

As a result of the review of literature, the important predictors

of vocational aspirations and expectations had been outlined as socio-economic status, intelligence, self-concept, parental occupational and educational status, parental and school encouragement, and the size of the home community. Other variables which showed predictive ability in certain areas under certain conditions were also included. These were ethnic background, religious environment, and school environment.

The questionnaire employed was similar to those employed by a number of previous studies in Canada. It contained two sections. One consisted of Haller's Occupational Aspiration Scale. The other section allowed the collection of information on the various factors deemed important influencers of vocational choice and a variation of Sewell's method for determining educational aspirations and expectations.

II. FINDINGS AND CONCLUSIONS

Hypotheses

1.0 Hypothesis 1.0 predicted the existence of relationships between educational and occupational aspirations and expectations and certain family variables. Only one of the family variables selected showed a significant relationship. Family factors as a whole are therefore not a major determining factor in the vocational aspirations and expectations of Yukon high school students. Such family factors as ethnic background, religious background, parental education level, parental occupation level, home situation and family socio-economic level are not major predictors. Only parental encouragement showed significant relationships with the vocational dimensions under study.

2.0 Hypothesis 2.0 stated that relationships existed between educational and occupational aspirations and expectations and certain personal variables. A strong relationship was indicated with the intelligence scores of the students. The leadership self-concept related to boys' occupational expectations.

3.0 Hypothesis 3.0 predicted a relationship between educational and occupational aspirations and expectations and certain variables of the educational milieu. The only relationships indicated by the statistics were between the boys' failure record and their educational and occupational expectations, the girls' course preferences and their occupational aspirations and the girls' extra-curricular participation and their educational expectations. No relationships were shown with teacher encouragement, number of schools attended, residence while attending school, transportation to school, distance from school, and course dislikes. The conclusion reached is that factors of the educational milieu do not generally affect vocational aspirations and expectations of Yukon high school students.

4.0 Hypothesis 4.0 predicted a relationship between educational and occupational aspirations and expectations and certain community variables. The one variable examined, community size, showed no significant relationship.

Conclusions

As a result of the statistical treatment of the data it was concluded that intelligence and parental encouragement were the major influencers of educational and occupational aspirations and expectations

of Yukon high school students. The failure record was also indicated as a factor affecting boys' educational and occupational expectations, while their leadership self-concept related to their occupational expectations. Course preferences and extracurricular participation related to the girls' occupational aspirations and educational expectations respectively. This was concluded to be an unusual situation because of the absence of such major predictors as socio-economic status, parental occupational and educational levels, size of home community and school encouragement.

Further tests applied to the results to determine if an unusual pattern of associations existed among the factors used in the study were negative. On the basis of the significant relationships shown among a number of the major variables such as socio-economic status, intelligence, parental educational and occupational levels and parental encouragement it was concluded that a situation exists in these relationships which is similar to that typified by the studies in the review of literature.

A further conclusion deals with the Indian students attending high school in the Yukon. In spite of strong significant relationships between ethnic background and the variables such as socio-economic status, intelligence, and parental educational and occupational levels in which the Indian student tended to occupy the lower levels, no significant relationships were discovered with regard to the four vocational dimensions. The conclusion has been made that most of the influence of the various factors on the vocational choice of the Indian

students has been dissipated by some unusual force or forces. The study strongly suggests that the financial aid supplied by the Indian Affairs Branch has considerable impact in this regard.

The general hypothesis that levels of aspiration and expectation for education and occupation of high school students in the Yukon are influenced and affected by certain factors in a manner similar to students of other areas of Canada and the United States is rejected. The conclusion has been reached that an unusual force or forces acts on the vocational choice process to produce a unique situation in the Yukon. There is strong support for the idea that the socio-economic factor has lost much of its impact on the vocational dimensions and that this is one of the reasons for the unique situation. The contribution of other factors such as isolation and pioneer spirit to the uniqueness of the Yukon are yet to be considered. Further study is required before definite conclusions can be reached.

III. IMPLICATIONS

For The Yukon

The findings that the student assistance policies of the Yukon Territorial Government and the Federal Government are producing unique and important results implies that they should be continued and expanded where possible. If further research authenticates that the low level socio-economic status background of the students does not necessarily mean low level aspirations and expectations, an important avenue of attack on the problems of disadvantaged groups in the Yukon would be opened.

The indications that within the bounds imposed by intelligence, the parental encouragement a student receives is the major influencing factor on vocational aspirations and expectations is valuable information which should be made known to the parents of the area. At the same time the knowledge that students are influenced very little by the present encouragement of their teachers might motivate a concerted examination of the vocational guidance programs presently in effect with a view to increasing the effectiveness of the role of the school in the vocational choice process.

The study also indicates that students with Indian backgrounds are aspiring to high school education in a manner similar to students of other ethnic backgrounds. In spite of the fact that they occupy the lower ranks of the socio-economic and intelligence scales, they still have similar aspirations and expectations. At the same time, students from smaller centres appear to have similar aspirations and expectations to those of their counterparts from Whitehorse.

A major implication of the study for educators of the Yukon would be the indication that a unique situation exists for vocational choice. This could imply that further aspects of the education process are unique as well and a good deal of caution should be exercised when applying conventional remedies to problems which exist.

For Research

The main implication for further research would appear to be that the factors commonly believed to affect vocational choice can be strongly distorted and their influence eroded by certain pressures. The existence

of this unique situation would imply that a good deal of research should be directed toward the study of the effects of financial incentives on vocational aspirations and expectations. The existence of a situation where low socio-economic groups do have high aspirations and expectations on a similar basis to other socio-economic groups should certainly warrant a good deal of examination.

Several other questions present themselves for further consideration. The forced intimacy of the various socio-economic groups of the frontier communities may also be reducing the effects of socio-economic status. Those of low level socio-economic standing may not find the higher level so forbidding because of their close association with its members. Also the apparent low secondary enrolment might mean that only those students from low socio-economic levels who have considerable motivation are actually proceeding with secondary education.

A word of caution must be repeated with regard to the aspirations and expectations of girls. Considerable work is required to authenticate and validate an instrument which will yield a higher reliability in measuring these vocational dimensions for girls.

Finally, the unique situation existing in the high schools for the Yukon provides an amazing opportunity for further solutions to the multi-faceted problem of low level aspirations and expectations of students from low socio-economic groups. This study has shown that the tendency for low level socio-economic groups to have low aspirations and expectations can be strongly influenced and changed. The suggestion has been made that within the constraints of intelligence and parental

encouragement, the reduction of the impact of the socio-economic factor by provision of economic assistance for educational and occupational training can result in low socio-economic students aspiring and expecting to obtain high level vocations on the same basis as high socio-economic students. This is an obvious topic for further study. Whether or not the forced intimacy of the various socio-economic groups is relevant to the situation is also a matter for further research. Perhaps it is sufficient to say, at this point, that a situation exists where low level educational and occupational aspirations and expectations do not presuppose the high probability of a low level socio-economic background. The task is now to identify in detail the pressures or forces which have resulted in this extraordinary facet of living in the Yukon.

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APPENDIX A

QUESTIONNAIRE

No. _____

Name _____

Home Address _____
(Please show address where you normally live when with your parents)

School _____

Grade _____ Date _____

Course - _____
(Academic, Industrial, Home Economics or Commercial)

Directions

1. This questionnaire deals with your family background and your attitudes to various occupations and education. Please answer each question as best you can.

2. If you do not understand any item, please have the person giving you this form explain it to you.

3. Select only ONE response to each question unless the directions with the question specify otherwise;

4. All information supplied by you is strictly confidential but it may be very useful in establishing an overall picture of the attitudes of Yukon students to occupations and education.

5. Your co-operation in completing this questionnaire is greatly appreciated.

1. Age at last birthday
   ( ) 1. thirteen
   ( ) 2. fourteen
   ( ) 3. fifteen
   ( ) 4. sixteen
   ( ) 5. seventeen
   ( ) 6. eighteen
   ( ) 7. nineteen
   ( ) 8. twenty or over

2. Sex ( ) 1. Male
   ( ) 2. Female

3. My ethnic background, that is, the race or people from which my father or his male ancestor came from is:
   ( ) 1. American
   ( ) 2. Icelandic
   ( ) 3. Native Indian
   ( ) 4. British
   ( ) 5. French
   ( ) 6. German
   ( ) 7. Scottish
   ( ) 8. Russian
   ( ) 9. Ukrainian
   ( ) 10. Other (specify) _____

4. The religion into which I was born is:
   ( ) 1. Anglican
   ( ) 2. Ukrainian Catholic
   ( ) 3. Greek Orthodox
   ( ) 4. Jewish
   ( ) 5. Lutheran
   ( ) 6. Mennonite
   ( ) 7. Roman Catholic
   ( ) 8. Unitiarian
   ( ) 9. United Church of Canada
   ( ) 10. Presbyterian
   ( ) 11. Other (specify) _____
   ( ) 12. None

5. As to actively practising a religion
   ( ) 1. I do
   ( ) 2. I do not

6. I make my regular home with:
   ( ) 1. my own parents
   ( ) 2. one parent only
   ( ) 3. step parents
   ( ) 4. grandparents
   ( ) 5. other relatives
   ( ) 6. independently
   ( ) 7. Other (specify) _____

7. While I am attending school I make my home
   ( ) 1. with my parents
   ( ) 2. at a hostel
   ( ) 3. at a private home where I pay board
   ( ) 4. Other (specify) _____

8. I live:
   ( ) 1. in open country away from a town or village
   ( ) 2. in a village under 100 population
   ( ) 3. in a village of 100 to 500 population
   ( ) 4. in a village of 500 to 1500 population
   ( ) 5. in a town of 1500 to 2500 population
   ( ) 6. in a town of more than 2500 population

9. About car, motorbike, skidoo use
   ( ) 1. I own a car, motorbike or skidoo (underline which ones)
   ( ) 2. I regularly use parents - car
   - motorbike
   - skidoo
   ( ) 3. I sometimes use parents - car
   - motorbike
   - skidoo
   ( ) 4. I have no access to a - car
   - motorbike
   - skidoo

10. I have repeated a complete grade (check more than one if necessa ry.)

( ) 1. never
( ) 2. in primary school (grades 1 to 3)
( ) 3. in intermediate school (grades 4-6)
( ) 4. in junior high school (grades 7-8)
( ) 5. in senior high school (grades 9-12)

11. I have had a driver's licence since:

( ) 1. grade nine
( ) 2. grade ten
( ) 3. grade eleven
( ) 4. grade twelve
( ) 5. I have never driven a car

12. The number of schools I attended during grades 1 to 8 was:

( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. six

13. The number of schools I attended during grades 9 to 12 was:

( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five

14. The distance I live from school is:

( ) 1. under one mile
( ) 2. one to three miles
( ) 3. four to ten miles
( ) 4. eleven to twenty miles
( ) 5. more than twenty miles

15. To reach school daily I generally

( ) 1. walk

( ) 2. take a school bus

( ) 3. bicycle

( ) 4. have regular car rides

( ) 5. Other (specify) _____

16. At school my three favourite courses, in order of preference are:

1. _____

2. _____

3. _____

17. At school the three courses I dislike most, in order are:

1. _____

2. _____

3. _____

18. I take part REGULARLY in the following extra-curricular activities (check more than one if applicable):

( ) 1. student government

( ) 2. school paper

( ) 3. sports

( ) 4. 4-H club

( ) 5. other (specify) _____

_____

( ) 6. None

19. Compared with most others in my class, my leadership ability is:

( ) 1. greater than average

( ) 2. average

( ) 3. less than average

20. As to working outside of school:
(check more than one if applicable)
( ) 1. I sometimes work at home
( ) 2. I have regular work duties at home
( ) 3. I sometimes work away from home
( ) 4. I regularly work away from home
( ) 5. I have no work duties except school

21. As to summer employment for which I am paid:
( ) 1. I work full-time every summer
(() 2. I work part-time every summer
( ) 3. I work some summers
( ) 4. I have never been employed during summers

22. Most of my friends now:
( ) 1. Are also attending high school
( ) 2. Have graduated from high school
( ) 3. Have quit school

23. My BEST FRIEND is now:
( ) 1. Attending high school
( ) 2. Attending technical-vocational school
( ) 3. Attending university
( ) 4. Graduate of high school and working full-time
( ) 5. Graduate of high school and working part-time
( ) 6. Quit high school and working full-time
( ) 7. Quit high school and working part-time
( ) 8. Graduate of high school but out of work
( ) 9. Quit high school but out of work

24. My best friend's present occupation is: (e.g. student, mechanic)

_____

25. After high school, my plans for education are: (check more than one if applicable)

( ) 1. University specify course _____)

( ) 2. Technical-vocational school (specify course _____)

( ) 3. Teachers college

( ) 4. Business college

( ) 5. Nurses Training

( ) 6. other (SPECIFY)_____

( ) 7. no further education

26. Now, suppose I were free to choose, my plans for education would be: (check more than one if applicable)

( ) 1. University (specify course_____)

( ) 2. Technical-vocational school (specify course_____)

( ) 3. Teachers College

( ) 4. Business College

( ) 5. Nurses Training

( ) 6. other (SPECIFY)_____

( ) 7. no further education

27. In regard to my choice of occupation:

( ) 1. I have given it much thought

( ) 2. I have given it some thought

( ) 3. I have given it little thought

( ) 4. I have given it no thought

28. I expect my lifetime occupation will be:_____

_____

29. Concerning my education, my teachers at school generally have:

( ) 1. strongly encouraged me to continue
( ) 2. given me some encouragement to continue
( ) 3. encouraged me to work after graduating from high school
( ) 4. encouraged me to quit high school and work
( ) 5. never said much about it

30. Concerning my education, my father has:

( ) 1. strongly encouraged me to continue
( ) 2. given me some encouragement to continue
( ) 3. encouraged me to work after graduating from high school
( ) 4. encouraged me to quit high school and work
( ) 5. never said much about it

31. Concerning my education, my mother has:

( ) 1. strongly encoura ged me to continue
( ) 2. given me some encouragement to continue
( ) 3. encouraged me to work after graduating from high school
( ) 4. encouraged me to quit high school and work
( ) 5. never said much about it

32. My father's education was:

( ) 1. less than grade 5
( ) 2. grades 5 to 8
( ) 3. some high school
( ) 4. graduate of high school
( ) 5. some university
( ) 6. graduate of university
( ) 7. postgrad university studies

33. My mother's education was:
( ) 1. less than grade 5
( ) 2. grades 5 to 8
( ) 3. some high school
( ) 4. graduate of high school
( ) 5. some university
( ) 6. graduate of university
( ) 7. postgrad university studies

34. My father's job is: _____

35. I believe that my father's job is:
( ) 1. a very good job
( ) 2. a fairly good job
( ) 3. not a good job

36. The number of <u>older</u> brothers and sisters I have is:
( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify) _____

37. The number of <u>younger</u> brothers and sisters I have is:
( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify) _____

38. The number of my brothers and sisters who graduated from high school is:

( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify) _____

39. The number of my brothers and sisters who quit high school before graduating is:

( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify) _____

40. The number of my brothers and sisters who have attended or are now attending university is:

( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify) _____

41. The number of my brothers and sisters who have attended or are now attending technical-vocational school is:

( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify) _____

42. The number of <u>older</u> brothers and sisters who have attended or are now attending <u>other</u> educational institutions.
(Specify which Institutions) _____

_____

( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify) _____

43. The number of my brothers and sisters who are living with my parents is:
( ) 0. none
( ) 1. one
( ) 2. two
( ) 3. three
( ) 4. four
( ) 5. five
( ) 6. above five (specify) _____

44. The total number of persons who live at my parents' home, including my parents, is: (SPECIFY)

_____

45. My parents' home is:
( ) 1. owned by them
( ) 2. rented by them

46. <u>Not</u> including basements, bathrooms, porches, closets, and halls, the number of rooms in my parents' house is:
( ) 1. three
( ) 2. four
( ) 3. five
( ) 4. six
( ) 5. above six (specify) _____

47. The construction of my parents' house is:
( ) 1. brick
( ) 2. stucco
( ) 3. painted frame
( ) 4. unpainted frame
( ) 5. other (specify) _____

48. The kind of refrigerator my parents' have is:
( ) 1. gas
( ) 2. electric
( ) 3. ice
( ) 4. none

49. My parents have running water in their house:
( ) 1. yes
( ) 2. no

50. My parents take a daily newspaper:
( ) 1. yes
( ) 2. no

51. My parents have electricity in their house
( ) 1. yes
( ) 2. no

52. My parents have a radio
( ) 1. yes
( ) 2. no

53. My parents have a power washing machine:
( ) 1. yes
( ) 2. no

54. My parents have a record player:
( ) 1. yes
( ) 2. no

55. My parents have a television:
( ) 1. yes
( ) 2. no

56. My parents have a telephone:
( ) 1. yes
( ) 2. no

57. My parents have a car (other than a truck):
( ) 1. yes, one
( ) 2. yes, two
(() 3. no, none

58. (IF parents own a car)
The model, that is, the year of the car is:
( ) 0. 1968-1969
( ) 1. 1962-1965
( ) 2. 1959-1961
( ) 3. 1956-1958
( ) 4. 1953-1955
( ) 5. before 1953

59. (IF parents own other motor vehicles, such as a pickup truck)
SPECIFY _____

60. In my opinion, the three most common reasons for quitting high school before graduation are:

1. _____

2. _____

3. _____

S T O P

PLEASE DO NOT
BEGIN PART II
UNTIL YOU ARE
TOLD TO DO SO.

To the teacher: Practice questions A and B are to be read aloud.

Practice Question A. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your FORMAL EDUCATION IS OVER?

A.1 _____ Watchmaker
A.2 _____ Senator
A.3 _____ Public relations man
A.4 _____ Ditch digger
A.5 _____ News-stand operator
A.6 _____ Beautician
A.7 _____ Fireman
A.8 _____ Boxer
A.9 _____ Secretary
A.10 _____ Movie Star

Practice Question B. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

B.1 _____ File Clerk
B.2 _____ Steeple jack
B.3 _____ Floor walker in a store
B.4 _____ Ambassador to a foreign country
B.5 _____ Grocery clerk
B.6 _____ Wrestler
B.7 _____ Nurse
B.8 _____ T.V. sports announcer
B.9 _____ Forest ranger
B10 _____ Music teacher

PLEASE NOTE THERE IS A SEPARATE COLUMN FOR BOYS AND GIRLS

No. _____

NAME _____
(Please Print)

SCHOOL _____

GRADE _____ DATE _____

PART II

INSTRUCTIONS

1. Be sure to write your name and today's date in the spaces above.

2. This set of eight questions concerns jobs.

3. Read EACH QUESTION carefully. They are not always the same.

4. YOU ARE TO CHECK ONE JOB IN EACH QUESTION. MAKE SURE IT IS THE BEST ANSWER YOU CAN GIVE TO THE QUESTION.

5. Answer every question. Do not omit any.

6. If you not know what one of the jobs is, just ignore it.

7. On the next page there are two practice questions which we shall now try.

(Turn to page 2)

SCORE _____

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your FORMAL EDUCATION IS OVER?

GIRLS		BOYS
Commercial artist	1.1	Welfare worker for a Territorial Government
Member of Parliament	1.2	Member of Parliament
Supreme Court Judge	1.3	Supreme Court Judge
Dietitian	1.4	Sociologist
Dressmaker	1.5	Filling station attendant
Household maid	1.6	Night watchman
Photographer	1.7	Policeman
Telephone operator	1.8	Corporal in the Army
Stenographer	1.9	Agricultural Representative
Lawyer	1.10	Lawyer

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your FORMAL EDUCATION IS OVER?

GIRLS		BOYS
Bakeshop worker	2.1	Singer in a night club
Chemist	2.2	Member of the board of directors of a large corporation
Cashier in a store	2.3	Railroad conductor
Typist	2.4	Railroad engineer
Office clerk	2.5	Undertaker
Physician (Doctor)	2.6	Physician (doctor)
Cloths presser	2.7	Clothes presser in a laundry
Journalist	2.8	Banker
Librarian	2.9	Accountant for a large business
Milliner (Hatmaker)	2.10	Machine operator in a factory

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN GET when your FORMAL EDUCATION IS OVER?

GIRLS			BOYS
Basket-maker	_____	3.1	_____ Dock worker
Jeweller	_____	3.2	_____ Owner-operator of a lunch stand
Newspaper editor	_____	3.3	_____ Public school teacher
Kindergarten teacher	_____	3.4	_____ Trained machinist
Scientist	_____	3.5	_____ Scientist
Bookbinder	_____	3.6	_____ Lumberjack
Playground director	_____	3.7	_____ Playground director
Fish Canner	_____	3.8	_____ Shoeshiner
Actress	_____	3.9	_____ Owner of a factory that employs about 100 people
Chiropractor	_____	3.10	_____ Dentist

Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your FORMAL EDUCATION IS OVER?

GIRLS			BOYS
Restuarant waitress	_____	4.1	_____ Restaurant waiter
Forewoman in a factory	_____	4.2	_____ Electrician
Canvasser	_____	4.3	_____ Truck driver
Physicist	_____	4.4	_____ Chemist
Glove maker	_____	4.5	_____ Street sweeper
Metallurgist	_____	4.6	_____ College professor
Elevator operator	_____	4.7	_____ Local official of a labor union
Graduate nurse	_____	4.8	_____ Building contractor
Window decorator	_____	4.9	_____ Travelling salesman for a wholesale concern
Artist	_____	4.10	_____ Artist who paints pictures that are exhibited in galleries

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

GIRLS		BOYS
Hotel maid	5.1	Miner
Postmistress	5.2	Mail carrier
County Court Judge	5.3	County Court Judge
Biologist	5.4	Biologist
Practical nurse	5.5	Barber
Dental assistant	5.6	Official of an international labor union
Janitor	5.7	Drug Store clerk
School teacher	5.8	Reporter for a daily newspaper
Provincial Premier	5.9	Provincial Premier
Statistician	5.10	Nuclear physicist

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

GIRLS		BOYS
Cleaning woman	6.1	Janitor
Director of adult education	6.2	Head of a department in provincial government
University professor	6.3	Cabinet member in the federal government
Musician	6.4	Musician in a symphony orchestra
Packer in a factory	6.5	Carpenter
Optician	6.6	Clerk in a store
Seamtress	6.7	Miner
Psychologist	6.8	Psychologist
Comptometer operator	6.9	Manager of a small store in a city
Laboratory technician	6.10	Radio announcer

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

GIRLS		BOYS
Mayor _____	7.1	_____ Mayor of a large city
Textile finisher _____	7.2	_____ Milk route man
Music teacher _____	7.3	_____ Captain in the army
Baby sitter _____	7.4	_____ Garbage collector
Worker in hat factory _____	7.5	_____ Garage mechanic
Tailoress _____	7.6	_____ Insurance agent
Interior decorator _____	7.7	_____ Architect
Owner-publisher of a weekly newspaper	7.8	_____ Owner-operator of a printing shop
Airline stewardess _____	7.9	_____ Airline pilot
Cook _____	7.10	_____ Road maintenance crew

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

GIRLS		BOYS
Social welfare worker	8.1	_____ Civil engineer
Author of novels _____	8.2	_____ Author of novels
Canadian representative at United Nations	8.3	_____ Diplomat in the Canadian Foreign Service
Taxi driver _____	8.4	_____ Taxi driver
Newspaper columnist _____	8.5	_____ Newspaper columnist
Nurse in training _____	8.6	_____ Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)
Worker in a factory _____	8.7	_____ Plumber
Bookkeeper _____	8.8	_____ Bookkeeper
Photo shop employee _____	8.9	_____ City bus driver or school bus driver
Inspector in a factory	8.10	_____ Minister or Priest

APPENDIX B

TABLE 44

THE RELATIONSHIP OF SOCIO-ECONOMIC STATUS OF THE FAMILY TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	SOCIO-ECONOMIC STATUS							
	1		2		3		Total	
	No.	%	No.	%	No.	%		
EAL								
High	66	(55)	59	(44)	4	(17)	129	(47)
Medium	42	(35)	58	(43)	14	(61)	114	(40)
Low	13	(10)	18	(13)	5	(22)	36	(13)
Total	121	(100)	135	(100)	23	(100)	279	(100)
	df = 4, x^2 = 9.24, p is N.S.							
EEL								
High	61	(50)	60	(44)	4	(17)	125	(44)
Medium	46	(37)	57	(42)	15	(65)	118	(42)
Low	16	(13)	19	(14)	4	(18)	39	(14)
Total	123	(100)	136	(100)	23	(100)	282	(100)
	df = 4, x^2 = 6.84, p is N.S.							
OAL								
High	46	(36)	47	(34)	18	(66)	111	(38)
Medium High	15	(12)	31	(22)	4	(15)	50	(17)
Medium Low	29	(22)	33	(23)	3	(11)	65	(22)
Low	39	(30)	29	(21)	2	(8)	70	(23)
Total	129	(100)	140	(100)	27	(100)	296	(100)
	df = 6, x^2 = 15.67, p < .05							
OEL								
High	63	(49)	76	(54)	19	(73)	158	(54)
Medium	45	(35)	42	(30)	6	(23)	93	(32)
Low	21	(26)	22	(16)	1	(4)	44	(14)
Total	129	(100)	140	(100)	26	(100)	295	(100)
	df = 4, x^2 = 4.28, p is N.S.							

... CONTINUED...

TABLE 44

(CONTINUED)

GIRLS	SOCIO-ECONOMIC STATUS							
	1		2		3		Total	
	No.	%	No.	%	No.	%		
EAL								
High	43	(34)	55	(37)	4	(17)	102	(34)
Medium High	23	(18)	23	(16)	5	(21)	51	(17)
Medium Low	48	(38)	46	(31)	10	(42)	104	(35)
Low	13	(10)	24	(16)	5	(20)	42	(14)
Total	127	(100)	148	(100)	24	(100)	299	(100)
	df = 6, x^2 = 4.85, p is N.S.							
EEL								
High	39	(31)	50	(34)	2	(8)	91	(31)
Medium High	20	(16)	27	(18)	6	(25)	53	(18)
Medium Low	51	(40)	45	(31)	12	(50)	108	(36)
Low	17	(13)	25	(27)	4	(17)	46	(15)
Total	127	(100)	147	(100)	24	(100)	298	(100)
	df = 6, x^2 = 7.06, p is N.S.							
OAL								
High	48	(36)	58	(38)	12	(39)	118	(37)
Medium High	30	(22)	30	(20)	7	(22)	67	(21)
Medium Low	32	(24)	35	(23)	6	(19)	73	(23)
Low	24	(18)	27	(19)	6	(19)	57	(19)
Total	134	(100)	150	(100)	31	(100)	315	(100)
	df = 6, x^2 = 1.55, p is N.S.							
OEL								
High	81	(60)	86	(57)	22	(71)	189	(60)
Medium High	33	(25)	43	(29)	7	(23)	83	(26)
Medium Low	16	(12)	14	(9)	2	(6)	32	(10)
Low	4	(3)	7	(5)	0	(0)	11	(4)
Total	134	(100)	150	(100)	31	(100)	315	(100)
	df = 6, x^2 = 2.02, p is N.S.							

TABLE 45

THE RELATIONSHIP OF ETHNIC BACKGROUND TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF HIGH SCHOOL STUDENTS

BOYS	ETHNIC BACKGROUND													
	American		Indian		British		French		German		Slavic		Other		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total
EAL															
High	10	(63)	5	(19)	74	(51)	12	(52)	13	(50)	5	(42)	11	(37)	130 (47)
Medium	4	(25)	13	(48)	56	(39)	8	(35)	10	(38)	7	(58)	15	(48)	113 (40)
Low	2	(12)	9	(33)	14	(20)	3	(13)	3	(13)	0	(0)	5	(25)	36 (13)
Total	16	(100)	27	(100)	144	(100)	23	(100)	26	(100)	12	(100)	31	(100)	279 (100)
	df = 12, x^2 = 16.33, p is N.S.														
EEL															
High	9	(56)	4	(15)	76	(52)	11	(48)	11	(42)	5	(38)	10	(31)	126 (44)
Medium	5	(31)	14	(52)	54	(37)	9	(39)	11	(42)	7	(54)	17	(53)	117 (41)
Low	2	(13)	9	(33)	15	(11)	3	(13)	4	(16)	1	(8)	5	(16)	39 (15)
Total	16	(100)	27	(100)	145	(100)	23	(100)	26	(100)	13	(100)	32	(100)	282 (100)
	df = 12, x^2 = 16.98, p is N.S.														
OAL															
High	8	(47)	20	(67)	48	(31)	7	(30)	8	(29)	5	(38)	15	(45)	111 (37)
Medium	7	(41)	9	(30)	58	(38)	10	(43)	13	(48)	7	(54)	11	(33)	105 (35)
Low	2	(12)	1	(3)	47	(33)	6	(27)	6	(33)	1	(8)	7	(22)	70 (28)
Total	17	(100)	30	(100)	153	(100)	23	(100)	27	(100)	13	(100)	33	(100)	296 (100)
	df = 12, x^2 = 19.36, p is N.S.														
OEL															
High	9	(53)	20	(72)	74	(48)	12	(52)	15	(56)	7	(54)	20	(61)	157 (53)
Medium	5	(29)	7	(24)	58	(38)	6	(26)	6	(22)	4	(31)	8	(24)	94 (32)
Low	3	(28)	2	(4)	21	(14)	5	(22)	6	(22)	2	(15)	6	(15)	44 (15)
Total	17	(100)	29	(100)	153	(100)	23	(100)	27	(100)	13	(100)	33	(100)	295 (100)
	df = 12, x^2 = 6.68, p is N.S.														

... CONTINUED...

TABLE 45

(CONTINUED)

GIRLS	ETHNIC BACKGROUND													
	American		Indian		British		French		German		Slavic		Other		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total
EAL															
High	3	(19)	9	(31)	47	(35)	12	(44)	6	(28)	5	(38)	20	(35)	102 (34)
Medium	10	(62)	15	(52)	70	(52)	13	(48)	10	(47)	6	(46)	30	(53)	154 (52)
Low	3	(19)	5	(17)	18	(13)	2	(8)	5	(25)	2	(16)	7	(12)	42 (14)
Total	16	(100)	29	(100)	135	(100)	27	(100)	21	(100)	13	(100)	57	(100)	298 (100)
	df = 12, x^2 = 8.24, p is N.S.														
EEL															
High	4	(25)	5	(17)	44	(33)	11	(41)	6	(27)	4	(31)	17	(30)	91 (31)
Medium	9	(56)	21	(72)	70	(52)	11	(41)	11	(50)	6	(46)	32	(56)	160 (54)
Low	3	(19)	3	(11)	20	(15)	5	(18)	5	(23)	3	(23)	7	(14)	46 (15)
Total	16	(100)	29	(100)	134	(100)	27	(100)	22	(100)	13	(100)	56	(100)	297 (100)
	df = 12, x^2 = 11.46, p is N.S.														
OAL															
High	9	(50)	12	(34)	47	(34)	10	(36)	12	(48)	6	(46)	20	(35)	116 (37)
Medium High	4	(22)	9	(26)	28	(20)	6	(21)	5	(20)	2	(15)	13	(23)	67 (21)
Medium Low	3	(17)	6	(17)	40	(29)	6	(21)	5	(20)	1	(8)	12	(21)	73 (23)
Low	2	(11)	8	(23)	22	(17)	6	(22)	3	(12)	4	(31)	12	(21)	57 (19)
Total	18	(100)	35	(100)	137	(100)	28	(100)	25	(100)	13	(100)	57	(100)	313 (100)
	df = 18, x^2 = 6.39, p is N.S.														
OEL															
High	10	(55)	19	(54)	87	(64)	17	(61)	18	(72)	4	(31)	32	(56)	187 (60)
Medium	7	(39)	16	(46)	44	(32)	9	(32)	6	(24)	9	(69)	23	(40)	115 (37)
Low	1	(6)	0	(0)	6	(4)	2	(7)	1	(4)	0	(0)	1	(4)	11 (3)
Total	18	(100)	35	(100)	137	(100)	28	(100)	25	(100)	13	(100)	57	(100)	313 (100)
	df = 12, x^2 = 20.76, p is N.S.														

TABLE 46

THE RELATIONSHIP OF RELIGIOUS BACKGROUND TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	RELIGIOUS BACKGROUND										
	Anglican		Roman Catholic		United		Other		None -		
	No.	%	No.	%	No.	%	No.	%	No.	%	Total
EAL											
High	41	(41)	28	(54)	22	(50)	25	(45)	13	(48)	129 (46)
Medium	44	(44)	20	(38)	15	(34)	23	(41)	11	(41)	113 (41)
Low	14	(15)	4	(8)	7	(16)	8	(14)	3	(11)	36 (13)
Total	99	(100)	52	(100)	44	(100)	56	(100)	27	(100)	278 (100)
	df = 8, x^2 = 2.58, p is N.S.										
EEL											
High	40	(40)	25	(47)	23	(51)	23	(42)	14	(50)	125 (44)
Medium	44	(44)	23	(43)	14	(31)	25	(45)	11	(39)	117 (42)
Low	16	(16)	5	(10)	8	(18)	7	(13)	3	(11)	39 (14)
Total	100	(100)	53	(100)	45	(100)	55	(100)	28	(100)	281 (100)
	df = 8, x^2 = 2.89, p is N.S.										
OAL											
High	37	(36)	19	(34)	14	(28)	23	(40)	18	(63)	111 (38)
Medium High	17	(16)	10	(18)	8	(16)	10	(17)	5	(17)	50 (17)
Medium Low	26	(25)	10	(18)	12	(24)	14	(24)	3	(10)	65 (22)
Low	23	(23)	17	(30)	15	(32)	11	(19)	3	(10)	69 (33)
Total	103	(100)	56	(100)	49	(100)	58	(100)	29	(100)	295 (100)
	df = 12, x^2 = 10.67, p is N.S.										
OEL											
High	59	(58)	29	(52)	19	(39)	32	(55)	18	(62)	157 (53)
Medium	27	(26)	20	(36)	18	(37)	19	(33)	10	(34)	94 (32)
Low	16	(16)	7	(12)	12	(24)	7	(12)	1	(4)	43 (15)
Total	102	(100)	56	(100)	49	(100)	58	(100)	29	(100)	294 (100)
	df = 8, x^2 = 3.01, p is N.S.										

...CONTINUED...

TABLE 46

(CONTINUED)

GIRLS	RELIGIOUS BACKGROUND										
	Anglican		Roman Catholic		United		Other		None		
	No.	%	No.	%	No.	%	No.	%	No.	%	Total
EAL											
High	31	(33)	24	(35)	27	(42)	14	(31)	6	(27)	102 (34)
Medium High	18	(19)	11	(16)	10	(15)	10	(22)	2	(10)	51 (17)
Medium Low	31	(33)	26	(38)	22	(34)	14	(31)	8	(36)	104 (35)
Low	15	(15)	8	(11)	6	(9)	7	(17)	6	(27)	42 (19)
Total	95	(100)	69	(100)	65	(100)	45	(100)	22	(100)	299 (100)
	df = 12, x^2 = 5.16, p is N.S.										
EEL											
High	29	(31)	22	(32)	23	(36)	12	(24)	5	(23)	91 (31)
Medium High	19	(20)	11	(16)	10	(16)	11	(22)	2	(9)	53 (18)
Medium Low	28	(29)	25	(37)	26	(41)	18	(37)	11	(50)	108 (36)
Low	19	(20)	10	(15)	5	(7)	8	(17)	4	(18)	46 (5)
Total	95	(100)	68	(100)	64	(100)	49	(100)	22	(100)	298 (100)
	df = 12, x^2 = 6.22, p is N.S.										
OAL											
High	37	(37)	27	(37)	21	(32)	25	(49)	7	(29)	117 (37)
Medium High	20	(20)	19	(26)	11	(17)	13	(25)	4	(17)	67 (21)
Medium Low	27	(27)	11	(15)	19	(29)	7	(14)	9	(37)	73 (23)
Low	17	(16)	15	(22)	15	(22)	6	(12)	4	(17)	57 (19)
Total	101	(100)	72	(100)	66	(100)	51	(100)	24	(100)	314 (100)
	df = 12, x^2 = 11.04 , p is N.S.										
OEL											
High	65	(64)	46	(64)	33	(50)	32	(63)	12	(50)	188 (60)
Medium High	24	(24)	18	(25)	17	(26)	13	(25)	11	(46)	83 (26)
Medium Low	7	(7)	8	(11)	13	(20)	4	(8)	0	(0)	32 (10)
Low	5	(5)	0	(0)	3	(4)	2	(4)	1	(4)	11 (4)
Total	101	(100)	72	(100)	66	(100)	51	(100)	24	(100)	314 (100)
	df = 12, x^2 = 13.94, p is N.S.										

TABLE 47

THE RELATIONSHIP OF FATHERS EDUCATIONAL LEVEL TO THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	FATHER'S EDUCATIONAL LEVEL										
	Grade 4 & less		Gr.5-8		Some H. Sch.		H. Sch.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	Total
EAL											
High	6	(24)	25	(35)	48	(49)	30	(60)	20	(61)	129 (47)
Medium	13	(52)	37	(52)	34	(35)	17	(34)	10	(30)	111 (40)
Low	6	(24)	9	(13)	15	(16)	3	(6)	3	(9)	36 (13)
Total	25	(100)	71	(100)	97	(100)	50	(100)	33	(100)	276 (100)
	df = 8, x^2 = 14.42, p is N.S.										
EEL											
High	4	(16)	25	(34)	48	(49)	28	(55)	20	(63)	125 (45)
Medium	14	(56)	36	(49)	35	(36)	20	(39)	10	(31)	115 (41)
Low	7	(28)	12	(17)	15	(15)	3	(6)	2	(6)	39 (14)
Total	25	(100)	73	(100)	98	(100)	51	(100)	32	(100)	279 (100)
	df = 8, x^2 = 17.31, p < .05										
OAL											
High	14	(52)	37	(47)	33	(33)	14	(27)	9	(26)	107 (37)
Medium High	3	(11)	11	(14)	20	(20)	9	(17)	7	(21)	50 (17)
Medium Low	8	(30)	13	(17)	20	(20)	15	(29)	8	(24)	64 (22)
Low	2	(7)	17	(22)	27	(27)	14	(27)	10	(29)	70 (24)
Total	27	(100)	78	(100)	100	(100)	52	(100)	34	(100)	291 (100)
	df = 12, x^2 = 11.74, p is N.S.										
OEL											
High	15	(58)	48	(62)	52	(52)	24	(46)	15	(44)	154 (53)
Medium	8	(31)	20	(26)	31	(31)	20	(38)	13	(38)	92 (32)
Low	3	(11)	10	(12)	17	(17)	8	(16)	6	(18)	44 (15)
Total	26	(100)	78	(100)	100	(100)	52	(100)	34	(100)	290 (100)
	df = 8, x^2 = 3.77, p is N.S.										

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TABLE 47

(CONTINUED)

GIRLS	FATHER'S EDUCATIONAL LEVEL										
	Grade 4 & less		Gr. 5-8		Some H. Sch.		H. Sch.		Beyond H. Sch.		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	
EAL											
High	8	(33)	15	(22)	28	(31)	29	(47)	19	(46)	99 (34)
Medium High	3	(12)	15	(22)	14	(15)	8	(13)	8	(19)	48 (17)
Medium Low	7	(29)	23	(33)	36	(40)	21	(34)	12	(29)	99 (34)
Low	6	(25)	16	(23)	13	(34)	4	(6)	2	(6)	41 (15)
Total	24	(100)	69	(100)	91	(100)	62	(100)	41	(100)	287 (100)
	df = 12, x^2 = 17.72, p is N.S.										
EEL											
High	7	(29)	14	(20)	23	(25)	28	(46)	18	(45)	90 (31)
Medium High	3	(13)	14	(20)	18	(20)	6	(10)	7	(17)	48 (17)
Medium Low	9	(37)	27	(38)	34	(37)	21	(34)	12	(12)	103 (36)
Low	5	(21)	15	(22)	16	(18)	6	(10)	3	(3)	45 (16)
Total	24	(100)	70	(100)	91	(100)	61	(100)	40	(100)	286 (100)
	df = 12, x^2 = 14.93, p is N.S.										
OAL											
High	14	(48)	29	(40)	39	(42)	14	(21)	14	(34)	110 (36)
Medium High	4	(14)	15	(21)	18	(19)	17	(26)	10	(32)	64 (21)
Medium Low	7	(24)	18	(25)	23	(25)	17	(26)	7	(17)	72 (24)
Low	4	(14)	11	(14)	13	(14)	18	(27)	10	(27)	56 (19)
Total	29	(100)	73	(100)	93	(100)	66	(100)	41	(100)	302 (100)
	df = 12, x^2 = 10.99, p is N.S.										
OEL											
High	18	(62)	44	(60)	67	(72)	34	(52)	18	(44)	181 (60)
Medium High	10	(34)	20	(27)	19	(20)	18	(27)	11	(27)	78 (26)
Medium Low	1	(3)	6	(8)	5	(5)	12	(18)	8	(19)	32 (10)
Low	0	(0)	3	(5)	2	(3)	2	(37)	4	(10)	11 (4)
Total	29	(100)	73	(100)	93	(100)	66	(100)	41	(100)	302 (100)
	df = 12, x^2 = 17.00, p is N.S.										

TABLE 48

THE RELATIONSHIP OF MOTHERS EDUCATIONAL LEVEL TO THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	MOTHER'S EDUCATIONAL LEVEL										
	Grade 4 & less		Gr. 5-8		Some H. Sch.		H. Sch.		Beyond H. Sch.		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	
EAL											
High	8	(35)	13	(34)	43	(41)	45	(60)	18	(58)	127 (47)
Medium	12	(52)	16	(42)	48	(46)	24	(32)	11	(35)	11 (41)
Low	3	(13)	9	(24)	14	(13)	6	(8)	2	(7)	34 (12)
Total	23	(100)	38	(100)	105	(100)	75	(100)	31	(100)	272 (100)
	df = 8, x^2 = 11.96, p is N.S.										
EEL											
High	7	(30)	12	(31)	42	(40)	41	(53)	19	(63)	121 (44)
Medium	14	(60)	15	(39)	48	(45)	30	(39)	8	(27)	115 (42)
Low	2	(10)	11	(30)	16	(15)	6	(8)	2	(10)	38 (12)
Total	23	(100)	38	(100)	106	(100)	77	(100)	30	(100)	274 (100)
	df = 8, x^2 = 16.35, p < .05										
OAL											
High	10	(40)	24	(61)	40	(37)	26	(31)	6	(19)	106 (37)
Medium High	4	(16)	6	(15)	26	(24)	10	(12)	5	(16)	51 (18)
Medium Low	7	(28)	3	(8)	21	(20)	24	(29)	7	(22)	62 (22)
Low	4	(16)	6	(16)	20	(19)	23	(28)	14	(43)	67 (23)
Total	25	(100)	39	(100)	107	(100)	83	(100)	32	(100)	286 (100)
	df = 12, x^2 = 24.26, p < .05										
OEL											
High	12	(48)	26	(68)	58	(54)	43	(52)	12	(37)	151 (53)
Medium	10	(40)	9	(24)	33	(31)	26	(31)	13	(41)	91 (32)
Low	3	(12)	3	(8)	16	(15)	14	(17)	7	(22)	43 (15)
Total	25	(100)	38	(100)	107	(100)	83	(100)	32	(100)	285 (100)
	df = 8, x^2 = 5.58, p is N.S.										

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TABLE 48

(CONTINUED)

GIRLS	MOTHER'S EDUCATIONAL LEVEL										
	Grade 4 & less		Gr. 5-8		Some H. Sch.		H. Sch.		Beyond H. Sch.		
	No.	%	No.	%	No.	%	No.	%	No.	%	Total
EAL											
High	5	(14)	19	(38)	34	(37)	26	(35)	15	(41)	99 (34)
Medium High	6	(16)	6	(12)	16	(17)	13	(18)	7	(19)	48 (17)
Medium Low	15	(41)	18	(36)	32	(35)	27	(36)	10	(27)	102 (35)
Low	11	(29)	7	(14)	10	(11)	8	(11)	5	(13)	41 (14)
Total	37	(100)	50	(100)	92	(100)	74	(100)	37	(100)	290 (100)
	df = 12, x^2 = 11.93, p is N.S.										
EEL											
High	7	(19)	13	(26)	30	(33)	25	(33)	14	(38)	89 (31)
Medium High	6	(16)	8	(16)	16	(17)	12	(16)	6	(16)	48 (17)
Medium Low	14	(38)	23	(46)	31	(34)	26	(34)	12	(32)	106 (37)
Low	10	(27)	6	(12)	13	(16)	12	(17)	5	(14)	46 (15)
Total	37	(100)	50	(100)	90	(100)	75	(100)	37	(100)	289 (100)
	df = 12, x^2 = 6.00, p is N.S.										
OAL											
High	18	(43)	21	(40)	37	(38)	25	(32)	13	(33)	114 (37)
Medium High	10	(24)	8	(15)	15	(16)	23	(30)	8	(21)	64 (21)
Medium Low	7	(16)	14	(27)	28	(29)	11	(14)	13	(33)	73 (24)
Low	7	(17)	9	(18)	16	(17)	18	(24)	5	(13)	55 (18)
Total	42	(100)	52	(100)	96	(100)	77	(100)	39	(100)	306 (100)
	df = 12, x^2 = 11.74, p is N.S.										
OEL											
High	25	(60)	32	(61)	60	(63)	43	(56)	23	(59)	183 (60)
Medium High	13	(31)	18	(35)	23	(24)	17	(22)	10	(26)	81 (26)
Medium Low	4	(9)	1	(2)	11	(11)	9	(12)	6	(15)	31 (10)
Low	0	(0)	1	(2)	2	(2)	8	(10)	0	(0)	11 (4)
Total	42	(100)	52	(100)	96	(100)	77	(100)	39	(100)	306 (100)
	df = 12, x^2 = 15.08, p is N.S.										

TABLE 49

THE RELATIONSHIP OF FATHER'S OCCUPATIONAL STATUS TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	FATHER'S OCCUPATIONAL STATUS									
	Low		Med.Low		Med.High		High			
	No.	%	No.	%	No.	%	No.	%	Total	
EAL										
High	39	(44)	54	(42)	19	(51)	11	(73)	123	(46)
Medium	35	(40)	58	(46)	14	(38)	3	(20)	110	(41)
Low	14	(16)	15	(12)	4	(11)	1	(7)	34	(13)
Total	88	(100)	127	(100)	37	(100)	15	(100)	267	(100)
	df = 6, x^2 = 4.59, p is N.S.									
EEL										
High	32	(36)	59	(46)	16	(42)	11	(73)	118	(44)
Medium	39	(44)	53	(41)	19	(50)	4	(27)	115	(43)
Low	17	(20)	17	(13)	3	(8)	0	(0)	36	(13)
Total	88	(100)	129	(100)	38	(100)	15	(100)	270	(100)
	df = 6, x^2 = 7.88, p is N.S.									
OAL										
High	3	(20)	13	(33)	46	(35)	42	(45)	104	(37)
Medium High	3	(20)	5	(12)	24	(18)	18	(19)	50	(18)
Medium Low	1	(7)	12	(30)	29	(22)	19	(20)	61	(23)
Low	8	(53)	10	(25)	34	(25)	15	(16)	67	(22)
Total	15	(100)	40	(100)	133	(100)	94	(100)	282	(100)
	df = 9, x^2 = 11.21, p is N.S.									
OEL										
High	7	(46)	19	(47)	67	(50)	59	(63)	152	(54)
Medium	3	(20)	16	(40)	46	(35)	22	(24)	87	(31)
Low	5	(34)	5	(13)	20	(15)	12	(13)	42	(15)
Total	15	(100)	40	(100)	133	(100)	93	(100)	281	(100)
	df = 6, x^2 = 7.20, p is N.S.									

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TABLE 49

(CONTINUED)

GIRLS	FATHER'S OCCUPATIONAL STATUS									
	Low		Med.Low		Med.High		High		Total	
	No.	%	No.	%	No.	%	No.	%		
EAL										
High	27	(29)	48	(34)	18	(45)	8	(57)	101	(35)
Medium High	18	(19)	22	(16)	6	(15)	1	(7)	47	(16)
Medium Low	29	(31)	55	(40)	13	(33)	3	(21)	100	(35)
Low	20	(21)	14	(10)	3	(7)	2	(15)	39	(24)
Total	94	(100)	139	(100)	40	(100)	14	(100)	287	(100)
	df = 9, x^2 = 10.51, p is N.S.									
EEL										
High	21	(22)	43	(31)	18	(46)	8	(57)	90	(31)
Medium High	20	(21)	24	(17)	4	(10)	1	(7)	49	(17)
Medium Low	35	(37)	53	(38)	13	(33)	3	(21)	104	(36)
Low	18	(20)	19	(14)	4	(11)	2	(15)	43	(16)
Total	94	(100)	139	(100)	39	(100)	14	(100)	286	(100)
	df = 9, x^2 = 10.27, p is N.S.									
OAL										
High	46	(46)	52	(35)	12	(30)	3	(21)	113	(36)
Medium High	21	(21)	31	(21)	6	(15)	4	(28)	62	(21)
Medium Low	21	(21)	37	(25)	8	(20)	4	(28)	70	(24)
Low	12	(12)	27	(19)	14	(35)	3	(23)	56	(19)
Total	100	(100)	147	(100)	40	(100)	14	(100)	301	(100)
	df = 9, x^2 = 10.64, p is N.S.									
OEL										
High	69	(69)	86	(58)	20	(50)	6	(43)	181	(60)
Medium High	22	(22)	40	(27)	12	(30)	5	(36)	79	(26)
Medium Low	6	(6)	17	(12)	4	(10)	3	(21)	30	(10)
Low	3	(3)	4	(13)	4	(10)	0	(0)	11	(4)
Total	100	(100)	147	(100)	40	(100)	14	(100)	301	(100)
	df = 9, x^2 = 8.37, p is N.S.									

TABLE 50

THE RELATIONSHIP OF STRENGTH OF FATHER'S ENCOURAGEMENT TO CONTINUE EDUCATION TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	STRENGTH OF FATHER'S ENCOURAGEMENT						
	Strong		Some		None		Total
	No.	%	No.	%	No.	%	
EAL							
High	96	(56)	20	(41)	14	(25)	130 (47)
Medium	55	(32)	23	(47)	35	(61)	113 (41)
Low	21	(12)	6	(12)	8	(14)	35 (12)
Total	172	(100)	49	(100)	57	(100)	278 (100)
	df = 4, x^2 = 17.48, p < .01						
EEL							
High	93	(53)	18	(35)	15	(28)	126 (45)
Medium	61	(35)	27	(52)	29	(54)	117 (42)
Low	21	(12)	7	(13)	10	(18)	38 (13)
Total	175	(100)	52	(100)	54	(100)	281 (100)
	df = 4, x^2 = 11.51, p < .05						
OAL							
High	57	(31)	22	(43)	30	(50)	109 (37)
Medium High	32	(17)	9	(18)	9	(15)	50 (17)
Medium Low	44	(24)	9	(18)	12	(20)	65 (22)
Low	50	(28)	11	(21)	9	(15)	70 (29)
Total	183	(100)	51	(100)	60	(100)	294 (100)
	df = 6, x^2 = 7.33, p is N.S.						
OEL							
High	88	(48)	31	(61)	37	(63)	156 (53)
Medium	60	(33)	15	(29)	18	(31)	93 (32)
Low	35	(19)	5	(10)	4	(6)	44 (15)
Total	183	(100)	51	(100)	59	(100)	293 (100)
	df = 4, x^2 = 6.64, p is N.S.						

... CONTINUED ...

TABLE 50

(CONTINUED)

GIRLS	STRENGTH OF FATHER'S ENCOURAGEMENT						
	Strong		Some		None		
	No.	%	No.	%	No.	%	Total
EAL							
High	20	(44)	15	(26)	17	(22)	102 (35)
Medium High	29	(18)	8	(14)	14	(18)	59 (20)
Medium Low	43	(27)	29	(50)	28	(36)	100 (34)
Low	17	(11)	6	(10)	19	(24)	42 (11)
Total	159	(100)	58	(100)	78	(100)	295 (100)
	df = 6, x^2 = 21.01, p < .01						
EEL							
High	63	(40)	13	(19)	15	(22)	91 (31)
Medium High	32	(20)	10	(14)	16	(16)	53 (18)
Medium Low	44	(28)	38	(54)	34	(34)	105 (36)
Low	18	(12)	9	(13)	18	(28)	47 (15)
Total	157	(100)	70	(100)	67	(100)	294 (100)
	df = 6, x^2 = 21.54, p < .01						
OAL							
High	44	(27)	26	(42)	44	(52)	114 (37)
Medium High	40	(24)	11	(18)	16	(19)	67 (22)
Medium Low	42	(25)	13	(21)	18	(21)	73 (23)
Low	39	(24)	12	(19)	6	(8)	57 (18)
Total	165	(100)	62	(100)	84	(100)	311 (100)
	df = 6, x^2 = 18.39, p < .01						
OEL							
High	91	(55)	40	(65)	55	(65)	186 (60)
Medium High	45	(27)	15	(24)	22	(26)	82 (26)
Medium Low	20	(12)	7	(11)	5	(6)	32 (10)
Low	9	(16)	0	(0)	2	(3)	11 (4)
Total	165	(100)	62	(100)	84	(100)	311 (100)
	df = 6, x^2 = 7.12, p is N.S.						

TABLE 51

THE RELATIONSHIP OF STRENGTH OF MOTHER'S ENCOURAGEMENT TO CONTINUE EDUCATION TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	STRENGTH OF MOTHER'S ENCOURAGEMENT							
	Strong		Some		None		Total	
	No.	%	No.	%	No.	%		
EAL								
High	101	(54)	16	(32)	11	(30)	128	(46)
Medium	68	(36)	26	(52)	18	(48)	112	(41)
Low	19	(10)	8	(16)	8	(22)	35	(13)
Total	188	(100)	50	(100)	37	(100)	275	(100)
	df = 4, x^2 = 11.56, p < .05							
EEL								
High	101	(52)	14	(27)	9	(25)	124	(45)
Medium	69	(35)	28	(54)	19	(52)	116	(42)
Low	20	(13)	10	(19)	8	(23)	38	(13)
Total	190	(100)	52	(100)	36	(100)	278	(100)
	df = 4, x^2 = 15.56, p < .01							
OAL								
High	61	(30)	25	(48)	19	(51)	105	(36)
Medium High	35	(17)	10	(19)	6	(16)	51	(17)
Medium Low	45	(22)	9	(17)	10	(27)	64	(22)
Low	60	(31)	8	(16)	2	(6)	70	(25)
Total	201	(100)	52	(100)	37	(100)	290	(100)
	df = 6, x^2 = 14.39, p < .05							
OEL								
High	98	(49)	31	(61)	25	(67)	154	(53)
Medium	67	(33)	15	(29)	10	(27)	92	(32)
Low	36	(18)	5	(10)	2	(6)	43	(15)
Total	201	(100)	51	(100)	37	(100)	289	(100)
	df = 4, x^2 = 5.77, p is N.S.							

... CONTINUED...

TABLE 51

(CONTINUED)

GIRLS	STRENGTH OF MOTHER'S ENCOURAGEMENT							
	Strong		Some		None		Total	
	No.	%	No.	%	No.	%		
EAL								
High	67	(39)	23	(32)	10	(19)	100	(34)
Medium High	34	(20)	8	(11)	9	(18)	51	(17)
Medium Low	50	(29)	29	(40)	23	(44)	102	(35)
Low	20	(12)	12	(17)	10	(19)	42	(14)
Total	171	(100)	72	(100)	52	(100)	295	(100)
	df = 6, x^2 = 10.22, p is N.S.							
EEL								
High	62	(36)	16	(23)	11	(21)	89	(30)
Medium High	36	(21)	9	(13)	8	(15)	53	(18)
Medium Low	52	(30)	34	(48)	20	(38)	106	(23)
Low	22	(13)	18	(16)	13	(26)	46	(29)
Total	172	(100)	70	(100)	52	(100)	294	(100)
	df = 6, x^2 = 12.68, p < .05							
OAL								
High	48	(27)	39	(50)	30	(54)	117	(38)
Medium High	39	(22)	18	(23)	9	(16)	66	(21)
Medium Low	50	(28)	14	(18)	9	(16)	73	(23)
Low	40	(23)	7	(9)	8	(14)	55	(18)
Total	177	(100)	78	(100)	56	(100)	311	(100)
	df = 6, x^2 = 20.21, p < .01							
OEL								
High	93	(53)	50	(64)	44	(78)	187	(60)
Medium High	50	(28)	23	(29)	9	(16)	82	(26)
Medium Low	24	(14)	5	(7)	2	(4)	31	(10)
Low	10	(5)	0	(0)	1	(2)	11	(4)
Total	177	(100)	78	(100)	56	(100)	311	(100)
	df = 6, x^2 = 14.74, p < .05							

TABLE 52

RELATIONSHIP OF BROKEN AS COMPARED TO NORMAL HOME SITUATION AND EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	HOME SITUATION					
	Normal		Broken		Total	
	No.	%	No.	%		
EAL						
High	116	(50)	14	(30)	130	(46)
Medium	92	(39)	22	(47)	114	(41)
Low	24	(11)	11	(23)	35	(13)
Total	232	(100)	47	(100)	279	(100)
	df = 3, x^2 = 7.53, p is N.S.					
EEL						
High	113	(48)	13	(28)	126	(45)
Medium High	6	(3)	0	(0)	6	(2)
Medium Low	90	(38)	22	(46)	112	(40)
Low	26	(29)	12	(26)	38	(13)
Total	235	(100)	47	(100)	282	(100)
	df = 3, x^2 = 9.09, p < .05					
OAL						
High	86	(35)	24	(49)	110	(37)
Medium High	42	(17)	9	(18)	51	(17)
Medium Low	54	(22)	11	(22)	65	(22)
Low	65	(26)	5	(11)	70	(24)
Total	247	(100)	49	(100)	296	(100)
	df = 3, x^2 = 5.68, p is N.S.					
OEL						
High	127	(51)	31	(63)	158	(53)
Medium High	37	(15)	9	(18)	46	(15)
Medium Low	44	(18)	4	(8)	48	(16)
Low	39	(16)	5	(11)	44	(16)
Total	247	(100)	49	(100)	296	(100)
	df = 3, x^2 = 3.30, p is N.S.					

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TABLE 52

(CONTINUED)

GIRLS	HOME SITUATION					
	Normal		Broken		Total	
	No.	%	No.	%		
EAL						
High	85	(35)	17	(30)	102	(34)
Medium High	44	(18)	7	(13)	51	(17)
Medium Low	81	(33)	22	(39)	103	(35)
Low	32	(14)	10	(18)	42	(14)
Total	242	(100)	56	(100)	298	(100)
	df = 3, x^2 = 1.43, p is N.S.					
EEL						
High	76	(31)	15	(27)	91	(31)
Medium High	45	(19)	8	(15)	53	(18)
Medium Low	86	(35)	21	(38)	107	(36)
Low	35	(15)	11	(20)	46	(15)
Total	242	(100)	55	(100)	297	(100)
	df = 3, x^2 = 0.94, p is N.S.					
OAL						
High	87	(34)	30	(50)	117	(37)
Medium High	54	(21)	13	(22)	67	(21)
Medium Low	64	(25)	9	(15)	73	(23)
Low	49	(20)	8	(13)	57	(9)
Total	254	(100)	60	(100)	314	(100)
	df = 3, x^2 = 5.23, p is N.S.					
OEL						
High	147	(58)	41	(68)	188	(60)
Medium High	69	(19)	14	(23)	83	(26)
Medium Low	28	(11)	4	(7)	32	(10)
Low	10	(12)	1	(2)	11	(4)
Total	254	(100)	60	(100)	314	(100)
	df = 3, x^2 = 1.61, p is N.S.					

TABLE 53

THE RELATIONSHIP OF INTELLIGENCE SCORE TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

OEL	Low		Med.Low		Med.High		High		
	No.	%	No.	%	No.	%	No.	%	Total
I.Q. 95-	41	(18)	12	(14)	4	(6)	0	(0)	57 (14)
96-115	131	(57)	47	(52)	32	(52)	19	(50)	229 (55)
115+	57	(25)	31	(34)	26	(42)	19	(50)	133 (31)
Total	229	(100)	90	(100)	62	(100)	38	(100)	419 (100)

df = 6, $x^2 = 17.75$, $p < .01$

EEL	High		Med.High		Med.Low		Low		
	No.	%	No.	%	No.	%	No.	%	Total
I.Q. 95-	10	(7)	7	(16)	25	(17)	8	(15)	50 (13)
96-115	75	(49)	27	(63)	90	(60)	31	(57)	223 (56)
115+	68	(44)	9	(21)	34	(23)	15	(28)	126 (31)
Total	153	(100)	43	(100)	149	(100)	54	(100)	399 (100)

df = 6, $x^2 = 20.28$, $p < .01$

OAL	Low		Med.Low		Med.High		High		
	No.	%	No.	%	No.	%	No.	%	Total
I.Q. 95-	38	(25)	9	(12)	6	(6)	4	(4)	57 (14)
96-115	83	(54)	47	(61)	52	(53)	47	(52)	229 (55)
115+	33	(21)	21	(27)	40	(41)	39	(44)	133 (31)
Total	154	(100)	77	(100)	98	(100)	90	(100)	419 (100)

df = 6, $x^2 = 33.02$, $p < .01$

EAL	High		Med.High		Med.Low		Low		
	No.	%	No.	%	No.	%	No.	%	Total
I.Q. 95-	15	(10)	7	(16)	21	(15)	7	(13)	50 (13)
96-115	76	(51)	30	(68)	87	(61)	27	(52)	220 (55)
115+	57	(39)	7	(16)	35	(24)	18	(35)	127 (32)
Total	148	(100)	44	(100)	143	(100)	52	(100)	397 (100)

df = 6, $x^2 = 15.13$, $p < .05$

TABLE 54

THE RELATIONSHIP OF LEADERSHIP SELF-CONCEPT TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	LEADERSHIP SELF-CONCEPT							
	Above Average		Average		Below Average		Total	
	No.	%	No.	%	No.	%		
EAL								
High	20	(71)	93	(43)	15	(44)	128	(46)
Medium	5	(18)	86	(40)	12	(35)	113	(41)
Low	3	(11)	25	(17)	7	(21)	35	(13)
Total	28	(100)	214	(100)	34	(100)	276	(100)
	df = 4, x^2 = 8.06, p is N.S.							
EEL								
High	19	(68)	90	(42)	15	(43)	124	(44)
Medium	6	(21)	96	(44)	15	(43)	117	(42)
Low	3	(11)	30	(14)	5	(14)	38	(14)
Total	28	(100)	216	(100)	35	(100)	279	(100)
	df = 4, x^2 = 5.91, p is N.S.							
OAL								
High	8	(26)	87	(37)	13	(35)	108	(37)
Medium High	6	(19)	40	(18)	5	(14)	51	(17)
Medium Low	5	(16)	48	(21)	11	(30)	64	(22)
Low	12	(39)	50	(24)	8	(21)	70	(24)
Total	31	(100)	225	(100)	37	(100)	293	(100)
	df = 6, x^2 = 4.49, p is N.S.							
OEL								
High	6	(19)	126	(56)	24	(65)	156	(53)
Medium	13	(42)	72	(32)	9	(24)	94	(32)
Low	12	(39)	26	(12)	4	(11)	42	(15)
Total	31	(100)	224	(100)	37	(100)	292	(100)
	df = 4, x^2 = 20.47, $p < .01$							

... CONTINUED ...

TABLE 54

(CONTINUED)

GIRLS	LEADERSHIP SELF-CONCEPT							
	Above Average		Average		Below Average		Total	
	No.	%	No.	%	No.	%		
EAL								
High	11	(79)	82	(34)	9	(22)	102	(34)
Medium High	0	(0)	46	(19)	3	(8)	49	(16)
Medium Low	2	(14)	83	(34)	19	(48)	104	(35)
Low	1	(7)	32	(13)	9	(22)	42	(15)
Total	14	(100)	243	(100)	40	(100)	297	(100)
	df = 6, x^2 = 15.95, p < .05							
EEL								
High	9	(64)	76	(31)	6	(15)	91	(31)
Medium	3	(21)	131	(54)	25	(64)	159	(54)
Low	2	(15)	36	(15)	8	(21)	46	(15)
Total	14	(100)	243	(100)	39	(100)	296	(100)
	df = 4, x^2 = 9.78, p < .05							
OAL								
High	3	(20)	95	(37)	18	(43)	116	(37)
Medium High	3	(20)	53	(21)	10	(24)	66	(21)
Medium Low	6	(40)	57	(22)	10	(24)	73	(23)
Low	3	(20)	49	(20)	4	(9)	56	(19)
Total	15	(100)	254	(100)	42	(100)	311	(100)
	df = 6, x^2 = 3.70, p is N.S.							
OEL								
High	7	(47)	146	(57)	34	(81)	187	(60)
Medium High	6	(41)	70	(28)	5	(12)	81	(26)
Medium Low	1	(6)	28	(11)	3	(7)	32	(10)
Low	1	(6)	10	(4)	0	(0)	11	(4)
Total	15	(100)	254	(100)	42	(100)	311	(100)
	df = 6, x^2 = 7.64, p. is N.S.							

TABLE 55

THE RELATIONSHIP OF RELIGIOUS PRACTICE TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	RELIGIOUS PRACTICE					
	Practising		Non-Practising		Total	
	No.	%	No.	%	No.	%
EAL						
High	23	(48)	107	(46)	130	(46)
Medium High	0	(0)	8	(3)	8	(3)
Medium Low	18	(37)	88	(38)	106	(38)
Low	7	(15)	29	(13)	36	(13)
Total	48	(100)	232	(100)	280	(100)
	df = 3, x^2 = 0.70, p is N.S.					
EEL						
High	19	(40)	107	(45)	126	(45)
Medium High	2	(4)	4	(2)	6	(2)
Medium Low	20	(43)	92	(39)	112	(40)
Low	6	(13)	33	(14)	39	(13)
Total	47	(100)	236	(100)	283	(100)
	df = 3, x^2 = 0.47, p is N.S.					
OAL						
High	19	(38)	92	(37)	111	(37)
Medium High	15	(30)	36	(15)	51	(17)
Medium Low	8	(16)	57	(23)	65	(22)
Low	8	(16)	62	(25)	70	(24)
Total	50	(100)	247	(100)	297	(100)
	df = 3, x^2 = 6.66, p is N.S.					
OEL						
High	31	(62)	127	(52)	158	(53)
Medium High	7	(14)	39	(16)	46	(16)
Medium Low	7	(14)	41	(17)	48	(16)
Low	5	(10)	39	(15)	44	(15)
Total	50	(100)	246	(100)	296	(100)
	df = 3, x^2 = 1.33, p is N.S.					

... CONTINUED ...

TABLE 55

(CONTINUED)

GIRLS	RELIGIOUS PRACTICE					
	Practising		Non-Practising		Total	
	No.	%	No.	%	No.	%
EAL						
High	30	(29)	72	(37)	102	(34)
Medium High	24	(23)	27	(14)	51	(17)
Medium Low	38	(37)	66	(34)	104	(35)
Low	11	(11)	31	(15)	42	(14)
Total	103	(100)	196	(100)	299	(100)
	df = 3, x^2 = 5.04, p is N.S.					
EEL						
High	31	(30)	60	(31)	91	(31)
Medium High	25	(24)	28	(14)	53	(18)
Medium Low	38	(37)	70	(36)	108	(36)
Low	10	(9)	36	(19)	46	(15)
Total	104	(100)	194	(100)	298	(100)
	df = 3, x^2 = 5.95, p is N.S.					
OAL						
High	49	(45)	68	(33)	117	(37)
Medium High	19	(17)	48	(23)	67	(21)
Medium Low	22	(20)	51	(25)	73	(23)
Low	19	(18)	38	(19)	57	(19)
Total	109	(100)	205	(100)	314	(100)
	df = 3, x^2 = 3.77, p is N.S.					
OEL						
High	73	(67)	115	(56)	188	(60)
Medium High	22	(20)	61	(30)	83	(26)
Medium Low	8	(7)	24	(12)	32	(10)
Low	6	(6)	5	(2)	11	(4)
Total	109	(100)	205	(100)	314	(100)
	df = 3, x^2 = 5.42, p is N.S.					

TABLE 56

THE RELATIONSHIP OF COURSE PREFERENCES AND THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	Humanities		Social Sciences		Sciences		Applied Courses		None		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
EAL												
High	28	(52)	20	(59)	45	(56)	34	(32)	2	(50)	129	(46)
Medium	21	(39)	11	(32)	26	(32)	53	(50)	2	(50)	113	(41)
Low	5	(9)	3	(9)	10	(12)	18	(18)	0	(0)	36	(13)
Total	54	(100)	34	(100)	81	(100)	105	(100)	4	(100)	278	(100)
	df = 8, x^2 = 12.13, p is N.S.											
EEL												
High	27	(50)	18	(52)	45	(55)	33	(31)	2	(40)	125	(44)
Medium	21	(39)	12	(34)	26	(32)	55	(52)	3	(60)	117	(42)
Low	6	(11)	5	(14)	11	(13)	17	(17)	0	(0)	39	(14)
Total	54	(100)	35	(100)	82	(100)	105	(100)	5	(100)	281	(100)
	df = 8, x^2 = 11.26, p is N.S.											
OAL												
High	18	(31)	10	(26)	26	(31)	53	(49)	3	(49)	110	(37)
Medium High	14	(24)	4	(11)	17	(21)	15	(14)	1	(17)	51	(17)
Medium Low	13	(22)	11	(29)	14	(17)	25	(23)	1	(17)	64	(22)
Low	14	(24)	13	(34)	26	(31)	16	(14)	1	(17)	70	(24)
Total	59	(100)	38	(100)	83	(100)	109	(100)	6	(100)	295	(100)
	df = 12, x^2 = 16.31, p is N.S.											
OEL												
High	33	(56)	20	(54)	38	(46)	64	(59)	2	(33)	157	(53)
Medium	20	(34)	7	(19)	31	(37)	33	(30)	3	(50)	94	(32)
Low	6	(10)	10	(27)	14	(17)	12	(11)	1	(17)	43	(15)
Total	59	(100)	37	(100)	83	(100)	109	(100)	6	(100)	294	(100)
	df = 8, x^2 = 8.52, p is N.S.											

... CONTINUED ...

TABLE 56

(CONTINUED)

GIRLS	Humanities		Social Sciences		Sciences		Applied Courses		None		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
EAL												
High	59	(44)	12	(30)	16	(43)	15	(18)	0	(0)	102	(34)
Medium High	18	(14)	9	(23)	4	(11)	19	(23)	0	(0)	50	(17)
Medium Low	37	(28)	13	(33)	12	(32)	39	(48)	3	(50)	104	(35)
Low	19	(14)	6	(15)	5	(14)	9	(11)	3	(50)	42	(14)
Total	133	(100)	40	(100)	37	(100)	82	(100)	6	(100)	298	(100)
	df = 12, x^2 = 23.59, p < .05											
EEL												
High	52	(39)	9	(23)	14	(39)	14	(17)	2	(33)	91	(31)
Medium High	16	(12)	12	(30)	5	(14)	18	(22)	1	(17)	52	(18)
Medium Low	44	(33)	11	(28)	13	(36)	39	(48)	1	(17)	108	(36)
Low	21	(16)	8	(20)	4	(11)	11	(13)	2	(33)	46	(15)
Total	133	(100)	40	(100)	36	(100)	82	(100)	6	(100)	297	(100)
	df = 12, x^2 = 19.06, p is N.S.											
OAL												
High	38	(27)	13	(32)	18	(42)	45	(54)	3	(50)	117	(37)
Medium High	26	(19)	11	(27)	9	(21)	18	(21)	3	(50)	67	(21)
Medium Low	46	(33)	9	(21)	4	(9)	14	(17)	0	(0)	73	(23)
Low	30	(21)	8	(20)	12	(28)	7	(8)	0	(0)	57	(18)
Total	140	(100)	41	(100)	43	(100)	84	(100)	6	(100)	314	(100)
	df = 12, x^2 = 28.14, p < .01											
OEL												
High	79	(56)	22	(54)	24	(56)	59	(70)	4	(66)	188	(60)
Medium High	39	(28)	15	(36)	10	(23)	18	(21)	1	(17)	83	(26)
Medium Low	18	(13)	2	(5)	5	(12)	6	(7)	1	(17)	32	(10)
Low	4	(3)	2	(5)	4	(9)	1	(2)	0	(0)	11	(4)
Total	140	(100)	41	(100)	43	(100)	84	(100)	6	(100)	314	(100)
	df = 12, x^2 = 9.49, p is N.S.											

TABLE 57

THE RELATIONSHIP BETWEEN COURSE DISLIKES AND THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	COURSE DISLIKES											
	Humanities		Social Sciences		Sciences		Applied Courses		None		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
EAL												
High	53	(40)	14	(41)	39	(51)	12	(75)	11	(61)	129	(46)
Medium	62	(46)	14	(41)	29	(38)	4	(25)	4	(22)	113	(41)
Low	19	(14)	6	(18)	8	(11)	0	(0)	3	(17)	36	(13)
Total	134	(100)	34	(100)	76	(100)	16	(100)	18	(100)	278	(100)
	df = 8, x^2 = 8.78, p is N.S.											
EEL												
High	54	(40)	14	(41)	37	(49)	10	(63)	10	(53)	125	(44)
Medium	61	(45)	13	(38)	33	(43)	4	(25)	6	(32)	117	(42)
Low	21	(15)	7	(21)	6	(8)	2	(12)	3	(15)	39	(14)
Total	136	(100)	34	(100)	76	(100)	16	(100)	19	(100)	281	(100)
	df = 8, x^2 = 5.43, p is N.S.											
OAL												
High	64	(45)	10	(29)	28	(35)	3	(18)	5	(25)	110	(37)
Medium High	22	(15)	7	(20)	15	(19)	4	(25)	3	(15)	51	(17)
Medium Low	29	(20)	11	(31)	17	(21)	2	(13)	5	(25)	64	(22)
Low	28	(20)	7	(20)	21	(26)	7	(44)	7	(35)	70	(24)
Total	143	(100)	35	(100)	81	(100)	16	(100)	20	(100)	295	(100)
	df = 12, x^2 = 9.59, p is N.S.											
OEL												
High	78	(55)	20	(57)	47	(58)	5	(31)	7	(35)	157	(53)
Medium	45	(32)	12	(34)	19	(23)	9	(56)	9	(45)	94	(32)
Low	19	(13)	3	(9)	15	(19)	2	(13)	4	(20)	43	(15)
Total	142	(100)	35	(100)	81	(100)	16	(100)	20	(100)	294	(100)
	df = 8, x^2 = 8.16, p is N.S.											

... CONTINUED ...

TABLE 57

(CONTINUED)

GIRLS	COURSE DISLIKES											
	Humanities		Social Sciences		Sciences		Applied Courses		None		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
EAL												
High	13	(25)	19	(37)	57	(37)	7	(30)	5	(36)	101	(34)
Medium High	13	(25)	9	(18)	26	(17)	1	(4)	1	(7)	50	(17)
Medium Low	19	(36)	17	(33)	55	(35)	8	(36)	5	(36)	104	(35)
Low	8	(14)	6	(12)	18	(11)	7	(30)	3	(21)	42	(14)
Total	53	(100)	51	(100)	156	(100)	23	(100)	14	(100)	297	(100)
	df = 12, x^2 = 8.76, p is N.S.											
EEL												
High	10	(19)	18	(36)	49	(31)	7	(30)	6	(43)	90	(30)
Medium	32	(62)	25	(50)	87	(55)	10	(43)	6	(43)	160	(54)
Low	10	(19)	7	(14)	21	(14)	6	(27)	2	(14)	46	(16)
Total	52	(100)	50	(100)	157	(100)	23	(100)	14	(100)	296	(100)
	df = 12, x^2 = 7.22, p is N.S.											
OAL												
High	25	(42)	19	(37)	58	(35)	10	(40)	5	(36)	117	(37)
Medium High	10	(17)	9	(18)	40	(25)	3	(12)	5	(36)	56	(22)
Medium Low	11	(19)	14	(27)	39	(24)	6	(24)	3	(21)	73	(23)
Low	13	(22)	9	(18)	27	(16)	6	(24)	1	(7)	56	(18)
Total	59	(100)	51	(100)	164	(100)	25	(100)	14	(100)	313	(100)
	df = 12, x^2 = 4.67, p is N.S.											
OEL												
High	30	(51)	32	(63)	100	(60)	16	(64)	10	(72)	188	(60)
Medium	19	(32)	15	(29)	42	(26)	5	(20)	2	(14)	83	(27)
Low	8	(14)	2	(4)	19	(12)	2	(8)	1	(7)	32	(10)
Total	59	(100)	51	(100)	164	(100)	25	(100)	14	(100)	313	(100)
	df = 12, x^2 = 5.32, p is N.S.											

TABLE 58

THE RELATIONSHIP OF FAILURE RECORD TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	FAILURE RECORD									
	None		One Failure		Two Failure		Three or More		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
EAL										
High	94	(55)	26	(34)	6	(26)	4	(44)	130	(46)
Medium	61	(36)	35	(45)	13	(57)	5	(56)	114	(41)
Low	16	(19)	16	(21)	4	(17)	0	(0)	36	(13)
Total	171	(100)	77	(100)	23	(100)	9	(100)	280	(100)
	df = 6, x^2 = 14.06, p < .05									
EEL										
High	95	(55)	24	(31)	3	(14)	4	(40)	126	(45)
Medium	61	(35)	40	(51)	12	(55)	5	(50)	118	(42)
Low	17	(10)	14	(18)	7	(31)	1	(10)	39	(13)
Total	173	(100)	78	(100)	22	(100)	10	(100)	283	(100)
	df = 6, x^2 = 21.05, p <. 01									
OAL										
High	53	(30)	36	(43)	15	(65)	7	(58)	111	(37)
Medium High	35	(20)	12	(14)	3	(13)	1	(8)	51	(17)
Medium Low	42	(24)	21	(25)	1	(4)	1	(8)	65	(22)
Low	48	(26)	15	(18)	4	(18)	3	(26)	70	(24)
Total	178	(100)	84	(100)	23	(100)	12	(100)	297	(100)
	df = 9, x^2 = 14.24, p is N.S.									
OEL										
High	76	(43)	54	(65)	20	(87)	8	(67)	158	(53)
Medium	66	(37)	23	(28)	1	(4)	4	(33)	94	(32)
Low	36	(20)	6	(7)	2	(9)	0	(0)	44	(15)
Total	178	(100)	83	(100)	23	(100)	12	(100)	296	(100)
	df = 6, x^2 = 23.33, p < .01									

... CONTINUED...

TABLE 58

(CONTINUED)

GIRLS	FAILURE RECORD							
	None		One Failure		Two or More		Total	
	No.	%	No.	%	No.	%	No.	%
EAL								
High	79	(36)	21	(34)	2	(12)	102	(34)
Medium High	38	(17)	11	(18)	2	(12)	51	(17)
Medium Low	74	(29)	22	(35)	8	(50)	104	(35)
Low	30	(8)	8	(13)	4	(26)	42	(14)
Total	221	(100)	62	(100)	16	(100)	299	(100)
	df = 6, x^2 = 3.21, p is N.S.							
EEL								
High	77	(35)	13	(21)	1	(6)	91	(31)
Medium High	38	(17)	12	(19)	3	(19)	53	(18)
Medium Low	173	(79)	27	(44)	8	(50)	108	(36)
Low	32	(15)	10	(16)	4	(25)	56	(15)
Total	320	(100)	62	(100)	16	(100)	298	(100)
	df = 6, x^2 = 7.45, p is N.S.							
OAL								
High	74	(32)	33	(51)	11	(61)	118	(37)
Medium High	48	(21)	15	(23)	4	(22)	67	(21)
Medium Low	63	(27)	9	(14)	1	(6)	73	(23)
Low	47	(20)	8	(12)	2	(11)	57	(19)
Total	232	(100)	65	(100)	18	(100)	315	(100)
	df = 6, x^2 = 13.39, $p < .05$							
OEL								
High	128	(55)	48	(74)	13	(72)	189	(60)
Medium High	66	(28)	13	(20)	4	(22)	83	(26)
Medium Low	29	(12)	2	(3)	1	(6)	32	(10)
Low	9	(5)	2	(3)	0	(0)	11	(4)
Total	232	(100)	65	(100)	18	(100)	315	(100)
	df = 6, x^2 = 7.71, p is N.S.							

TABLE 59

THE RELATIONSHIP OF THE DISTANCE FROM SCHOOL AND THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	DISTANCE FROM SCHOOL								
	Under One		One to Three		Four to Ten		Eleven or More		Total
	No.	%	No.	%	No.	%	No.	%	
EAL									
High	52	(53)	41	(48)	35	(44)	2	(13)	130 (46)
Medium	36	(36)	35	(41)	33	(41)	10	(67)	114 (41)
Low	11	(11)	10	(11)	12	(15)	3	(20)	36 (13)
Total	99	(100)	86	(100)	80	(100)	15	(100)	280 (100)
	df = 6, x^2 = 6.12, p is N.S.								
EEL									
High	49	(49)	39	(44)	35	(44)	3	(20)	126 (45)
Medium	38	(38)	40	(45)	32	(40)	8	(53)	118 (41)
Low	13	(13)	9	(11)	13	(16)	4	(27)	39 (14)
Total	100	(100)	88	(100)	80	(100)	15	(100)	283 (100)
	df = 6, x^2 = 4.35, p is N.S.								
OAL									
High	37	(34)	28	(31)	35	(41)	11	(73)	111 (37)
Medium High	19	(18)	17	(19)	13	(15)	2	(13)	51 (17)
Medium Low	25	(24)	17	(19)	22	(26)	1	(7)	65 (22)
Low	25	(24)	29	(31)	15	(18)	1	(7)	70 (24)
Total	106	(100)	91	(100)	85	(100)	15	(100)	297 (100)
	df = 9, x^2 = 11.94, p is N.S.								
OEL									
High	52	(50)	46	(51)	49	(58)	11	(73)	158 (53)
Medium	35	(33)	32	(35)	24	(28)	3	(20)	94 (32)
Low	18	(17)	13	(14)	12	(14)	1	(7)	44 (15)
Total	105	(100)	91	(100)	85	(100)	15	(100)	296 (100)
	df = 6, x^2 = 2.59, p is N.S.								

... CONTINUED ...

TABLE 59

(CONTINUED)

GIRLS	DISTANCE FROM SCHOOL									
	Under One		One to Three		Four to Ten		Eleven or More		Total	
	No.	%	No.	%	No.	%	No.	%		
EAL										
High	41	(35)	33	(33)	25	(35)	3	(27)	102	(34)
Medium High	23	(20)	13	(13)	14	(20)	1	(9)	51	(17)
Medium Low	40	(34)	42	(41)	19	(27)	3	(27)	104	(35)
Low	12	(10)	13	(13)	13	(18)	4	(37)	42	(14)
Total	116	(100)	101	(100)	71	(100)	11	(100)	299	(100)
	df = 9, x^2 = 7.76, p is N.S.									
EEL										
High	40	(34)	30	(30)	17	(24)	4	(37)	91	(31)
Medium High	25	(21)	15	(15)	12	(17)	1	(9)	53	(18)
Medium Low	39	(33)	43	(43)	23	(33)	3	(27)	108	(36)
Low	13	(12)	12	(12)	18	(26)	3	(27)	46	(15)
Total	117	(100)	100	(100)	70	(100)	11	(100)	298	(100)
	df = 9, x^2 = 9.85, p is N.S.									
OAL										
High	43	(34)	38	(37)	32	(43)	4	(31)	118	(37)
Medium High	26	(22)	22	(21)	17	(23)	2	(15)	67	(21)
Medium Low	33	(26)	25	(24)	10	(14)	5	(38)	73	(24)
Low	23	(18)	18	(18)	15	(20)	1	(8)	57	(18)
Total	125	(100)	103	(100)	74	(100)	13	(100)	315	(100)
	df = 9, x^2 = 5.00, p is N.S.									
OEL										
High	74	(59)	63	(61)	45	(61)	7	(54)	189	(60)
Medium High	35	(28)	22	(21)	20	(27)	6	(46)	83	(26)
Medium Low	13	(10)	13	(13)	6	(8)	0	(0)	32	(10)
Low	3	(13)	5	(5)	3	(4)	0	(0)	11	(4)
Total	125	(100)	103	(100)	74	(100)	13	(100)	315	(100)
	df = 9, x^2 = 3.58, p is N.S.									

TABLE 60

THE RELATIONSHIP OF TRANSPORTATION METHODS TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	TRANSPORTATION METHOD							
	Walk		Bus		Car & Other		Total	
	No.	%	No.	%	No.	%	No.	%
EAL								
High	51	(53)	59	(41)	19	(51)	129	(46)
Medium	33	(34)	66	(46)	14	(38)	113	(41)
Low	13	(13)	19	(13)	4	(11)	36	(13)
Total	97	(100)	144	(100)	37	(100)	278	(100)
	df = 4, x^2 = 3.85, p is N.S.							
EEL								
High	49	(50)	57	(39)	19	(50)	125	(44)
Medium	36	(37)	67	(46)	14	(37)	117	(42)
Low	13	(14)	21	(15)	5	(13)	39	(14)
Total	98	(100)	145	(100)	38	(100)	281	(100)
	df = 4, x^2 = 2.65, p is N.S.							
OAL								
High	39	(38)	61	(41)	10	(25)	110	(37)
Medium High	15	(14)	26	(17)	10	(25)	51	(17)
Medium Low	25	(24)	32	(21)	7	(18)	64	(22)
Low	25	(24)	32	(21)	13	(32)	70	(24)
Total	104	(100)	151	(100)	40	(100)	295	(100)
	df = 6, x^2 = 4.51, p is N.S.							
OEL								
High	51	(50)	91	(60)	15	(38)	157	(53)
Medium	35	(34)	45	(30)	14	(34)	94	(32)
Low	17	(16)	15	(10)	11	(28)	43	(15)
Total	103	(100)	151	(100)	40	(100)	294	(100)
	df = 4, x^2 = 9.07, p is N.S.							

... CONTINUED ...

TABLE 60

(CONTINUED)

GIRLS	TRANSPORTATION METHOD							
	Walk		Bus		Car & Other		Total	
	No.	%	No.	%	No.	%	No.	%
EAL								
High	35	(36)	61	(36)	6	(21)	102	(34)
Medium High	18	(18)	26	(15)	6	(21)	50	(17)
Medium Low	34	(35)	57	(33)	13	(45)	104	(35)
Low	11	(11)	27	(16)	4	(13)	42	(14)
Total	98	(100)	171	(100)	29	(100)	298	(100)
	df = 6, x^2 = 2.90, p is N.S.							
EEL								
High	34	(34)	51	(30)	6	(21)	91	(31)
Medium High	19	(19)	26	(15)	7	(24)	52	(18)
Medium Low	33	(33)	63	(37)	12	(41)	108	(36)
Low	13	(14)	29	(18)	4	(14)	46	(15)
Total	99	(100)	169	(100)	29	(100)	297	(100)
	df = 6, x^2 = 2.46, p is N.S.							
OAL								
High	35	(33)	69	(39)	13	(43)	117	(37)
Medium High	25	(23)	36	(20)	6	(20)	67	(21)
Medium Low	26	(24)	40	(23)	7	(23)	73	(25)
Low	21	(20)	32	(18)	4	(14)	57	(19)
Total	107	(100)	177	(100)	30	(100)	314	(100)
	df = 6, x^2 = 1.17, p is N.S.							
OEL								
High	64	(60)	105	(59)	19	(63)	188	(60)
Medium High	31	(29)	45	(25)	7	(23)	82	(26)
Medium Low	9	(8)	19	(11)	4	(14)	32	(10)
Low	3	(3)	8	(5)	0	(0)	11	(4)
Total	107	(100)	177	(100)	30	(100)	314	(100)
	df = 6, x^2 = 1.06, p is N.S.							

TABLE 61

THE RELATIONSHIP OF THE NUMBER OF SCHOOLS ATTENDED TO THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	NUMBER OF SCHOOLS ATTENDED											
	One		Two		Three		Four		Five or More		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
EAL												
High	19	(45)	35	(47)	34	(41)	21	(62)	21	(44)	130	(46)
Medium	17	(40)	32	(43)	32	(39)	13	(38)	20	(42)	114	(41)
Low	6	(15)	7	(10)	16	(20)	0	(0)	7	(14)	36	(13)
Total	42	(100)	74	(100)	82	(100)	34	(100)	48	(100)	280	(100)
	df = 8, x^2 = 8.05, p is N.S.											
EEL												
High	19	(45)	32	(43)	34	(41)	19	(53)	22	(46)	126	(45)
Medium	15	(36)	36	(48)	35	(43)	13	(36)	19	(40)	118	(42)
Low	8	(19)	7	(9)	13	(16)	4	(11)	7	(14)	39	(13)
Total	42	(100)	75	(100)	82	(100)	36	(100)	48	(100)	283	(100)
	df = 8, x^2 = 2.93, p is N.S.											
OAL												
High	19	(44)	27	(35)	35	(40)	10	(26)	20	(40)	111	(37)
Medium High	5	(12)	14	(18)	13	(14)	11	(28)	8	(16)	51	(17)
Medium Low	7	(16)	21	(27)	20	(23)	7	(18)	10	(20)	65	(22)
Low	12	(28)	15	(20)	20	(23)	11	(28)	12	(24)	70	(24)
Total	43	(100)	77	(100)	88	(100)	39	(100)	50	(100)	297	(100)
	df = 8, x^2 = 6.58, p is N.S.											
OEL												
High	23	(53)	42	(55)	47	(53)	21	(54)	25	(51)	158	(53)
Medium	14	(33)	27	(35)	26	(30)	11	(28)	16	(33)	94	(32)
Low	6	(14)	8	(10)	15	(17)	7	(18)	8	(16)	44	(15)
Total	43	(100)	77	(100)	88	(100)	39	(100)	49	(100)	296	(100)
	df = 8, x^2 = 1.32, p is N.S.											

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TABLE 61

(CONTINUED)

GIRLS	NUMBER OF SCHOOLS ATTENDED													
	One		Two		Three		Four		Five		Six or More		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
EAL														
High	12	(29)	26	(33)	21	(31)	19	(41)	16	(43)	8	(29)	102	(34)
Medium High	9	(22)	14	(18)	12	(18)	10	(22)	2	(5)	4	(14)	51	(17)
Medium Low	13	(32)	25	(31)	27	(40)	12	(26)	15	(41)	12	(43)	104	(35)
Low	7	(17)	14	(18)	8	(11)	5	(11)	4	(11)	4	(14)	42	(14)
Total	41	(100)	79	(100)	68	(100)	46	(100)	37	(100)	28	(100)	299	(100)
	df = 15, x^2 = 7.93, p is N.S.													
EEL														
High	9	(21)	23	(29)	19	(28)	18	(39)	14	(38)	8	(29)	91	(31)
Medium High	8	(20)	14	(18)	13	(19)	9	(20)	4	(11)	5	(18)	53	(18)
Medium Low	16	(39)	24	(31)	27	(40)	13	(28)	18	(49)	10	(36)	108	(36)
Low	8	(20)	17	(22)	9	(13)	6	(13)	1	(2)	5	(17)	46	(15)
Total	41	(100)	78	(100)	68	(100)	46	(100)	37	(100)	28	(100)	298	(100)
	df = 15, x^2 = 10.49, p is N.S.													
OAL														
High	13	(28)	32	(39)	30	(42)	17	(35)	12	(32)	14	(47)	118	(37)
Medium High	11	(24)	22	(27)	12	(17)	10	(21)	8	(22)	4	(13)	67	(21)
Medium Low	16	(35)	15	(18)	19	(26)	7	(15)	8	(22)	8	(27)	73	(23)
Low	6	(13)	13	(16)	11	(15)	14	(29)	9	(24)	4	(13)	57	(19)
Total	46	(100)	82	(100)	72	(100)	48	(100)	37	(100)	30	(100)	315	(100)
	df = 15, x^2 = 12.04, p is N.S.													
OEL														
High	25	(54)	51	(62)	47	(65)	27	(56)	21	(57)	8	(60)	189	(60)
Medium High	16	(35)	23	(28)	15	(22)	14	(29)	8	(22)	7	(23)	83	(26)
Medium Low	4	(9)	6	(7)	8	(11)	6	(13)	6	(16)	2	(7)	32	(10)
Low	1	(2)	2	(3)	2	(2)	1	(2)	2	(5)	3	(10)	11	(4)
Total	46	(100)	82	(100)	72	(100)	48	(100)	37	(100)	30	(100)	315	(100)
	df = 15, x^2 = 5.91, p is N.S.													

TABLE 62

THE RELATIONSHIP BETWEEN RESIDENCE WHILE ATTENDING SCHOOL AND THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	RESIDENCE							
	With Parents		Hostel		Private Homes		Total	
	No.	%	No.	%	No.	%	No.	%
EAL								
High	121	(50)	5	(26)	4	(21)	130	(47)
Medium	96	(40)	11	(58)	7	(37)	114	(40)
Low	24	(10)	3	(16)	8	(43)	35	(13)
Total	241	(100)	19	(100)	19	(100)	279	(100)
	df = 4, x^2 = 5.10, p is N.S.							
EEL								
High	116	(48)	5	(26)	5	(26)	126	(45)
Medium	99	(41)	11	(58)	8	(42)	118	(42)
Low	29	(11)	3	(16)	6	(32)	38	(13)
Total	244	(100)	19	(100)	19	(100)	282	(100)
	df = 4, x^2 = 7.10, p is N.S.							
OAL								
High	87	(34)	14	(61)	9	(45)	110	(37)
Medium High	43	(17)	3	(13)	5	(25)	51	(17)
Medium Low	57	(23)	5	(22)	3	(15)	65	(22)
Low	66	(26)	1	(4)	3	(15)	70	(24)
Total	253	(100)	23	(100)	20	(100)	296	(100)
	df = 6, x^2 = 5.79, p is N.S.							
OEL								
High	129	(51)	16	(70)	13	(65)	158	(53)
Medium	83	(33)	6	(26)	5	(25)	94	(32)
Low	41	(16)	1	(4)	2	(10)	44	(15)
Total	253	(100)	23	(100)	20	(100)	296	(100)
	df = 4, x^2 = 3.00, p is N.S.							

... CONTINUED ...

TABLE 62

(CONTINUED)

GIRLS	RESIDENCE							
	With Parents		Hostel		Private Homes		Total	
	No.	%	No.	%	No.	%	No.	%
EAL								
High	95	(36)	1	(7)	6	(30)	102	(34)
Medium High	42	(16)	5	(36)	4	(20)	51	(17)
Medium Low	92	(35)	5	(36)	6	(30)	103	(35)
Low	35	(13)	3	(21)	4	(20)	42	(14)
Total	264	(100)	14	(100)	20	(100)	298	(100)
	df = 6, x^2 = 4.89, p is N.S.							
EEL								
High	86	(33)	0	(0)	5	(25)	91	(31)
Medium	137	(52)	12	(86)	11	(55)	160	(54)
Low	40	(15)	2	(14)	4	(20)	46	(15)
Total	263	(100)	14	(100)	20	(100)	297	(100)
	df = 4, x^2 = 5.95, p is N.S.							
OAL								
High	101	(36)	7	(44)	9	(43)	117	(37)
Medium High	58	(22)	4	(25)	5	(24)	67	(21)
Medium Low	67	(24)	2	(13)	4	(19)	73	(23)
Low	51	(18)	3	(18)	3	(14)	57	(18)
Total	277	(100)	16	(100)	21	(100)	314	(100)
	df = 6, x^2 = .71, p is N.S.							
OEL								
High	163	(58)	10	(63)	16	(76)	188	(60)
Medium High	73	(26)	5	(31)	5	(24)	83	(26)
Medium Low	31	(11)	1	(6)	0	(0)	32	(10)
Low	11	(5)	0	(0)	0	(0)	11	(4)
Total	277	(100)	16	(100)	21	(100)	314	(100)
	df = 6, x^2 = 2.36, p is N.S.							

TABLE 63

THE RELATIONSHIP OF TEACHERS ENCOURAGEMENT TO CONTINUE EDUCATION TO THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	TEACHER'S ENCOURAGEMENT							
	Strong		Some		None		Total	
	No.	%	No.	%	No.	%	No.	%
EAL								
High	35	(63)	29	(44)	65	(41)	129	(46)
Medium	17	(30)	28	(42)	69	(44)	114	(41)
Low	4	(7)	9	(14)	23	(15)	36	(13)
Total	56	(100)	66	(100)	157	(100)	279	(100)
	df = 4, x^2 = 6.41, p is N.S.							
EEL								
High	33	(59)	31	(40)	61	(41)	125	(44)
Medium	19	(34)	37	(47)	62	(42)	118	(42)
Low	4	(7)	10	(13)	25	(17)	39	(14)
Total	56	(100)	78	(100)	148	(100)	282	(100)
	df = 4, x^2 = 5.97, p is N.S.							
OAL								
High	16	(28)	27	(38)	66	(40)	109	(37)
Medium High	13	(22)	12	(17)	26	(16)	51	(17)
Medium Low	13	(22)	14	(20)	37	(23)	65	(22)
Low	16	(28)	18	(25)	36	(21)	70	(24)
Total	58	(100)	71	(100)	166	(100)	295	(100)
	df = 6, x^2 = 2.75, p is N.S.							
OEL								
High	27	(47)	38	(54)	93	(57)	158	(54)
Medium	19	(33)	20	(28)	53	(32)	92	(31)
Low	12	(20)	13	(18)	19	(12)	44	(15)
Total	58	(100)	71	(100)	165	(100)	294	(100)
	df = 4, x^2 = 3.07, p is N.S.							

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TABLE 63

(CONTINUED)

GIRLS	TEACHER'S ENCOURAGEMENT							
	Strong		Some		None		Total	
	No.	%	No.	%	No.	%	No.	%
EAL								
High	23	(39)	19	(37)	59	(32)	101	(34)
Medium High	12	(20)	8	(15)	30	(16)	50	(17)
Medium Low	14	(24)	17	(33)	73	(39)	104	(35)
Low	10	(17)	8	(15)	24	(13)	42	(14)
Total	59	(100)	52	(100)	186	(100)	297	(100)
	df = 6, x^2 = 3.82, p is N.S.							
EEL								
High	24	(40)	21	(33)	46	(27)	91	(30)
Medium High	13	(22)	9	(14)	30	(17)	52	(18)
Medium Low	14	(23)	22	(35)	71	(41)	107	(36)
Low	9	(15)	11	(18)	26	(15)	46	(16)
Total	60	(100)	63	(100)	173	(100)	296	(100)
	df = 6, x^2 = 6.23, p is N.S.							
OAL								
High	15	(24)	21	(39)	82	(42)	118	(38)
Medium High	12	(19)	10	(19)	43	(22)	65	(21)
Medium Low	16	(26)	12	(22)	44	(22)	72	(23)
Low	19	(31)	11	(20)	27	(14)	57	(18)
Total	62	(100)	54	(100)	196	(100)	312	(100)
	df = 6, x^2 = 10.15, p is N.S.							
OEL								
High	30	(48)	35	(65)	123	(63)	188	(60)
Medium High	21	(34)	9	(17)	51	(26)	81	(26)
Medium Low	6	(10)	6	(11)	20	(10)	32	(10)
Low	5	(8)	4	(7)	2	(1)	11	(4)
Total	62	(100)	54	(100)	196	(100)	312	(100)
	df = 6, x^2 = 10.80, p is N.S.							

TABLE 64

THE RELATIONSHIP OF EXTRACURRICULAR PARTICIPATION AND THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	EXTRACURRICULAR PARTICIPATION									
	None		Low		Average		Above Average		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
EAL										
High	33	(35)	79	(51)	12	(63)	5	(56)	129	(46)
Medium	45	(48)	60	(38)	5	(26)	3	(33)	113	(41)
Low	16	(17)	17	(11)	2	(11)	1	(11)	36	(13)
Total	94	(100)	156	(100)	19	(100)	9	(100)	278	(100)
	df = 6, x^2 = 6.89, p is N.S.									
EEL										
High	31	(32)	78	(50)	11	(58)	5	(56)	125	(44)
Medium	50	(52)	57	(37)	7	(37)	3	(33)	117	(42)
Low	16	(16)	21	(13)	1	(5)	1	(11)	39	(14)
Total	97	(100)	156	(100)	19	(100)	9	(100)	281	(100)
	df = 6, x^2 = 8.44, p is N.S.									
OAL										
High	41	(40)	64	(39)	5	(25)	0	(0)	110	(37)
Medium High	15	(15)	29	(18)	6	(30)	1	(11)	51	(17)
Medium Low	18	(18)	39	(24)	5	(25)	2	(22)	64	(22)
Low	28	(27)	32	(19)	4	(20)	6	(67)	70	(24)
Total	102	(100)	164	(100)	20	(100)	9	(100)	295	(100)
	df = 9, x^2 = 12.43, p is N.S.									
OEL										
High	58	(58)	88	(54)	9	(45)	2	(22)	157	(53)
Medium	28	(28)	53	(32)	8	(40)	5	(56)	94	(32)
Low	15	(15)	23	(14)	3	(15)	2	(22)	43	(15)
Total	101	(100)	164	(100)	20	(100)	9	(100)	294	(100)
	df = 6, x^2 = 3.13, p is N.S.									

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TABLE 64

(CONTINUED)

GIRLS	EXTRACURRICULAR PARTICIPATION									
	None		Low		Average		Above Average		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
EAL										
High	30	(25)	47	(36)	18	(51)	7	(64)	102	(34)
Medium High	20	(17)	25	(19)	4	(11)	1	(9)	50	(17)
Medium Low	48	(40)	42	(32)	11	(31)	3	(27)	104	(35)
Low	23	(18)	17	(13)	2	(7)	0	(0)	42	(14)
Total	121	(100)	131	(100)	35	(100)	11	(100)	298	(100)
	df = 9, x^2 = 12.80, p is N.S.									
EEL										
High	23	(19)	43	(33)	18	(51)	7	(64)	91	(31)
Medium High	19	(16)	28	(21)	4	(11)	1	(9)	52	(18)
Medium Low	52	(43)	44	(34)	9	(26)	3	(27)	108	(36)
Low	27	(22)	16	(12)	3	(12)	0	(0)	46	(15)
Total										
	df = 9, x^2 = 21.89, p < .01									
OAL										
High	45	(34)	58	(43)	10	(29)	4	(33)	117	(37)
Medium High	35	(27)	27	(20)	4	(11)	1	(9)	67	(21)
Medium Low	26	(20)	31	(23)	13	(37)	3	(25)	73	(23)
Low	25	(19)	20	(14)	8	(23)	4	(33)	57	(19)
Total	131	(100)	136	(100)	35	(100)	12	(100)	314	(100)
	df = 9, x^2 = 9.50, p is N.S.									
OEL										
High	78	(60)	83	(61)	22	(63)	5	(42)	188	(60)
Medium High	37	(28)	36	(26)	7	(20)	3	(25)	83	(26)
Medium Low	14	(11)	10	(7)	5	(14)	3	(25)	32	(10)
Low	2	(1)	7	(6)	1	(3)	1	(8)	11	(4)
Total	131	(100)	136	(100)	35	(100)	12	(100)	314	(100)
	df = 9, x^2 = 4.95, p is N.S.									

TABLE 65

THE RELATIONSHIP OF SIZE OF COMMUNITY OF RESIDENCE UPON EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	SIZE OF COMMUNITY									
	Rural		Less than 500		501-2500		2501 or More		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
EAL										
High	6	(40)	13	(30)	28	(43)	83	(55)	130	(46)
Medium	8	(54)	20	(47)	28	(43)	58	(36)	114	(40)
Low	1	(6)	9	(23)	8	(14)	17	(9)	35	(14)
Total	15	(100)	42	(100)	64	(100)	158	(100)	279	(100)
	df = 6, x^2 = 5.77, p is N.S.									
EEL										
High	5	(33)	14	(33)	30	(47)	77	(48)	126	(45)
Medium	8	(53)	21	(50)	26	(40)	63	(39)	118	(42)
Low	2	(14)	7	(12)	9	(13)	20	(13)	38	(13)
Total	15	(100)	42	(100)	65	(100)	160	(100)	282	(100)
	df = 6, x^2 = 2.54, p is N.S.									
OAL										
High	10	(63)	26	(59)	27	(40)	47	(28)	110	(37)
Medium High	3	(17)	3	(7)	15	(22)	30	(18)	51	(17)
Medium Low	2	(13)	9	(20)	11	(16)	43	(26)	65	(22)
Low	1	(7)	6	(14)	15	(22)	48	(28)	70	(24)
Total	16	(100)	44	(100)	68	(100)	168	(100)	296	(100)
	df = 9, x^2 = 19.32, p is N.S.									
OEL										
High	10	(63)	30	(68)	36	(53)	82	(49)	158	(53)
Medium	4	(25)	11	(25)	23	(34)	56	(33)	94	(32)
Low	2	(12)	3	(7)	9	(13)	30	(18)	44	(15)
Total	16	(100)	44	(100)	68	(100)	168	(100)	296	(100)
	df = 6, x^2 = 8.96, p is N.S.									

... CONTINUED ...

TABLE 65

(CONTINUED)

GIRLS	SIZE OF COMMUNITY									
	Rural		Less than 500		501-2500		2501 or More		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
EAL										
High	6	(35)	14	(34)	24	(29)	58	(37)	102	(34)
Medium High	3	(18)	10	(24)	14	(16)	24	(15)	51	(17)
Medium Low	4	(24)	8	(20)	35	(42)	56	(36)	103	(35)
Low	4	(24)	9	(22)	11	(13)	18	(12)	42	(14)
Total	17	(100)	41	(100)	84	(100)	156	(100)	298	(100)
	df = 9, x^2 = 6.78, p is N.S.									
EEL										
High	5	(31)	10	(24)	21	(25)	55	(35)	91	(31)
Medium	8	(50)	24	(59)	48	(58)	80	(51)	160	(54)
Low	3	(19)	7	(17)	14	(17)	22	(14)	46	(15)
Total	16	(100)	41	(100)	83	(100)	157	(100)	297	(100)
	df = 6, x^2 = 2.92, p is N.S.									
OAL										
High	11	(52)	15	(36)	27	(31)	64	(39)	117	(37)
Medium High	2	(9)	13	(32)	18	(20)	34	(21)	67	(21)
Medium Low	4	(19)	5	(12)	23	(26)	40	(25)	73	(23)
Low	4	(19)	8	(20)	20	(23)	25	(15)	57	(18)
Total	21	(100)	41	(100)	88	(100)	163	(100)	314	(100)
	df = 6, x^2 = 7.69, p is N.S.									
OEL										
High	12	(57)	27	(64)	47	(53)	102	(63)	188	(60)
Medium High	9	(43)	10	(24)	27	(31)	37	(23)	83	(26)
Medium Low	0	(0)	4	(10)	11	(13)	17	(10)	32	(10)
Low	0	(0)	1	(2)	3	(3)	7	(4)	11	(4)
Total	21	(100)	42	(100)	88	(100)	163	(100)	314	(100)
	df = 9, x^2 = 4.69, p is N.S.									

TABLE 66

THE RELATIONSHIP OF THE USE OF MOTORIZED VEHICLE AND THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

BOYS	USE OF MOTORIZED VEHICLE									
	Self Owned		Parents Regularly		Parents Sometimes		None		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
EAL										
High	23	(40)	23	(49)	40	(53)	44	(45)	130	(47)
Medium	26	(45)	17	(36)	26	(34)	45	(46)	114	(40)
Low	9	(15)	7	(15)	10	(13)	9	(9)	35	(13)
Total	58	(100)	47	(100)	76	(100)	98	(100)	279	(100)
	df = 6, x^2 = 3.31, p is N.S.									
EEL										
High	24	(41)	22	(48)	42	(54)	38	(38)	126	(45)
Medium	27	(46)	16	(35)	26	(33)	49	(49)	118	(42)
Low	8	(13)	8	(17)	10	(13)	12	(13)	38	(13)
Total	59	(100)	46	(100)	78	(100)	99	(100)	282	(100)
	df = 6, x^2 = 4.40, p is N.S.									
OAL										
High	28	(44)	15	(31)	29	(37)	38	(36)	110	(37)
Medium High	9	(14)	5	(10)	20	(25)	17	(16)	51	(17)
Medium Low	13	(20)	15	(31)	13	(16)	24	(23)	65	(22)
Low	14	(22)	13	(28)	17	(22)	26	(25)	70	(24)
Total	64	(100)	48	(100)	79	(100)	105	(100)	296	(100)
	df = 9, x^2 = 7.21, p is N.S.									
OEL										
High	41	(64)	18	(38)	39	(49)	60	(57)	158	(53)
Medium	15	(23)	17	(35)	34	(43)	28	(27)	94	(32)
Low	8	(13)	13	(27)	6	(8)	17	(16)	44	(15)
Total	64	(100)	48	(100)	79	(100)	105	(100)	296	(100)
	df = 6, x^2 = 12.71, p < .05									

... CONTINUED...

TABLE 66

(CONTINUED)

GIRLS	USE OF MOTORIZED VEHICLE									
	Self Owned		Parents Regularly		Parents Sometimes		Never		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
EAL										
High	9	(41)	6	(40)	29	(50)	58	(29)	102	(34)
Medium High	4	(18)	1	(7)	7	(12)	39	(19)	51	(17)
Medium Low	4	(18)	6	(40)	19	(33)	74	(36)	103	(35)
Low	5	(23)	2	(13)	3	(5)	32	(16)	42	(14)
Total	22	(100)	15	(100)	58	(100)	203	(100)	298	(100)
	df = 9, x^2 = 12.24, p is N.S.									
EEL										
High	9	(41)	5	(31)	26	(45)	51	(25)	91	(31)
Medium	7	(32)	8	(50)	22	(43)	120	(60)	160	(54)
Low	6	(27)	3	(19)	7	(12)	30	(15)	46	(15)
Total	22	(100)	16	(100)	58	(100)	201	(100)	297	(100)
	df = 6, x^2 = 10.84, p is N.S.									
OAL										
High	7	(32)	5	(31)	18	(30)	87	(40)	117	(37)
Medium High	6	(27)	4	(25)	9	(15)	48	(22)	67	(21)
Medium Low	6	(27)	3	(19)	21	(35)	43	(20)	73	(24)
Low	3	(14)	4	(25)	12	(20)	38	(18)	57	(18)
Total	22	(100)	16	(100)	60	(100)	216	(100)	314	(100)
	df = 9, x^2 = 6.49, p is N.S.									
OEL										
High	10	(45)	9	(56)	34	(57)	135	(63)	188	(60)
Medium High	9	(41)	5	(31)	16	(27)	53	(25)	83	(26)
Medium Low	2	(9)	2	(13)	7	(12)	21	(10)	32	(10)
Low	1	(5)	0	(0)	3	(4)	7	(2)	11	(4)
Total	22	(100)	16	(100)	60	(100)	216	(100)	314	(100)
	df = 9, x^2 = 2.55, p is N.S.									

TABLE 67

THE RELATIONSHIP OF THE STUDENT'S RATING OF FATHER'S OCCUPATION AND THE ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS

GIRLS	STUDENT'S RATING OF FATHER'S OCCUPATION							
	Very Good		Good		Not Good		Total	
	No.	%	No.	%	No.	%	No.	%
OAL								
High	65	(40)	43	(36)	7	(30)	115	(37)
Medium High	35	(21)	26	(21)	4	(17)	65	(21)
Medium Low	33	(20)	31	(26)	7	(30)	71	(23)
Low	31	(19)	21	(21)	5	(22)	57	(19)
Total	164	(100)	121	(100)	23	(100)	308	(100)
	df = 6, x^2 = 1.46, p is N.S.							
OEL								
High	99	(60)	73	(60)	13	(57)	185	(60)
Medium High	41	(25)	33	(27)	7	(30)	81	(26)
Medium Low	17	(10)	11	(9)	3	(13)	31	(10)
Low	7	(5)	4	(4)	0	(0)	11	(4)
Total	164	(100)	121	(100)	23	(100)	308	(100)
	df = 6, x^2 = 0.37, p is N.S.							

... CONTINUED ...

TABLE 67

(CONTINUED)

BOYS	STUDENT'S RATING OF FATHER'S OCCUPATION							
	Very Good		Good		Not Good		Total	
	No.	%	No.	%	No.	%	No.	%
OAL								
High	60	(39)	35	(36)	11	(38)	106	(38)
Medium High	30	(19)	18	(18)	3	(10)	51	(18)
Medium Low	28	(18)	21	(21)	10	(34)	59	(21)
Low	37	(24)	24	(25)	5	(18)	66	(23)
Total	155	(100)	98	(100)	29	(100)	282	(100)
	df = 6, x^2 = 3.43, p is N.S.							
OEL								
High	82	(50)	57	(59)	16	(55)	155	(55)
Medium	60	(36)	25	(26)	11	(38)	86	(31)
Low	23	(14)	15	(15)	2	(7)	40	(14)
Total	165	(100)	97	(100)	29	(100)	281	(100)
	df = 4, x^2 = 2.04, p is N.S.							

TABLE 68

THE RELATIONSHIP BETWEEN THE ACTUAL EDUCATION LEVEL OF CHOSEN OCCUPATION TO EDUCATIONAL EXPECTATIONS OF HIGH SCHOOL STUDENTS

	ACTUAL EDUCATION LEVEL OF OCCUPATION CHOICE									
	University		Teachers College or Nursing		Tech.Voc. Business		No Further		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
GIRLS EEL										
High	56	(88)	2	(4)	8	(9)	14	(25)	90	(31)
Medium High	1	(2)	39	(83)	6	(7)	4	(7)	50	(19)
Medium Low	5	(8)	5	(11)	63	(69)	17	(30)	90	(35)
Low	2	(2)	1	(2)	14	(15)	22	(38)	39	(15)
Total	64	(100)	47	(100)	91	(100)	57	(100)	259	(100)
	df = 9, x^2 = 283.88, p < .01									
BOYS EEL										
High	81	(93)	4	(40)	12	(12)	5	(14)	102	(44)
Medium High	1	(1)	4	(40)	1	(1)	0	(0)	6	(3)
Medium Low	3	(3)	2	(20)	79	(80)	9	(26)	93	(40)
Low	2	(3)	0	(0)	7	(7)	21	(60)	30	(13)
Total	87	(100)	10	(100)	99	(100)	35	(100)	231	(100)
	df = 9, x^2 = 249.6, p < .01									

TABLE 69

THE RELATIONSHIPS AMONG OAL, OEL, EEL and EAL

GIRLS	Low		Medium Low		Medium High		High		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
OEL										
EEL										
High	37	(21)	29	(38)	15	(47)	10	(91)	91	(31)
Medium High	37	(21)	10	(13)	5	(16)	1	(9)	53	(18)
Medium Low	76	(43)	21	(27)	11	(34)	0	(0)	108	(36)
Low	28	(15)	17	(22)	1	(3)	0	(0)	46	(15)
Total	178	(100)	77	(100)	32	(100)	11	(100)	298	(100)
	df = 9, x^2 = 32.82, p < .01									
OAL										
EEL										
High	10	(9)	13	(22)	35	(50)	33	(59)	91	(31)
Medium High	24	(21)	14	(23)	9	(13)	6	(11)	53	(18)
Medium LOw	56	(50)	21	(35)	23	(33)	8	(15)	108	(36)
Low	23	(20)	12	(20)	3	(4)	8	(15)	46	(15)
Total	113	(100)	60	(100)	70	(100)	55	(100)	298	(100)
	df = 9, x^2 = 62.65, p < .01									
EAL										
EEL										
High	85	(85)	0	(0)	2	(2)	4	(10)	91	(31)
Medium High	2	(2)	46	(90)	3	(3)	2	(5)	53	(18)
Medium Low	10	(10)	3	(6)	90	(87)	4	(10)	107	(36)
Low	3	(3)	2	(4)	9	(8)	32	(75)	46	(15)
Total	100	(100)	51	(100)	104	(100)	42	(100)	297	(100)
	df = 9, x^2 = 537.72, p < .01									
EAL										
OEL										
Low	44	(43)	34	(67)	73	(70)	27	(64)	178	(60)
Medium Low	35	(34)	11	(22)	18	(17)	14	(33)	78	(26)
Medium High	15	(15)	5	(10)	12	(12)	0	(0)	32	(11)
High	8	(8)	1	(1)	1	(1)	1	(3)	11	(3)
Total	102	(100)	51	(100)	104	(100)	42	(100)	299	(100)
	df = 9, x^2 = 22.45, p < .01									

... CONTINUED...

TABLE 69

(CONTINUED)

GIRLS	Low		Medium Low		Medium High		High		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
OAL										
OEL										
Low	99	(84)	37	(55)	35	(48)	18	(32)	189	(60)
Medium Low	14	(12)	23	(34)	25	(34)	21	(37)	83	(26)
Medium High	4	(3)	5	(7)	10	(14)	13	(23)	32	(10)
High	1	(1)	2	(2)	3	(4)	5	(8)	11	(4)
Total	118	(100)	67	(100)	73	(100)	57	(100)	315	(100)
	df = 9, x^2 = 51.55, p < .01									
OAL										
EAL										
High	14	(12)	15	(25)	38	(54)	35	(64)	102	(34)
Medium High	21	(18)	14	(23)	10	(14)	6	(11)	51	(17)
Medium Low	56	(49)	24	(40)	16	(23)	8	(14)	104	(35)
Low	23	(21)	7	(12)	6	(9)	6	(11)	42	(14)
Total	114	(100)	60	(100)	70	(100)	55	(100)	299	(100)
	df = 9, x^2 = 58.78, p < .01									

... CONTINUED ...

TABLE 69

(CONTINUED)

BOYS	Low		Medium Low		Medium High		High		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
OAL										
EAL										
High	24	(24)	28	(55)	29	(46)	49	(77)	130	(46)
Medium High	2	(2)	2	(4)	1	(2)	3	(5)	8	(3)
Medium Low	53	(52)	18	(35)	26	(41)	9	(13)	106	(38)
Low	23	(22)	3	(6)	7	(11)	3	(5)	36	(13)
Total	102	(100)	51	(100)	63	(100)	64	(100)	280	(100)
	df = 9, x^2 = 48.88, p < .01									
OEL										
EEL										
High	36	(24)	24	(55)	34	(72)	32	(74)	126	(45)
Medium High	4	(3)	0	(0)	1	(2)	1	(2)	6	(2)
Medium Low	81	(55)	17	(37)	8	(17)	6	(14)	112	(40)
Low	27	(18)	3	(7)	4	(9)	4	(10)	38	(13)
Total	148	(100)	44	(100)	47	(100)	43	(100)	282	(100)
	df = 9, x^2 = 54.09, p < .01									
OAL										
EEL										
High	23	(23)	26	(41)	26	(41)	51	(76)	126	(45)
Medium High	1	(1)	2	(3)	1	(2)	2	(3)	6	(2)
Medium Low	54	(53)	19	(30)	29	(46)	10	(15)	112	(40)
Low	24	(23)	4	(6)	7	(11)	4	(6)	39	(18)
Total	102	(100)	51	(100)	63	(100)	67	(100)	283	(100)
	df = 9, x^2 = 50.04, p < .01									

... CONTINUED ...

TABLE 69

(CONTINUED)

BOYS	Low		Medium Low		Medium High		High		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
EAL										
EEL										
High	116	(89)	2	(25)	3	(3)	3	(8)	124	(44)
Medium High	2	(2)	4	(50)	0	(0)	0	(0)	6	(2)
Medium Low	9	(7)	1	(12)	97	(92)	3	(8)	110	(39)
Low	3	(2)	1	(13)	5	(5)	30	(84)	39	(14)
Total	130	(100)	8	(100)	105	(100)	36	(100)	279	(100)
	df = 9, x^2 = 426.51, p < .01									
EAL										
OEL										
Low	43	(33)	3	(38)	77	(72)	25	(71)	148	(53)
Medium Low	23	(17)	2	(25)	16	(15)	2	(7)	43	(16)
Medium High	32	(25)	2	(25)	8	(8)	4	(11)	46	(16)
High	32	(25)	1	(12)	5	(5)	4	(11)	42	(15)
Total	130	(100)	8	(100)	106	(100)	35	(100)	279	(100)
	df = 9, x^2 = 44.60, p < .01									
OAL										
OEL										
Low	89	(81)	28	(55)	28	(43)	13	(19)	158	(53)
Medium Low	8	(7)	14	(27)	15	(23)	9	(12)	46	(16)
Medium High	10	(9)	5	(10)	13	(20)	20	(29)	48	(15)
High	3	(3)	4	(8)	9	(14)	28	(40)	44	(15)
Total	110	(100)	51	(100)	65	(100)	70	(100)	296	(100)
	df = 9, x^2 = 91.39, p < .01									

TABLE 70

A. THE RELATIONSHIP OF FATHER'S ENCOURAGEMENT FOR CONTINUING EDUCATION TO S.E.S. OF HIGH SCHOOL STUDENTS

	ENCOURAGEMENT							
	Strong		Some		None		Total	
	No.	%	No.	%	No.	%	No.	%
SES								
High	159	(46)	48	(42)	56	(39)	263	(44)
Medium	166	(48)	53	(47)	66	(46)	285	(47)
Low	22	(6)	12	(11)	22	(15)	56	(9)
Total	347	(100)	113	(100)	144	(100)	604	(100)

df = 4, x^2 = 9.01, p is N.S.

B. THE RELATIONSHIP OF MOTHER'S ENCOURAGEMENT FOR CONTINUING EDUCATION TO S.E.S. OF HIGH SCHOOL STUDENTS

	ENCOURAGEMENT							
	Strong		Some		None		Total	
	No.	%	No.	%	No.	%	No.	%
SES								
High	170	(45)	55	(42)	35	(38)	260	(43)
Medium	179	(47)	61	(47)	44	(48)	284	(47)
Low	29	(8)	14	(11)	13	(14)	56	(10)
Total	378	(100)	130	(100)	92	(100)	600	(100)

df = 4, x^2 = 3.32, p is N.S.

TABLE 70

(CONTINUED)

C. THE RELATIONSHIP OF ETHNIC BACKGROUND TO S.E.S. OF HIGH SCHOOL STUDENTS

	ETHNIC BACKGROUND													
	American		Indian		British		French		German		Slavic		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SES																
High	14	(40)	9	(14)	131	(45)	24	(47)	29	(56)	5	(19)	49	(54)	261	(43)
Medium	18	(51)	18	(28)	150	(52)	22	(43)	23	(44)	19	(73)	39	(43)	289	(48)
Low	3	(9)	36	(58)	9	(3)	5	(10)	0	(0)	2	(8)	2	(3)	58	(9)
Total	35	(100)	64	(100)	290	(100)	51	(100)	52	(100)	26	(100)	90	(100)	608	(100)

df = 12, x^2 = 201.00, $p < .01$

D. THE RELATIONSHIP OF RELIGIOUS BACKGROUND TO S.E.S. OF HIGH SCHOOL STUDENTS

	RELIGIOUS BACKGROUND											
	Anglican		Roman Catholic		United		Other		None		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SES												
High	74	(36)	57	(45)	59	(51)	52	(48)	20	(38)	262	(43)
Medium	98	(48)	58	(46)	51	(44)	54	(50)	27	(51)	288	(47)
Low	32	(16)	12	(9)	5	(5)	3	(2)	6	(11)	58	(10)
Total	204	(100)	127	(100)	115	(100)	109	(100)	53	(100)	608	(100)

df = 8, x^2 = 31.42, $p < .01$

TABLE 70
(CONTINUED)

E. THE RELATIONSHIP OF STUDENT'S LEADERSHIP SELF-CONCEPT AND THE SOCIO-ECONOMIC STATUS OF THE FAMILY OF ORIENTATION

	SELF-CONCEPT							
	Above Average		Average		Below Average		Total	
	No.	%	No.	%	No.	%	No.	%
SES								
High	19	(41)	217	(45)	22	(28)	258	(43)
Medium	25	(54)	219	(46)	44	(56)	288	(48)
Low	2	(5)	42	(9)	13	(16)	57	(9)
Total	46	(100)	478	(100)	79	(100)	603	(100)

df = 4, $x^2 = 10.33$, $p < .05$

F. THE RELATIONSHIP BETWEEN THE USE OF A MOTORIZED VEHICLE BY STUDENT AND THE SOCIO-ECONOMIC STATUS OF THE FAMILY

	USE OF A MOTORIZED VEHICLE									
	Self Owned		Parents Regularly		Parents Sometimes		No Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
SES										
High	47	(55)	39	(61)	61	(44)	116	(36)	263	(43)
Medium	36	(42)	24	(38)	70	(50)	159	(50)	289	(47)
Low	3	(3)	1	(1)	8	(6)	45	(14)	57	(10)
Total	86	(100)	64	(100)	139	(100)	320	(100)	609	(100)

df = 6, $x^2 = 26.68$, $p < .01$

TABLE 70
(CONTINUED)

G. THE RELATIONSHIP OF EDUCATIONAL GOAL DEFLECTION AND OCCUPATIONAL GOAL DEFLECTION

	OCCUPATIONAL							
	None		Small		Large		Total	
	No.	%	No.	%	No.	%	No.	%
Educational								
None	240	(48)	10	(29)	17	(38)	267	(46)
Small	151	(30)	13	(37)	11	(24)	175	(30)
Large	108	(22)	12	(34)	17	(38)	137	(24)
Total	499	(100)	35	(100)	45	(100)	579	(100)

df = 4, x^2 = 8.74, p is N.S.

H. THE RELATIONSHIP BETWEEN EXTRACURRICULAR PARTICIPATION OF STUDENTS AND FATHER'S OCCUPATIONAL LEVEL

	EXTRACURRICULAR PARTICIPATION									
	None		Low		Average		Above Average		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Father's Occupational Level										
Low	80	(36)	105	(37)	6	(12)	1	(5)	192	(33)
Medium Low	104	(47)	139	(49)	22	(43)	15	(71)	280	(48)
Medium High	30	(13)	32	(11)	16	(31)	1	(5)	79	(14)
High	9	(4)	9	(3)	7	(14)	4	(19)	29	(5)
Total	223	(100)	285	(100)	51	(100)	21	(100)	580	(100)

df = 9, x^2 = 40.22, $p < .01$

TABLE 70
(CONTINUED)

I. THE RELATIONSHIP BETWEEN THE FAILURE RECORD OF THE STUDENT AND THE FATHER'S OCCUPATION LEVEL

	FAILURE RECORD									
	None		One		Two		Three+		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Father's Occupational Level										
Low	108	(27)	63	(45)	13	(46)	10	(45)	194	(33)
Medium Low	196	(50)	61	(44)	13	(46)	10	(45)	220	(48)
Medium High	63	(16)	14	(10)	2	(8)	1	(5)	80	(14)
High	27	(7)	1	(1)	0	(0)	1	(5)	29	(5)
Total	394	(100)	139	(100)	28	(100)	22	(100)	583	(100)

$df = 9, \quad x^2 = 28.42, \quad p < .01$

J. THE RELATIONSHIP BETWEEN THE USE OF MOTORIZED VEHICLE BY THE STUDENT AND THE FATHER'S OCCUPATIONAL LEVEL

	USE OF A MOTORIZED VEHICLE									
	Self Owned		Parents Regularly		Parents Sometimes		Never		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Father's Occupational Level										
Low	23	(28)	12	(19)	45	(27)	123	(40)	193	(33)
Medium Low	45	(55)	38	(59)	67	(51)	129	(42)	279	(48)
Medium High	11	(13)	9	(14)	21	(16)	39	(13)	80	(14)
High	3	(4)	5	(8)	8	(6)	13	(5)	29	(5)
Total	82	(100)	64	(100)	131	(100)	304	(100)	581	(100)

$df = 9, \quad x^2 = 15.84, \quad p \text{ is N.S.}$

TABLE 70
(CONTINUED)

K. THE RELATIONSHIP BETWEEN THE SIZE OF COMMUNITY AND FATHER'S OCCUPATIONAL LEVEL

	SIZE OF COMMUNITY											
	Rural		100-		100-500		500-1500		1500-2500		2500 +		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Father's Occupational Level														
Low	22	(61)	9	(56)	25	(39)	29	(33)	18	(29)	90	(28)	193	(33)
Medium Low	11	(31)	6	(38)	25	(39)	42	(48)	34	(55)	161	(51)	279	(48)
Medium High	3	(8)	1	(6)	12	(19)	15	(17)	10	(16)	39	(12)	80	(14)
High	0	(0)	0	(0)	2	(3)	1	(2)	0	(0)	26	(9)	29	(5)
Total	36	(100)	16	(100)	64	(100)	87	(100)	62	(100)	316	(100)	581	(100)

df = 15, $x^2 = 29.93$, $p < .05$

L. THE RELATIONSHIP BETWEEN ETHNIC BACKGROUND AND THE FATHER'S OCCUPATIONAL LEVEL

	ETHNIC BACKGROUND															
	American		Indian		British		French		German		Slavic		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Father's Occup. Level																
Low	8	(24)	44	(77)	74	(26)	15	(31)	20	(38)	8	(32)	24	(29)	193	(33)
Medium Low	18	(53)	12	(21)	146	(52)	25	(51)	24	(46)	10	(40)	43	(52)	278	(48)
Medium High	7	(21)	1	(2)	42	(15)	8	(16)	6	(12)	6	(24)	10	(12)	80	(14)
High	1	(2)	0	(0)	18	(7)	1	(2)	2	(4)	1	(4)	6	(7)	29	(5)
Total	34	(100)	57	(100)	280	(100)	49	(100)	52	(100)	25	(100)	83	(100)	580	(100)

df = 18, $x^2 = 62.24$, $p < .01$

TABLE 70
(CONTINUED)

M. THE RELATIONSHIP BETWEEN EXTRACURRICULAR PARTICIPATION AND MOTHER'S EDUCATION LEVEL

	MOTHER'S EDUCATION LEVEL													
	Gr.5-		5-8		Some H.S.		H.S.Grad.		Some U.		U.Grad.		Post Grad.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Extracurricular Participation																
Low	36	(55)	43	(47)	69	(34)	55	(35)	12	(33)	9	(32)	3	(42)	227	(39)
Medium Low	29	(44)	42	(46)	108	(53)	83	(53)	16	(44)	10	(36)	2	(29)	290	(49)
Medium High	1	(1)	5	(5)	20	(10)	15	(9)	3	(8)	6	(21)	2	(29)	52	(9)
High	0	(0)	1	(2)	6	(3)	5	(3)	5	(15)	3	(11)	0	(0)	20	(3)
Total	66	(100)	91	(100)	203	(100)	158	(100)	36	(100)	28	(100)	7	(100)	589	(100)

$df = 18, \quad x^2 = 32.66, \quad p < .05$

N. THE RELATIONSHIP BETWEEN ETHNIC BACKGROUND AND MOTHER'S EDUCATIONAL LEVEL

	MOTHER'S EDUCATION LEVEL													
	Gr.5-		5-8		Some H.S.		H.S.Grad.		Some U.		U.Grad.		Post Grad.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ethnic Background																
American	3	(6)	4	(5)	11	(5)	10	(6)	3	(8)	3	(10)	0	(0)	34	(6)
Indian	31	(46)	18	(20)	9	(4)	2	(1)	1	(3)	0	(0)	0	(0)	61	(10)
British	15	(22)	41	(41)	114	(57)	77	(51)	16	(44)	16	(57)	5	(71)	284	(49)
French	5	(7)	4	(5)	18	(9)	12	(7)	6	(16)	5	(17)	0	(0)	50	(8)
German	3	(6)	7	(8)	15	(7)	21	(12)	3	(8)	0	(0)	2	(29)	51	(9)
Slavic	3	(6)	5	(6)	11	(5)	5	(3)	2	(8)	0	(0)	0	(0)	26	(4)
Other	7	(6)	12	(14)	24	(13)	32	(20)	5	(14)	4	(16)	0	(0)	84	(15)
Total	67	(100)	91	(100)	202	(100)	159	(100)	36	(100)	28	(100)	7	(100)	590	(100)

$df = 36, \quad x^2 = 158.91, \quad p < .01$

TABLE 70
(CONTINUED)

O. THE RELATIONSHIP BETWEEN ACTUAL OCCUPATION CHOICE OF THE STUDENT AND THE SOCIO-ECONOMIC STATUS OF THE FAMILY

	Low		Medium Low		Medium High		High		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
High	40	(40)	70	(41)	47	(44)	63	(51)	220	(44)
Medium	45	(45)	81	(48)	51	(48)	57	(46)	234	(47)
Low	15	(15)	18	(11)	8	(8)	4	(3)	45	(9)
Total	100	(100)	169	(100)	106	(100)	124	(100)	499	(100)

df = 6, x^2 = 9.49, p is N.S.

P. THE RELATIONSHIP OF THE FATHER'S OCCUPATION LEVEL AND THE OCCUPATIONAL EXPECTATION LEVEL OF THE STUDENTS

	STUDENT'S OCCUPATIONAL EXPECTATION LEVEL									
	Low		Medium Low		Medium High		High		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Father's Occupational Level										
Low	128	(38)	32	(26)	18	(34)	15	(28)	193	(33)
Medium Low	153	(46)	63	(52)	40	(53)	24	(45)	280	(48)
Medium High	39	(12)	19	(16)	13	(17)	9	(17)	80	(14)
High	13	(4)	7	(6)	4	(6)	5	(9)	29	(5)
Total	333	(100)	121	(100)	75	(100)	53	(100)	582	(100)

df = 9, x^2 = 10.60, p is N.S.

TABLE 70
(CONTINUED)

Q. THE RELATIONSHIP OF S.E.S. OF FAMILY TO I.Q. OF HIGH SCHOOL STUDENTS

	SOCIO-ECONOMIC STATUS							
	High		Medium		Low		Total	
	No.	%	No.	%	No.	%	No.	%
I.Q.								
95	13	(7)	24	(11)	20	(61)	57	(14)
96-115	99	(56)	119	(57)	11	(33)	229	(55)
116+	65	(37)	66	(32)	2	(6)	133	(32)
Total	177	(100)	209	(100)	33	(100)	419	(100)

df = 4, $x^2 = 65.25$, $p < .01$

R. THE RELATIONSHIP OF FATHER'S OCCUPATIONAL STATUS TO I.Q. OF HIGH SCHOOL STUDENTS

	FATHER'S OCCUPATIONAL STATUS									
	Low		Medium Low		Medium High		High		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
I.Q.										
95-	25	(20)	22	(10)	2	(5)	1	(6)	50	(13)
96-115	74	(60)	114	(55)	23	(51)	6	(35)	217	(55)
116+	24	(20)	73	(35)	20	(44)	10	(59)	126	(32)
Total	123	(100)	209	(100)	45	(100)	17	(100)	394	(100)

df = 6, $x^2 = 19.96$, $p < .01$

TABLE 70
(CONTINUED)

S. THE RELATIONSHIP OF SIZE OF COMMUNITY TO I.Q. OF HIGH SCHOOL STUDENTS

	SIZE OF COMMUNITY													
	Rural		100-		100-500		501-1500		1500-2500		2500+		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I.Q.														
95-	8	(33)	4	(44)	12	(34)	5	(9)	3	(6)	25	(10)	57	(14)
96-115	10	(42)	3	(34)	16	(46)	31	(57)	30	(63)	139	(56)	229	(55)
116+	6	(25)	2	(22)	7	(20)	19	(35)	15	(31)	84	(34)	133	(31)
Total	24	(100)	9	(100)	35	(100)	55	(100)	48	(100)	248	(100)	419	(100)

T. THE RELATIONSHIP OF ETHNIC BACKGROUND TO I.Q. OF HIGH SCHOOL STUDENTS

	ETHNIC BACKGROUND															
	American		Indian		British		French		German		Slavic		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I.Q.																
95-	5	(19)	20	(59)	19	(9)	2	(6)	4	(11)	2	(13)	5	(8)	57	(13)
96-115	13	(50)	13	(38)	118	(56)	20	(67)	18	(49)	10	(63)	36	(57)	228	(55)
116+	8	(31)	1	(3)	74	(35)	8	(27)	15	(42)	4	(24)	22	(35)	132	(32)
Total	26	(100)	34	(100)	211	(100)	30	(100)	37	(100)	16	(100)	63	(100)	417	(100)

$df = 12, \quad x^2 = 65.81, \quad p < .01$

TABLE 70

(CONTINUED)

U. THE RELATIONSHIP OF LEADERSHIP SELF-CONCEPT TO I.Q. OF HIGH SCHOOL STUDENTS

	LEADERSHIP SELF-CONCEPT							
	Above Average		Average		Below Average		Total	
	No.	%	No.	%	No.	%	No.	%
I.Q.								
95-	1	(3)	47	(14)	8	(18)	56	(13)
95-115	12	(39)	192	(57)	23	(51)	227	(55)
116+	18	(58)	100	(29)	14	(31)	132	(32)
Total	31	(100)	339	(100)	45	(100)	415	(100)

df = 4, $x^2 = 9.91$, $p < .05$

TABLE 70
(CONTINUED)

V. THE RELATIONSHIP OF ETHNIC ORIGIN AND EDUCATION LEVEL OF FATHER'S OF HIGH SCHOOL STUDENTS

	ETHNIC ORIGIN													
	American		Indian		British		French		German		Slavic		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Father's Educ. Level																
Below Gr.5	1	(3)	25	(42)	11	(4)	5	(10)	3	(6)	2	(8)	8	(9)	55	(9)
Gr. 5-8	7	(21)	20	(33)	59	(21)	10	(20)	22	(42)	8	(31)	24	(28)	150	(25)
Some H. Sch.	12	(35)	9	(15)	100	(35)	19	(39)	17	(33)	13	(50)	23	(26)	193	(33)
H.Sch. Grad.	9	(26)	5	(8)	66	(23)	10	(20)	6	(12)	2	(8)	20	(23)	118	(20)
Beyond H.Sch.	5	(15)	1	(2)	47	(17)	5	(10)	4	(8)	1	(4)	12	(14)	75	(13)
Total	34	(100)	60	(100)	283	(100)	49	(100)	52	(100)	26	(100)	87	(100)	591	(100)

df = 24, x^2 = 134.77, $p < .01$

W. THE RELATIONSHIP OF RELIGIOUS BACKGROUND TO EDUCATION LEVEL OF FATHER'S OF HIGH SCHOOL STUDENTS

	RELIGIOUS BACKGROUND											
	Anglican		Roman Catholic		United		Other		None		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Father's Educ. Level												
Below Gr.5	24	(12)	19	(15)	6	(5)	3	(3)	3	(6)	55	(9)
Gr. 5-8	53	(27)	33	(26)	19	(17)	30	(29)	15	(28)	150	(25)
Some H.S.	57	(29)	31	(25)	47	(43)	37	(35)	20	(38)	192	(33)
H.S. Grad.	39	(20)	24	(19)	24	(22)	18	(17)	8	(15)	118	(20)
Beyond H.S.	23	(12)	14	(11)	14	(13)	17	(16)	7	(13)	75	(13)
Total	196	(100)	126	(100)	110	(100)	105	(100)	53	(100)	590	(100)

df = 16, x^2 = 23.35, p is N.S.

TABLE 70
(CONTINUED)

X. THE RELATIONSHIP BETWEEN STUDENT'S ACTUAL OCCUPATION CHOICE LEVEL AND FATHER'S EDUCATIONAL LEVEL

	FATHER'S EDUCATIONAL LEVEL													
	Grade 5-		5-8		Some H.S.		H.S.Grad.		Some U.		U.Grad.		Post Grad.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Student's Occup. Choice Level																
Low	14	(30)	28	(23)	34	(20)	17	(18)	1	(5)	4	(12)	0	(0)	98	(20)
Medium Low	15	(33)	50	(41)	51	(31)	28	(29)	9	(44)	10	(33)	2	(50)	165	(34)
Medium High	8	(17)	22	(18)	35	(21)	23	(24)	5	(25)	7	(22)	0	(0)	100	(21)
High	9	(20)	21	(18)	46	(28)	29	(30)	6	(26)	10	(33)	2	(50)	123	(25)
Total	46	(100)	212	(100)	166	(100)	97	(100)	21	(100)	31	(100)	4	(100)	486	(100)

df = 18, x^2 = 13.35, p is N.S.

Y. THE RELATIONSHIP BETWEEN EXTRACURRICULAR PARTICIPATION OF STUDENT AND FATHER'S EDUCATION LEVEL

	FATHER'S EDUCATIONAL LEVEL													
	Grade 5-		5-8		Some H.S.		H.S.Grad.		Some U.		U.Grad.		Post Grad.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Extracurricular participation																
None	29	(51)	72	(48)	70	(36)	30	(26)	12	(40)	11	(27)	2	(40)	226	(38)
Low	24	(43)	68	(46)	99	(52)	69	(51)	12	(40)	13	(32)	3	(60)	288	(49)
Average	3	(6)	7	(4)	18	(9)	15	(12)	3	(10)	9	(22)	0	(0)	55	(9)
Above Average	0	(0)	3	(2)	5	(3)	3	(11)	3	(10)	7	(19)	0	(0)	21	(4)
Total	56	(100)	150	(100)	192	(100)	117	(100)	30	(100)	40	(100)	5	(100)	590	(100)

df = 18, x^2 = 50.40, $p < .01$

TABLE 70
(CONTINUED)

Z. THE RELATIONSHIP BETWEEN FAILURE RECORD AND FATHER'S EDUCATION LEVEL

	FATHER'S EDUCATIONAL LEVEL													
	Gr. 5-		5-8		Some H.S.		H.S.Grad.		Some U.		U.Grad.		Post Grad.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Failure Record																
None	29	(51)	93	(61)	137	(71)	82	(70)	20	(67)	34	(86)	4	(80)	399	(67)
One	18	(31)	46	(30)	43	(22)	26	(22)	5	(17)	5	(12)	0	(0)	143	(24)
Two	3	(6)	9	(7)	5	(3)	8	(7)	3	(10)	0	(0)	0	(0)	28	(5)
Three	6	(12)	3	(2)	8	(4)	2	(1)	2	(6)	1	(2)	0	(0)	22	(4)
Four	0	(0)	0	(0)	0	(0)	0	(0)	0	(0)	0	(0)	1	(20)	1	(0)
Total	56	(100)	151	(100)	193	(100)	118	(100)	30	(100)	40	(100)	5	(100)	593	(100)

$df = 24, \quad x^2 = 61.22, \quad p < .01$

TABLE 71

A. THE RELATIONSHIP OF SIZE OF COMMUNITY OF RESIDENCE TO SOCIO-ECONOMIC STATUS OF HIGH SCHOOL STUDENTS

	SIZE OF COMMUNITY													
	Rural		100-		100-500		501-1500		1500-2500		2500+		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
S.E.S.														
High	8	(20)	2	(11)	21	(31)	37	(41)	32	(48)	166	(50)	263	(43)
Medium	21	(52)	9	(50)	30	(46)	50	(55)	31	(47)	148	(44)	289	(47)
Low	11	(28)	7	(39)	16	(23)	3	(4)	3	(5)	17	(6)	57	(10)
Total	40	(100)	18	(100)	67	(100)	90	(100)	66	(100)	331	(100)	609	(100)

$df = 10, \quad x^2 = 69.92, \quad p < .01$

TABLE 71
(CONTINUED)

B. THE RELATIONSHIP OF FATHER'S EDUCATIONAL LEVEL TO SOCIO-ECONOMIC STATUS OF HIGH SCHOOL STUDENTS

	FATHER'S EDUCATIONAL LEVEL													
	Less 5		Gr.5-8		Some H.S.		H.S.Grad.		Some U.		U.Grad.		Post Grad.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
S.E.S.																
High	15	(27)	57	(31)	85	(44)	63	(53)	12	(40)	21	(52)	5	(100)	258	(44)
Medium	17	(30)	72	(47)	102	(62)	52	(44)	18	(60)	19	(48)	0	(0)	280	(47)
Low	24	(43)	22	(22)	6	(4)	3	(3)	0	(0)	0	(0)	0	(0)	55	(9)
Total	56	(100)	151	(100)	193	(100)	118	(100)	30	(100)	40	(100)	5	(100)	593	(100)

df = 12, $x^2 = 101.89$, $p < .01$

C. THE RELATIONSHIP OF MOTHER'S EDUCATIONAL LEVEL TO SOCIO-ECONOMIC STATUS OF HIGH SCHOOL STUDENTS

	MOTHER'S EDUCATIONAL LEVEL													
	Less 5		Gr.5-8		Some H.S.		H.S.Grad.		Some U.		U.Grad.		Post Grad.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
S.E.S.																
High	12	(47)	35	(38)	84	(41)	89	(56)	18	(50)	12	(43)	6	(86)	256	(43)
Medium	22	(33)	42	(46)	115	(56)	66	(41)	18	(50)	16	(57)	1	(14)	280	(47)
Low	32	(20)	14	(16)	4	(3)	5	(3)	0	(0)	0	(0)	0	(0)	55	(9)
Total	66	(100)	91	(100)	203	(100)	160	(100)	36	(100)	28	(100)	7	(100)	591	(100)

df = 12, $x^2 = 154.36$, $p < .01$

TABLE 71
(CONTINUED)

D. THE RELATIONSHIP BETWEEN FAILURE RECORD OF STUDENT AND MOTHER'S EDUCATION LEVEL

	MOTHER'S EDUCATION LEVEL													
	Less 5		Gr.5-8		Some H.S.		H.S.Grad.		Some U.		U.Grad.		Post Grad.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Failures																
None	37	(55)	46	(51)	148	(72)	112	(70)	28	(78)	23	(82)	7	(100)	401	(68)
One	24	(36)	32	(35)	34	(16)	40	(25)	7	(19)	5	(18)	0	(0)	142	(24)
Two	1	(2)	11	(12)	11	(7)	5	(3)	1	(3)	0	(0)	0	(0)	29	(5)
Three	5	(7)	2	(2)	10	(5)	2	(1)	0	(0)	0	(0)	0	(0)	19	(3)
Four +	0	(0)	0	(0)	0	(0)	1	(1)	0	(0)	0	(0)	0	(0)	1	(0)
Total	67	(100)	91	(100)	230	(100)	160	(100)	36	(100)	28	(100)	7	(100)	592	(100)

df = 24, x^2 = 67.51, $p < .01$

E. THE RELATIONSHIP BETWEEN THE SIZE OF COMMUNITY AND THE FATHER'S EDUCATION LEVEL

	FATHER'S EDUCATION LEVEL													
	Less 5		Gr.5-8		Some H.S.		H.S.Grad.		Some U.		U.Grad.		Post Grad.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Size of Community																
Rural	6	(11)	11	(7)	11	(6)	7	(6)	1	(3)	0	(0)	0	(0)	36	(6)
100	5	(9)	8	(8)	3	(1)	1	(1)	0	(0)	0	(0)	0	(0)	17	(3)
100-500	11	(20)	21	(13)	16	(8)	11	(8)	3	(10)	3	(7)	0	(0)	65	(11)
500-1500	4	(7)	17	(11)	38	(19)	20	(17)	5	(17)	5	(17)	0	(0)	89	(15)
1500-2500	8	(14)	17	(11)	19	(9)	14	(9)	2	(6)	3	(7)	1	(20)	64	(11)
2500+	21	(39)	77	(50)	105	(57)	65	(49)	19	(64)	29	(73)	4	(80)	320	(54)
Total	55	(100)	151	(100)	192	(100)	118	(100)	30	(100)	40	(100)	5	(100)	591	(100)

df = 30, x^2 = 31.63, p is N.S.