

A COMPARATIVE STUDY
of
COMMUNITY COLLEGE AND UNIVERSITY STUDENT CHARACTERISTICS

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A thesis submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
of the degree of

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ABSTRACT

The basic premise of this study is that community colleges and universities are designed to meet the needs of different kinds of people. It follows, then, that students who enter community colleges should be different from those who enter universities. This research is designed to test whether the populations entering these two institutions really are different.

This study focuses on 21 variables which Ginzberg et al (1951), and other writers, expect will correlate positively with an individual's decision to enter either a community college or a university. The data for this research were gathered by administering a 43 item questionnaire to first year Brandon University and first year Assiniboine Community College (in Brandon) students, and analyzed by the chi square test.

The results of the study show that students who enter Brandon University are different from those who enter Assiniboine Community College on 15 of the 21 variables focused upon in this study. The variables with respect to which the students are statistically significantly different at ≤ 0.05 level are size of permanent place of residence, gender, age, marital status, socio-economic status, ethnicity, educational performance, prior degree of educational attainment, degree of religious belief, frequency of church attendance, practical orientation, federal political party affiliation,

length of training students are willing or able to undertake, number of students who are subsidized, and the degree of subsidization. The variables on which the students show no statistically significant difference at ≤ 0.05 level are distance of permanent residence from post-secondary institution, family size, religious affiliation, holding of church positions, provincial political party affiliation, and whether tuition and book costs affected choice of institution.

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CHAPTER ONE -- THE PROBLEM AND THE NEED FOR THE STUDY

Concerning the content of modern education, Olive Banks (1965) claims there is a trend toward vocationalism. This observation is substantiated by Robert Merrill Swayze (1969:1) who states that "the Province of Manitoba since 1960 has experienced a rapid growth in vocational education. This has been particularly true of vocational education for adults."

Except for a limited number of vocational courses which may be taken in vocational (example: TechVoc in Winnipeg) and academic high schools, vocational training in Manitoba takes place mainly in three community colleges, Keewatin Community College (KCC) in The Pas, Assiniboine Community College (ACC) in Brandon, and Red River Community College (RRCC) in Winnipeg.

The trend toward increased vocationalism in Manitoba can be readily documented. The combined cumulative full-time student enrollments for all three community colleges has risen from 70 in 1948 (inception of RRCC) to 15,152 in 1977-78. This growth of community colleges continues to the present time, with Assiniboine and Red River Community Colleges announcing a 5 - 6% increase, based on September 1978

enrollment figures (Keewatin Community College enrollment figures remained fairly stable) (Maureen Campbell, November 1, 1978).

While The University of Manitoba student population has also increased greatly since The University of Manitoba was established in 1877, the October 1, 1978 university enrollment figures, however, show a decrease from 1977. The student enrollment figures at the three Manitoba universities show a decrease of 3.8% at The University of Manitoba (Bartell, November 8, 1978), a decrease of 6.0% at The University of Winnipeg (Bellhouse, November 10, 1978), and a decrease of 20.82% at Brandon University (Londry; December 5, 1978).

In spite of the growth of vocational college enrollments, a survey of the literature supports Swayze's (1969) conclusion that there exists a need for more studies related to community colleges. Abram Konrad (1974:158) says that "too little is known about this institution. Considerable efforts need to be launched to create a public awareness of the community college and the services it provides." Arthur Cohen (1969) says that even the idea of the community college appears very seldom in contemporary professional literature. He sees this situation as partially due to the fact that educators are not recognizing the accelerated changes that are occurring in the development of the colleges.

Konrad (1974:1) states that the community college has recently "emerged as a significant institution in Canadian post-secondary education. Known by different names in various provinces,

it provides an alternative to university education." Konrad (1974:1-3) goes on to maintain that the philosophy of the community college is that

post-secondary education should be available to the citizens as a whole, rather than limited to the social and economic elite... unlike universities, colleges hold to the conviction that all citizens are educable; that educational opportunities must be available beyond the existing school and university systems to include a broader segment of society.

Presumably then, community colleges and universities are designed to meet the needs of different segments of society. If this is so, and if, in accordance with Ginzberg's et al (1951) theory of occupational choice, individuals select occupations and consequently educational institutions on the basis of certain attributes which they possess, then the characteristics of the students entering these two institutions will differ.

This research is designed to test whether the populations entering Assiniboine Community College and Brandon University really do differ with respect to certain characteristics. That is, this study will provide an answer to the question, which is also the "problem" of this thesis, of whether individuals who enter community colleges are statistically significantly different from those individuals who enter universities, at least at these two institutions. To this end, the researcher has, after a thorough review of the literature, selected 21 variables that are expected to correlate

positively with whether a student chooses to enter either a community college or a university. Each of these variables fits into one of Ginzberg's three categories, "self," "reality," and "key persons," which constitute a scheme he developed to carry out the analysis of occupational choice. The importance of the 21 variables, Ginzberg's three categories, and Ginzberg's theory generally, in an individual's occupational and educational choices, and consequently in the choice of type of educational institution as well--that is, community college or university--will be assessed once the general null hypothesis has been tested.¹ The general null hypothesis states that

"There is no difference in the characteristics of students who enter community colleges and of those who enter universities."

The testing of the general null hypothesis also contributes some additional knowledge to that which presently exists regarding university and community college student characteristics. At the present time very little is known about the factors which influence an individual's choice of attending either a community college or a university. Therefore, the information gained as a result of this research will be very important to anyone interested in what factors correlate with an individual's choice to attend either a community college or a university. The results of this study will, however, be especially important to anyone interested in what factors corre-

¹The general null hypothesis is tested by means of 21 secondary null hypotheses which are stated in chapter two.

late positively with a student's choice to attend a community college, because, inspite of the growing importance of community colleges, there remains, as has been previously stated, a definite paucity of related research in this area. The findings of this research may also make a contribution to Canadian Sociology of Education, an underdeveloped branch of the discipline, according to Jane Synge (1976:10). Finally, it is hoped that this research will have heuristic value, that the results of this study will be a stimulus for other researchers to carry out work of a similar nature.

CHAPTER TWO -- REVIEW OF RELATED LITERATURE
AND HYPOTHESES

Students' decisions to attend either a community college or a university may be viewed as one step in the occupational choice process. Consequently, the following review of the literature looks at the dynamics involved in such a process, and provides the rationale for researching the hypotheses contained in this thesis.

I -- Theoretical Rationale

A. Vocational Choice Process: A Conceptual Model

A number of theories exist which attempt to explain the process of occupational choice, and the choice of an appropriate post-secondary educational institution. Basically, these theories can be categorized into two major approaches, namely the "adventitious" or "fortuitous," and the "developmental" or "sociopsychological."

The former theory, often described as "occupational drift," has been expounded by such individuals as Katz and Martin (1962), Caplow (1954), and Kahl (1963). Katz and Martin (1962:149), for instance, adopted the view that "the process of entry into an occupation may be looked upon as the cumulative product of a series of specific acts, which may or may not be directly focused upon a deliberate career choice." Essentially they saw career decisions

as being comprised of a series of unplanned, situation bound acts. Because writers adhering to this theoretical framework consider occupational selection to be largely a function of chance, and/or factors external to the chooser, sociologists like Ford and Box (1967:287) dismiss studies in this area as "having no relevance to the development of a sociological theory of occupational choice... essentially atheoretical and of no interest to sociologists."

Eli Ginzberg, Sol W. Ginzberg, Sidney Axelrad, and John L. Herman (1951) are largely responsible for the second major approach to occupational choice, the "developmental process." Their basic assumption is that

an individual never reaches the ultimate decision at a single moment in time, but through a series of decisions over a period of many years, the cumulative impact is the determining factor.
(Ginzberg et al, 1951:27)

Because past behavior exerts major influence upon present and future decisions, Ginzberg et al (1951:29) see this phenomenon as a developmental process. Consequently, Ginzberg et al (1951:29) see the key to the study of occupational choice as lying in an assessment of the manner in which an individual, as he matures, arrives at decisions regarding his eventual occupation. Although Katz and Martin (1962) are in broad agreement with Ginzberg's et al (1951) basic thesis, they do not, however, agree with the role that Ginzberg et al (1951) say maturation plays in an individual's occupational choice. Whereas Ginzberg et al (1951:29) focus upon career choices as seen in the

context of the individual's maturation, Katz and Martin (1962) suggest conceiving of career choices as "courses of action which are composites of adaptations--by individuals to be sure--to meet the exigencies of particular, immediate situations."

Ginzberg et al (1951:29) feel that, as a result of their emphasis upon maturation, the analysis of occupational choice must follow the way in which an individual

becomes increasingly aware of what he likes and what he dislikes; of what he does well, and what he does poorly; the values which are meaningful to him, and considerations which are unimportant.

Therefore, Ginzberg et al (1951:29)

constructed a framework to facilitate the recognition and evaluation of the significant factors that determine the actions of the individual while he is deciding about his occupational choice.

When Ginzberg et al (1951:29) developed their framework they concentrated on developing one broad enough to take into consideration the multiplicity of factors, both subjective and objective, operative in the occupational decision-making of students because they saw prior studies of narrow focus¹ as being too limited.

Ginzberg's et al (1951:34) broad framework consists of three categories, "the self," "reality," and "key persons," and

¹Examples: i) Studies of the influence of the fathers' occupations on the occupational decision-making of their sons, or, ii) the influence of interest patterns on occupational choices (Ginzberg et al, 1951:30).

three periods, the "fantasy choice period," the "tentative choice period," and the "realistic choice period." Since Ginzberg et al (1951:29) felt that material which would fit into these categories and periods would be very pertinent to a general theory of occupational choice, their interview questions were aimed to elicit such information from the respondents.¹

Ginzberg's et al Categories

With respect to the category of "the self," Ginzberg et al (1951:34&35) asked questions that related to the following four sub-categories:

i) Capacities -- Questions in this sub-category deal with the extent to which an individual makes a choice based on his capacities.

ii) Interests -- The concern here is with whether an individual makes an occupational choice based in part upon a strong interest, and with whether an individual's interests and capacities are related.

iii) Goals and Values -- The issues here are whether an individual would like to make a lot of money, how important work satisfaction is to him, and if he is insistent on following a particular vocation in life.

¹Since this thesis does not deal with the three periods identified by Ginzberg et al (1951:29), they will not be discussed further.

iv) Time Perspective -- In this sub-category consideration is given to whether the length of the training process, the possibility of marriage in the early twenties, and the probability that one's interests may change, affect an individual's occupational choice (Ginzberg et al, 1951:34&35).

The "reality" category focuses on the influence of the following factors in the process of occupational choice.

i) The family as a socio-economic unit upon the decision process. In this sub-category consideration is given to whether an individual believes that his family will pay all his educational expenses. Consideration is also given here as to whether an individual plans to make as much money as his father. Also looked at in this category is whether an individual's plans must take into account an important familial responsibility, such as, for instance, paying for a younger sibling's educational expenses.

ii) Education -- This sub-category is mainly concerned with the extent to which an individual relates "his plans of a career to the choice of a college and, more particularly, to the choice of a major subject in college" (Ginzberg et al, 1951:35). Also considered here is whether an individual is considering possible future specific educational hurdles such as gaining admission to medical school or graduate studies.

iii) World of Work -- In this sub-category Ginzberg et al (1951:35) focus on what the individual knows about the economy and

the range of desirable jobs when he chooses an occupation.

iv) Life Plan -- In this last sub-category of the "reality" category, Ginzberg et al (1951:35&36) are concerned with the effect upon the process of occupational choice of an individual's desire to marry early or later in life, and the proposed size of his future family.

In the "key persons" category Ginzberg et al (1951:36) state that, according to the findings of their research, almost every individual is influenced in his occupational choice by key persons in his life. These key persons are frequently parents, but they may also be relatives, teachers, or friends.

The fact that occupational choice is a process leads to the generalization that the process ends in a compromise. An individual

must renounce to some degree the satisfactions which he might derive if he based his choice exclusively on a strong interest, a marked capacity, or a realistic opportunity. He must find a balance among the major elements. Hence, the compromise aspect of every occupational choice. (Ginzberg et al, 1951:186)

In 1951 Ginzberg et al (p. 186) not only saw occupational choice as being a process which ends in a compromise, but also as an irreversible process that comes to a permanent closure at the end of the reality choice period, that is, when an individual begins work in his early or middle twenties. They did say though that there were a few exceptions, that for some, if there is job dissatisfaction, the question of occupational choice is re-opened. In 1972, however,

Eli Ginzberg (p. 169) restated his theory somewhat. The revised theoretical viewpoint is that the process of occupational choice does not have to come to a permanent closure in the twenties, but that the process is in fact co-extensive with a person's working life, and that the issue may be re-opened at anytime. Some men, particularly those with professional or managerial backgrounds, often enter new fields after their retirement. Also, the male model of preparation and choice, followed by full-time work and a career, does not fit the females who often interrupt their educational preparation for marriage, and subsequently alternate between home and career.

Consequently, Ginzberg (1972:172) reformulated his original theory to state that occupational choice "is a lifelong process of decision-making in which the individual seeks to find the optimal fit between his career preparation and goals and the reality of work." This reformulated theory stands more on sociopsychological formulations than does the original developmental approach because it makes room not only for the individual as the main actor in the decision-making process, but also for the past and present reality factors which define the boundaries within which he must make his choice. Consequently Ginzberg's (1972:175) efforts have been to

deepen our knowledge and understanding of the ways in which such critical reality factors as income, sex and race--especially in their institutionalized forms--operate to constrict and limit the occupational choices of large numbers of the population.

In summary, when Ginzberg et al set out to formulate a general theory of occupational choice, they did so by concentrating on the critical factors¹ and time periods in an individual's life which they believed to be influential in the process of occupational choice. With respect to the critical factors involved in an individual's occupational choice, Ginzberg et al (1951:34) developed a category scheme, to handle the analysis of the materials, which consists of "the self," "reality," and "key persons." This research addresses itself to only one aspect of Ginzberg's et al theory of occupational choice, the critical factors. That is, this study examines a number of factors that Ginzberg et al and other theorists believe to be influential in the process of occupational choice to see if they correlate positively with a student's choice of attending either a community college or a university.²

B. Factors Influencing Choice: Theoretical Considerations

The critical factors mentioned by Ginzberg et al (1951), Super (1957), Rosen (1956), Caplow (1954), Sewell and Shah (1969), Ginzberg (1972), and others, operate in various ways, both directly

¹Examples: Income, gender, race, and personality.

²Choice of educational institution and subjects of study are steps involved in Ginzberg's et al (1951:35) Theory of Occupational Choice.

and indirectly, in the process of occupational choice, and subsequently in the individual's choice of a college (or university), and his major subjects of study.

Peter Prystupa (1969:v) found that "students' decisions to attend The Manitoba Institute of Technology (MIT--now Red River Community College) were significantly related to the following endogenous factors in their backgrounds: sex and scholastic performance," and also by

the following exogenous factors in their backgrounds: home situation, religious affiliation, ethnic origin, citizenship status, social status, educational level of parents, perceived attitudes toward the decision of parents, peers and teachers, and community of residence.

Peter Prystupa (1969:vi) continues that there is

a need for further research in the following areas: replication of the present study to substantiate the validity of the findings; an investigation into the reasons for the under-representation of girls and farm youth at MIT; a survey to determine the extent to which school personnel consciously or unwittingly dissuade students from taking technology courses; research using designs which focus intensively on the nature and dimensions of specific factors...

Peter Prystupa's research deals only with whether or not various specific factors influence students to attend the MIT: This research attempts to find out how such factors operate in choosing between a community college and a university type education.

II -- The Variables

As stated earlier, Ginzberg et al (1951:34) developed a time framework that consists of three periods and seven stages, and a category scheme that consists of three categories and eight sub-categories, to help them obtain and analyze the information that they feel is essential to a general theory of occupational choice. This research utilizes only the category scheme, and finds out if the critical factors in each of these categories correlate positively with a student's decision¹ to enter either a community college or a university.

This study contains 21 critical factors², selected after an extensive review of the literature on occupational choice, community colleges, and universities, in the belief that they would contribute maximally toward discriminating between community college and university populations. The first of the 21 variables is

Size of Permanent Place of Residence. The process of occupational choice can be better understood when consideration is given to the size of a student's home community. Pike (1970:72) tells the reader that

¹A student's choice of a college may be viewed as one step in the process of occupational choice (Ginzberg, 1951:35).

²Also referred to as variables in this research.

American studies on the relationship between community size and educational attainment suggest that people living in metropolitan centres and large towns are more likely than those living in small country towns or rural areas to complete high school, and enter college.

Furthermore, when The Dominion Bureau of Statistics conducted a nationwide survey of undergraduate students' income and expenditures in 1961-62, they found a disproportionately small number of these students came from homes which were situated in hamlets, villages, and small towns of less than 1,000 population (Pike, 1970:73). Also, a study carried out in the 1950's with respect to social class and university attendance shows that

the children of farmers contributed only about one-half of the numbers of university students that this group would have contributed if children from all socio-economic categories had had "equality of representation" at the university level. (Pike, 1970:56)

Furthermore, Peter Prystupa (1969:vi) found that farm youth were also under-represented at Red River Community College. What has not been established, however, is whether there are, proportionately, fewer small-town and farm youth at community colleges or at universities.

There is a subculture associated with the rural and small-town environment which may adversely affect access to higher education. The rural life, and particularly the life of the farmer,

tends to be oriented to the concrete and the practical, and actively discourages the creation of the theoretical and abstract cast of mind which is (or is supposed to be) inseparable from involvement in higher education. (Pike, 1970:73)

Consequently, if community college students are indeed more pragmatically oriented than are university students, and the literature indicates they are (Konrad, 1974:75&76; Kelley and Leslie Wilbur, 1970:145), then it follows that more college students come from rural and farm areas than do university students. In support of this belief is the fact that Sewell and Shah (1966:555) found

a monotonic relation between size of community and occupational choice. Rural students rank considerably below those from small and medium-sized cities, who in turn are less likely to choose professional and managerial positions than those from large cities.

These rural students may turn to community colleges for a practical and relatively non-theoretical type of post-secondary education.

The variable "community size," used to study this issue, fits into Ginzberg's et al "reality" category, primarily on the basis of "the influence of the family, as a socio-economic unit, upon the decision process" (Ginzberg et al, 1951:35). The "reality" category is also very appropriate with respect to differential representation of students at community colleges and universities inasmuch as it is here that the extent to which an individual relates "his plans of a career to the choice of a college (or university) and, more particularly, to the choice of a major subject in college" (Ginzberg et al, 1951:15) is studied.

Distance of Permanent Place of Residence from Post-Secondary Educational Institution. Another variable closely related to size of permanent place of residence, which may be a critical factor involved

in the choice of a post-secondary educational institution, is the distance of the permanent place of residence from post-secondary educational institutions. Studies in the United States indicate that "local communities having the highest percentage of high school graduates who enter university or college are those communities with post-secondary institutions in the immediate vicinity" (Pike, 1970:71). Having a university or community college in the immediate area probably increases a student's awareness of available post-secondary opportunities. Also, a community large enough to have a university and/or community college

is likely to be a community where local school facilities are relatively good, where job opportunities are varied and plentiful, and one in which there are a goodly number of parents who have themselves attained a high level of education. Thus, young people living in a university community may attend university in relatively large numbers not simply because the institution is situated nearby, but because their aspirations and expectations are subject to the influence of those other community related variables. (Pike, 1970:72)

Since Ginzberg et al (1951:36) found that most of the individuals were influenced in their occupational choice by the help of, or pressure from, key persons in their lives, it should follow that the significant others living in communities "in which there are a goodly number of parents who have themselves attained a high level of education" (Pike, 1970:72), should exert the type of influence that will motivate students toward obtaining a similar level of education.

In summary, studies (Pike, 1970:56, 70&73; Prystupa, 1969:vi; and Sewell and Shah, 1966:555) show that as the proximity of a permanent place of residence to a post-secondary educational institution decreases, so do the number of students attending such institutions, with the result that these students are under-represented at post-secondary institutions. This research, however, tests if there is a statistically significant difference between the distance of the permanent residences of community college and university students from their respective post-secondary educational institutions when these institutions are in the same community.

Student Gender. Ginzberg et al (1951:166) say that girls generally approach the role of work in terms of insurance, and not as a lifetime vocation, as do boys. While Ginzberg et al (1951:166) state that their general theory of occupational choice developed on the basis of their study of men seems to require no major change for interpreting the behavior of girls during the tentative period, Eli Ginzberg's (1972:170) revised theory does, however, mention a gross difference between female and male behavior during the reality choice stage. He says that the male model of preparation and choice, followed by full-time work and a career, does not fit the female prototype who often interrupts her educational preparation for marriage, and subsequently alternates between home and a career.

There is, however, more involved in a girl's choice of an occupation than the fact that she approaches the role of work in terms of insurance, rather than as a lifetime vocation. For instance, Sewell and Shah (1968:563) found that

for males, socioeconomic status and intelligence each explain about 18% of the variance in college plans. For females, socioeconomic status explains 22.9% of the variance in college plans, while intelligence explains only 12.6%. Parental encouragement explains about one fourth of the variance in the college plans of boys and about one-third of the variance in college plans for girls.

Sewell and Shah (1968:564) attempt to explain their findings by stating that

the stronger relationships of socioeconomic status and parental encouragement to the college plans of females than to those of males seem to reflect the differential pattern of role expectations from adult males and females in our society. College education is considered as desirable and increasingly necessary for fulfilling male occupational roles, but for females the situation is doubtlessly complicated by marital roles and economic considerations. Presumably, therefore, the family resources exert stronger influence on the college plans of females than on males, while ability exerts stronger influence on the college plans of males than on those of females.

If Sewell and Shah's findings that fewer females from lower socioeconomic status groups attend higher educational institutions than do females from the higher socioeconomic status groups are correct, and, if as the literature indicates, more lower socioeconomic students attend community colleges than do upper SES students

(Porter et al, 1973:101; Pike, 1970:55-59; and Konrad, 1974:40), then it follows that there are proportionately fewer females at community colleges than at universities.

Age of Student. In 1972 Eli Ginzberg (1972:169) revised his earlier statement with respect to the process of occupational choice coming to a permanent closure when a person reaches his early or middle twenties. He now maintains that the process of occupational choice does not have to come to a permanent closure in the 20's, that it is in fact co-extensive with a person's working life, and that the issue can be re-opened at anytime. This viewpoint seems to support the widespread assertion that, today, education is considered to be a life-long process. Further support for this point of view is provided by the fact that the Education Division of The Department of Colleges and Universities Affairs in Manitoba is now known as The Department of Continuing Education and Manpower, and The University of Manitoba has renamed its Extension Department, The Department of Continuing Education. "Increasingly, work and study are being interwoven throughout a lifetime" (Konrad, 1974:5). Community Colleges seem especially cognizant of this development, inasmuch as their policy states that "formal educational opportunities should be available from childhood to beyond retirement" (Konrad, 1974:20). Inherent in this policy is the belief that "programs must be provided for

persons with little prior formal education as well as for those whose prior education may include university education" (Konrad, 1974:20).

Manitoba universities are, however, also active in the realm of providing education for the full adult life span, as a review of their calendars and advertising of programs indicates. They have, for instance, a mature student admission plan. They also hold classes in the community at strategic times of the day, such as lunch hours, so that, theoretically at least, all who wish, may attend. No longer is it unusual to see such items in print as "recently, for example, a 65 year old graduate student took the author to lunch..." (Richardson, 1974:62).

That age is an important consideration in Ginzberg's et al theory of occupational choice may be further evidenced by the fact that they believe that the analysis of occupational choice must follow the way in which an individual

becomes increasingly aware of what he likes and what he dislikes; of what he does well, and what he does poorly; the values which are meaningful to him, and considerations which are unimportant.
(Ginzberg et al, 1951:29)

These changes would come about with the passing of time, as the person grows older. Thus, the variable of age would fit into Ginzberg's et al (1951:34) category of "the self," where there is concern about the individual's capacities, interests, goals and values, and time perspective, since these considerations would change with maturity.

In summary, it seems apparent that both community colleges and universities have recognized the important relationship between age and occupational choice, as well as the fact that the process of occupational choice does not have to come to a permanent closure when a person reaches his early or middle twenties, since they are both providing education for the full life span. As a result, this researcher set out to determine if there is a significant difference in the age groups that each of these institutions does in fact attract.

Marital Status of Student. The marital status¹ of most community college students may be quite different from that of the majority of university students. One indication of this is gleaned from Ginzberg's (1972:172) statement that the male model of preparation and choice, followed by full-time work and a career, does not fit the female prototype who often interrupts her educational preparation for marriage. To the extent that these married women favor either a community college or a university education, they could influence the student marital status distributions at these particular institutions.

¹The variable marital status fits into Ginzberg's et al (1951:35) "reality" category where the influence of the family as a socio-economic unit upon the decision process is considered. It should be noted that "marital status" could probably also fit into Ginzberg's et al (1951:34-36) other two categories, "key persons" and "the self," since in the case of a married individual the spouse and possibly even the children, if there are any, would certainly exert a strong influence upon the prospective student in his choice of an occupation and educational institution. As a result of this influence, as well as of the new responsibilities and considerations that go with marriage, the interests, values, goals, and time perspective, all part of "the self" category, of the individual would undoubtedly change.

Another consideration here is that it is probable that the academic institution which has students with a higher mean age might also have more non-single status students.

Equally important is the assumption that married students, since they have familial responsibilities, are more concerned than single students about having sufficient money for a post-secondary education. The institution which has the lowest tuition fees and the best subsidy plan might therefore attract the most married students. According to community college and university 1978-79 calendars, and Ogilvie and Raines (1971:186), community college students have lower tuition fees than university students. Community college students also enjoy greater financial subsidies provided by Canada Manpower (Manpower counsellor Fran Gros, Fall of 1978). This would be especially significant for lower socio-economic students, who more often attend community colleges than universities (Porter et al, 1973:101; Pike, 1970:55-59; and Konrad, 1974:40).

Another factor which might influence a married student's choice of a post-secondary education would be the length of study required for his selected occupation. Nearly all courses of study are shorter at community colleges than at universities (Community college and Manitoba university calendars 1977-78 and 1978-79).

In summary, if "marital status" is an important factor involved in occupational choice, and in the selection of a post-secondary educational institution, and if these institutions are

designed to meet the needs of different kinds of people (Konrad, 1974:1-3), then it follows that there should be a difference between the proportion of community college students who are single, and the percentage of university students who are unmarried.

Socio-Economic Status. In the "reality" category of Ginzberg's (1951:34) theory of occupational choice, the influence of the family, as a socio-economic unit, upon the decision process is considered. Also studied here is the extent to which an individual relates "his plans of a career to the choice of a college, and more particularly to the choice of a major subject in school" (Ginzberg et al, 1951:35).

Porter et al (1973:101) and others have found that more lower class students attend community colleges than do upper class students. Correspondingly, Robert M. Pike (1970:55-59) cites that university students generally come from middle and upper classes. Konrad (1974:41) says that "whereas approximately 25% of university students had fathers with a bachelor's degree or higher, the corresponding figure for college students was 13%." And finally, income data from Konrad's (1974:41) B. C. study "supported the view that colleges attracted students from income groups lower than those attending universities." A purpose of this research is to determine if Porter's et al (1973:101), Pike's (1970:55-59), and Konrad's (1974:41) findings hold true for Assiniboine Community College and Brandon University students.

Ethnicity. Learning more about how ethnicity (Ginzberg used racial groups) operates in the process of occupational choice was of great concern to Ginzberg (1972:175). Perhaps one way in which this variable operates is through the reciprocal relationship between ethnicity and social class (Porter, 1975:63).¹ In support of his statement, Porter discusses studies which provide important confirmation of this relationship, one such being Blishen's, which was based on 1951 census data.

In Blishen's study, persons of Jewish and British origins were over-represented in the highest class, while Indian, Eskimo, Ukrainian, and Polish were over-represented in the lowest social class. Thus, if there is differential access to higher learning as a result of social class (Porter, 1975:88), then it follows that ethnicity should be differentially associated with college and university student populations.

Family Size. A review of the literature indicates that this variable, which fits into Ginzberg's et al (1951:35) "reality" category, where the family as a socio-economic unit is a prime consideration, operates in several ways with respect to the process of occupational choice, and subsequent selection of a post-secondary educational institution. For instance, if there is not enough money

¹It is primarily through its relationship with social class that the variable of ethnicity fits into Ginzberg's et al (1951:35) "reality" category.

for all children to be educated, boys will usually receive preference over girls (Synge, 1976:426). If, as discussed earlier, males are more over-represented in community colleges than in universities, this is one indication that there should be proportionally more members of large families at community colleges than at universities.

Another indication that larger families may be more dominant at community colleges than at universities can be gleaned from Paul B. Horton and Gerald R. Leslie (1970:271) when they say that

it is widely known that the economically disprivileged segments of the population tend to have large families, whereas white-collar business and professional groups are more likely to limit the number of children to one, two or three.¹

As well, Jane Synge (1976:425) maintains that "children from small families were more likely to attend university than those from large families. Finances are an important factor." Also, Ginzberg (1951:36 and 1972:175) saw both finances and the family as critical factors in the process of occupational choice. One purpose of this research is to determine if there is a difference in family size with respect to community college and university students.

¹Marion Porter et al (1973:101) and others have found that more lower class students attend community colleges than do upper class students; Robert M. Pike (1970:55-59) found that university students usually come from the middle and upper classes. Therefore, if economically deprived groups tend to have large families, and if more lower socio-economic status than middle or high status students attend community colleges, then it could be assumed that the sibling mean of community college students should be higher than that of university students.

Educational Performance. Ginzberg et al (1951:29) felt that the analysis of occupational choice must follow the way in which the individual "becomes increasingly aware of what he does well, and what he does poorly..." Therefore, a student who, in the category of "the self," where there is concern about the individual's capacities (Ginzberg et al, 1951:34), becomes aware that he is among the better academic performers in high school may consider it reasonable to select for himself an occupation which requires a university education, whereas a student who realizes that he is not doing all that well might choose an occupation which requires only a community college training. This is not to say that good academic students would not select a community college education. This group, however, would do so more on the basis of what they would like to do, rather than what they can do.

Abram G. Konrad (1974:42) points out that students who are eligible to proceed to university do in fact sometimes select a community college education. He says that "approximately 50% of the students entering the first year college level presented a high school record sufficiently high to admit them to university, had they chosen the latter route." However, the fact that only 50% of all students entering community colleges had qualifications sufficiently high to enter university, indicates that community college students must have been lower secondary educational performers than university students. Consequently, Abram G. Konrad

(1974:43) says that "for some students the college represented 'a choice,' while for others it was 'an only choice.'"

Peter Prystupa (1969:57) in his study of Red River Community College students found that "four-fifths of the 226 students attained averages in the 50-69% range, while the remaining one-fifth attained averages of 70% and over." Consequently Prystupa (1969:60) concludes that "MIT (now Red River Community College) appears to be preferred to a greater degree by students falling into the lower average range than by students falling into the higher average ranges." Therefore, it is most probable that, on the average, students who are higher educational performers enter universities, whereas students who are lower educational performers enter community colleges. This research examines if this is the case with students who enter Brandon University and Assiniboine Community College.

Prior Educational Attainment. Not only might the quality of the student's high school education guide him in his occupational selection, and hence in his choice of a post-secondary educational institution, but his quantity of secondary (or public) school education might do so as well. In line with the "reality" category, the individual considers his prior educational attainment as his type of life plan evolves, and he relates "his plans of a career to the choice of a college (or university) and, more particularly to the choice of a major subject in college (Ginzberg et al,

1951:35). Since there are specific academic prerequisites for post-secondary educational programs, an individual is limited in some cases in the choices he is able to make, unless he upgrades himself. Thus, in line with the education sub-category in the "reality" category, the individual must consider "possible future specific educational hurdles such as gaining admission..." (Ginzberg et al, 1951:35).

For university entrance, "non-mature"¹ prospective students must possess a grade 12 education in Manitoba. In Manitoba's community colleges entrance requirements, for the population studied², range from a grade six to a grade 12 level, with the most common prerequisite being a grade 10 or 11 (university and community college calendars, 1978-79). Consequently this research determines if there are statistically significant differences in prior educational attainment between Assiniboine Community College and Brandon University students. If there are, then it may be said that "prior educational attainment" is one of the critical factors involved in the process of occupational choice, the selection of an educational institution being one step in this process.

¹Mature students may enter university with less than the required prerequisites, and subsequently qualify by passing a certain number of courses with an established minimum mark. Non-mature students must possess the required qualifications.

²Adult Basic Education students, because of their similarity to the secondary education system, are not studied.

Religious Affiliation, Degree of Religious Belief, Frequency of Church Attendance and the Holding of Specific Church Positions. According to a number of writers, religion is viewed as functional to its adherents. Harry B. Hiller (1976:351) says that

religion explains poverty to the poor, wealth to the rich, and sickness to the invalid. Beliefs and practices are embraced by persons as they are appropriate to their social world. The form and shape of a religious expression in times of depression will certainly be different in a time of affluence. Similarly, the religious style in a slum will contrast sharply with that in a suburban community because individual needs vary with social position.

Ginzberg et al (1951:29) see the student's values and considerations as being an integral part of the process of occupational choice. In fact, so cognizant were Ginzberg et al (1951:134) of this that they developed a category "the self," into which the variables "religious affiliation," "degree of religious belief," "frequency of church attendance," and "holding of specific church positions" fit since this category deals with the individual's interests, goals and values. Ginzberg et al (1951:38) also labelled the third stage (15 and 16 years of age) of the "Tentative Choice Period" (11 - 17 years of age) as the "value stage," since they believed that at this point a student's tentative occupational decision is made primarily on the basis of his value system.

Furthermore, Leonard B. Siemens (June 1965:77) found support for his hypothesis that "the educational and occupational aspiration levels of high school boys vary with the religious background of the family." Thus it should follow that if the educational levels of community college students and university students are not the same, so, on the average, should the religious background of the two student populations be different. Also, if the needs of individuals vary with social position, and if there is a different student social composition at Manitoba community colleges than at Manitoba universities, it follows that the religious styles of the students of these two educational institutions will also be different.

Religious affiliation was established (Prystupa, 1969:41) as being an important factor in the decision of whether or not to attend a community college. This research goes a step further in that it determines if religious affiliation and activity are also important factors in the decision of whether to attend a community college or a university.

Practical Orientation. Religious values are not the only potentially important ones involved in the student's process of occupational selection; perhaps equally important are his utilitarian values. The practical values, like the religious ones, can also be dealt with in Ginzberg's et al (1951:34) category of "the

self," where there is concern regarding questions about the individual's interests, goals, and values.

A survey of the literature indicates that community college students are

inclined toward the practical and applied rather than the theoretical and abstract. They need a sense of contact with the "real world," not a simulated one of words and symbols. Action-oriented occupational programs with experience on the job can capture their interest whereas immersion in a highly verbal atmosphere can defeat them. (Gleazer, 1968:70)

Further evidence that community college students are practically oriented may be obtained from Win Kelley and Leslie Wilbur's (1970:148) research which found that community college students feel abstract aims to be least essential, and practical aims most essential.

Finally, Abram C. Konrad (1974:46) says that "certainly, the vocationally oriented students hold strong utilitarian values." Part of the reason for Konrad's statement results from an item on a questionnaire which required vocational-technical college students and "academic" college and university students to select from the following four objectives the ones which they considered most important. The choices were:

1. Learn skills that lead to a job.
2. Learn skills and habits used in critical and constructive thinking.
3. Attain satisfactory emotional and social adjustment.
4. Develop a broad general outlook on a variety of subjects. (Konrad, 1974:45)

Konrad (1974:45) says that "students on technical-vocational programs in the colleges gave a clear first preference to objective number one. "Academic" students in colleges and university students were equally divided on objectives 1, 2, and 4." It may be assumed, therefore, that community college students are more practically oriented than university students---This research tests this assumption by determining if there is a significant difference in this regard between students who enter Assiniboine Community College and students who enter Brandon University. If there is, then "practical orientation" may be viewed as one of the critical factors involved in the process of occupational choice, in which the selection of an educational institution is one step.

Provincial and Federal Political Party Affiliation. Another value system, also part of Ginzberg's et al (1951:34) "the self" category, which may distinguish between community college and university students, and hence be considered one of the critical factors in the process of occupational choice, is that of political ideologies. In Manitoba the New Democratic Party (NDP) is popularly thought of as the working-man's party. The Canadian Labor Congress has even affiliated with the NDP in order to win political concessions in the form of better labour legislation (Alfred A. Hunter, 1976:123). Therefore, if more community college students than university students have low socio-economic status, or working-class, backgrounds (Porter et al, 1973:101 and Pike 1970:55-59), and it is

accepted that the NDP is indeed the workingman's party, then this party should be over-represented in community colleges and under-represented in universities.

This study's investigation of political party affiliation does, however, not confine itself to NDP representation among community college and university students, rather it includes all represented political parties in an attempt to determine if there are statistically significant differences in the political belief systems of the students of these post-secondary educational institutions.

There are indications in the literature that there might indeed be differences in the political belief systems of community college and university students. For instance, Hunter (1976:124) says that "among those elite members whose political preferences could be determined, approximately one-half supported the Progressive Conservatives, and the other half the Liberals. No NDP supporters were found." If the children of these elite members hold the same ideologies as their parents, and if university students generally come from middle and upper classes (Pike, 1970: 55-59), then perhaps university students do indeed have different political beliefs than do community college students. Also, when Abram Konrad (1974:26) conducted his British Columbia community college study he found students regarded themselves as politically "moderate" or "liberal." (Conservatives were not mentioned.)

He also found that a statistically significant proportion checked "non-political." These findings are quite different from Hunter's (1976:124). This research examines the political ideologies of Assiniboine Community College and Brandon University students at both the provincial and federal levels.

Length of Post-Secondary Education. The basic premise of this research is, as previously stated, that colleges and universities are designed to meet the needs of different kinds of members of its society. One need that might differ for the two populations of these institutions is the length of the post-secondary educational instruction they are able and/or willing to attend. One of the ways in which the post-secondary educational institutions are different is with regard to the length of training required for the student's chosen occupation. Community colleges invariably offer shorter courses. This research examines whether the need for shorter courses is actually a differing characteristic of the two populations. If most college students are of low socio-economic status (Porter et al, 1973:101), and most university students come from middle or upper socio-economic status groups (Pike, 1970: 55-59), this might well be the case. Not only would the lower socio-economic status students have less money to invest in an education than students of higher socio-economic groups, but they might also feel a greater urgency to enter the working force in order to provide for themselves and any dependants they may have.

Ginzberg et al (1951:35) state that the length of the proposed training period is one of the critical factors in the process of occupational choice, and in their study of the process included this factor in the "time perspective" sub-category of "the self" category. This researcher tests Ginzberg's et al (1951:35) statement by examining whether there is a statistically significant difference between Assiniboine Community College and Brandon University students with respect to the length of post-secondary educational instruction they are able and/or willing to attend.

Tuition Fees and Book Costs. Just as community colleges and universities differ with respect to the length of their courses, so they differ as well with respect to tuition fees. Community college fees are much lower than university fees (Community college and university calendars 1977-78 and 1978-79).

Abram G. Konrad (1974:46) says the factor of "low cost" tied with "close to home" is a first reason why the majority of the students in his British Columbia study chose the community college post-secondary educational institution. William K. Ogilvie and Max R. Raines (1971:156) confirm that low cost and closeness to home are extremely important selection factors.

This research examines if there is a statistically significant difference between Assiniboine Community College and Brandon

University students with respect to whether or not low cost¹ is an important selection factor for them as well. If so, then, this variable, which fits into the "reality" category because of its socio-economic aspect, becomes a critical factor in the process of occupational choice by virtue of the fact that the choice of a college is one step in that process.

Subsidies--Number of Students Subsidized and Degree of Financial Subsidization. From figures obtained from G. A. Clarke (October 22, 1977), 50% of community college students are being subsidized by Manpower, something for which university students are ineligible. University students are also ineligible for apprenticeship programs in which individuals are students (on pay by their company) for two months of each year (for three to four years, depending on their trade) and salaried workers for the rest of the time, until such time as they are eligible to write provincial examinations (Les Preedy, Fall 1978; Review and Development, Community Colleges Division, Department of Colleges and Universities Affairs, 1973). Such opportunities might be very important when finances² are a vital consideration in the choice of a post-

¹In this case the cost of tuition fees and book costs.

²The variables relating to subsidies fit into Ginzberg's et al (1951:35) "reality" category insofar as the influence of the family as a socio-economic unit is involved whenever finances are a consideration.

secondary education. This research determines if the number of students subsidized, and the size of their subsidies are statistically significant distinguishing characteristics between Assiniboine Community College and Brandon University students. If so, then, these variables become critical factors in the process of occupational choice.

III - THE HYPOTHESES

As a result of the foregoing review of the literature, the following hypotheses have been formulated.

I -- General Hypothesis

The general null hypothesis is that there is no difference in the characteristics of students who enter community colleges and of those who enter universities. This general null hypothesis is tested by means of the following 21 secondary null hypotheses.

II -- Secondary Null Hypotheses

Hypothesis Number One. There is no difference in the size of the permanent place of residence of community college and university students.

Prediction. It is expected that more students, proportionately, who enter Assiniboine Community College come from farms, villages and small towns than do students who enter Brandon University. This expectation results largely from Pike's (1970:73) belief that rural people, especially farmers, tend to be oriented to the concrete and the practical, not to the theoretical or abstract. Consequently, if community college students are more practically oriented than university students, and the literature indicates they are (Konrad, 1974:75&76; Kelley & Leslie Wilbur, 1970:145), then it follows that more college students come from farms, villages and

small towns than do university students. In support of such a viewpoint is Sewell and Shah's (1966:555) finding that a monotonic relation exists between size of community and occupational choice. The occupations which rural people select, according to Sewell and Shah's (1966:555) research, are those in which the three Manitoba community colleges provide training.

Hypothesis Number Two. There is no difference in the distance of the permanent place of residence of community college and university students from their respective post-secondary educational institutions.

Prediction. Pike (1970:71&72) says that students who are close to a post-secondary educational institution are more likely to attend one than those who are not. Insofar as many students who do not live close to the post-secondary institution of their choice come from farms and small towns, an environment which, according to Sewell and Shah (1966:555), is more conducive to choosing the type of occupations for which community colleges provide training, it is expected that as the distance of permanent place of residence from post-secondary educational institution increases, so does the number of students who enter Assiniboine Community College.

Hypothesis Number Three. There is no difference in degree in the proportion of female students at community colleges and at universities.

Prediction. If Sewell and Shah's findings (1968:564) that fewer females from lower socioeconomic status groups attend higher educational institutions than do females from the higher socioeconomic status groups are correct, and, if as the literature indicates, more lower socioeconomic students attend community colleges than do upper socioeconomic students (Porter et al, 1973:101; Pike, 1970:55-59; and Konrad, 1974:40), then it follows that, proportionately, fewer females enter Assiniboine Community College than Brandon University.

Hypothesis Number Four. There is no difference in the mean age of community college and university students.

Prediction. Ginzberg (1972:169) says that the process of occupational choice is co-extensive with a person's working life. Konrad (1974:5) says that "increasingly, work and study are being interwoven throughout a lifetime." Community colleges and universities support this viewpoint since both provide programs directed at all ages.¹ Hypothesis number four determines if there is a significant difference in the age groups that each of these institutions does in fact attract. This researcher, largely as a result

¹For example, both universities and colleges have mature admission plans (see annual calendars). Also, universities hold classes in the community during strategic times of the day, such as lunch hours, so that, theoretically at least, all who wish may attend.



of her affiliation with both universities and community colleges and of having seen university and community college statistics in this regard, predicts that students entering Assiniboine Community College have a higher mean age than students who enter Brandon University.

Hypothesis Number Five. There is no difference in the distributions of marital status of community college and university students.

Prediction. Ginzberg (1972:172) says that the female often interrupts her educational preparation for marriage. Marital status is also considered in awarding bursaries and student housing (Manpower counsellor Fran Gros, Fall of 1978 and UMSU representative). Although other indications that marital status is somehow involved in the process of occupational choice and subsequent educational choices may be gleaned from the literature, there is nothing to direct one's expectation that marital status correlates with the choice of attending either a community college or a university. But, based on the fact that programs of study at community colleges are shorter than at universities¹ (annual calendars), that community college students are heavily subsidized by Manpower¹ (Manpower Counsellor Fran Gros, Fall of 1978), and that this researcher expects a higher mean age at Assiniboine Community College than at

¹Factors which, according to common sense, might be expected to be important considerations for many married students.

Brandon University, it is predicted that more students who enter Assiniboine Community College are married than those who enter Brandon University.

Hypothesis Number Six. There is no difference in the socio-economic status (as measured by Blishen's 1971 Socio-economic Index for Occupations in Canada) of community college and university students.

Prediction. Ginzberg (1972:175) sought to deepen his

knowledge and understanding of the ways in which such critical reality factors as income, sex and race... operate to constrict and limit the occupational choices of large numbers of the population.

This researcher is doing the same. Since Porter et al (1973:101), Pike (1970:55-59) and Konrad (1974:41) have found that colleges attract students from income groups lower than those attending universities, this writer expects that the same will hold true in this research. That is, it is predicted that more students from lower income groups will choose to enter Assiniboine Community College than Brandon University.

Hypothesis Number Seven. There is no difference in the ethnic origins of community college and university students.

Prediction. To aid in the prediction of the expected direction of the relationships in connection with this variable the writer recalls that Porter (1975:63) says that there is a reciprocal relationship between ethnicity and social class. In

support of his statement Porter discusses studies which confirm this relationship, one such study being Blishen's, which is based on 1951 census data.

In Blishen's study persons of Jewish and British (in descending order) origins were over-represented in the highest class, while Indian, Eskimo, Ukrainian, and Polish (in ascending order) were over-represented in the lowest social class.

Consequently, if community colleges attract students from income groups lower than those attracted to universities (Porter et al, 1975:101; Pike 1970:55-59; Konrad, 1974:41); they should also attract more students from ethnic groups which are over-represented in the lower classes, while universities should attract more students from ethnic groups which are over-represented in the higher classes. It is, therefore, predicted that more students who enter Assiniboine Community College than those who enter Brandon University come from those ethnic groups which Blishen found to be over-represented in the lower classes whereas more students who enter Brandon University come from those ethnic groups which Blishen found to be over-represented in the upper classes.

Hypothesis Number Eight. There is no difference in the family size of community college and university students.

Prediction.

It is widely known that the economically disprivileged segments of the population tend to have large families, whereas

white-collar business and professional groups are more likely to limit the number of children to one, two or three (Horton and Leslie, 1970:271).

If more students who enter community colleges come from the lower classes (or to use Horton and Leslie's terminology, from the economically disprivileged segments of the population) than do students who enter universities, then it follows, in view of the foregoing, that students who enter Assiniboine Community College have a higher sibling mean than those students who enter Brandon University.

Hypothesis Number Nine. There is no difference in the public and secondary educational performance records of community college and university students.

Prediction. Ginzberg et al (1951:29) suggest that the analysis of occupational choice must follow the way in which the individual "becomes increasingly aware of what he does well and what he does poorly..." Therefore, a student who, in the category of "the self," where there is concern about the individual's capacities (Ginzberg et al, 1951:31), becomes aware that he is among the better academic performers in high school may consider it reasonable to select for himself an occupation that requires a university education, whereas a student who realizes that he is not doing particularly well might choose an occupation that requires only a community college education.¹ It is, therefore, predicted that more high educational per-

¹Academic prerequisites are not as high at community colleges as at universities (See university and community college annual calendars).

formers will choose to enter Brandon University than they will Assiniboine Community College.

Hypothesis Number Ten. There is no difference in the degree of prior level of educational attainment of community college and university students.

Prediction. Since the academic prerequisites for students entering community colleges are lower than for students entering universities (See annual calendars), it is predicted that students with lower prior educational attainment will choose to enter occupations for which training is given at Assiniboine Community College whereas students with higher prior educational attainment will choose to enter occupations for which education is offered at Brandon University.

Hypothesis Number Eleven. There is no difference in the type of religious affiliation of community college and university students.

Prediction. Demerath III and Hammond (1969:71) say that the sect "recruits from among the lower classes and disenfranchised elements," whereas the church "tends to become the lair of the middle and upper classes." Since Porter et al (1973:101), Konrad (1974:41) and others have found that community colleges attract more students from lower socio-economic status groups than do universities, it is predicted that more students who are affiliated with sect-like groups will choose to enter Assiniboine Community College than

they will Brandon University.¹ Given this prediction, it follows then that it can also be predicted that more students who are affiliated with church-like groups choose to enter Brandon University than they do Assiniboine Community College.

Furthermore, given the prediction that more students who enter Assiniboine Community College have a sect-like affiliation than do students who enter Brandon University, it is predicted that more students who enter Assiniboine Community College have

¹Although Porter et al (1973:101), Konrad (1974:41) and others found that community colleges attract more students from lower SES groups than do universities, and although the prediction of expected direction of the relationship with respect to hypothesis number eleven is based primarily on this fact, it must be pointed out that if it should happen that more students who enter Assiniboine Community College have sect-like affiliation than do students who enter Brandon University that this is not necessarily due to the lower class students at Assiniboine Community College, as no controls for SES were instituted in this research. Therefore one cannot be sure how many of the lower class students and how many of the middle and upper class students at Assiniboine Community College have sect-like membership, and whether this sect-like affiliation is in fact even due to the students' SES standings, or to some other such variable as, for example, ethnicity. The expected SES distributions of Assiniboine Community College and Brandon University along with findings such as those of Demerath III and Hammond (1969:71) merely, in the absence of other helpful information in this regard, served as a guide in conceptualizing a prediction for hypothesis number eleven of this essentially explorative and comparative research. There is no attempt being made in this research to establish any causal relationships. That is, the researcher is not attempting to establish that more students who enter Assiniboine Community College have sect-like affiliation than do students who enter Brandon University because more of these students come from the lower SES groups. The intention is rather simply to show that there are differences, with respect to the 21 variables contained in this research, of which religious affiliation is one variable, between students who enter Assiniboine Community College and those who enter Brandon University, and exactly what these differences are in this connection.

Catholic affiliation than do students who enter Brandon University because the rise of Catholicism is largely due to some sects taking adaptive paths and beginning the cycle all over again and ultimately spawning their own sects (Demerath III and Hammond, 1969:73).

Finally, Schneider (1952:228) and Glenn and Hyland (1972:398) say that more middle and upper class people have no religious affiliation. Since more community college students come from lower SES groups¹ than do university students (Porter et al, 1973:101 and Konrad 1974:41), it is predicted that more students with no religious affiliation will choose to enter Brandon University than they will Assiniboine Community College.

Hypothesis Number Twelve. There is no difference in the degree of religious belief of community college and university students.

Prediction. Goode (1972:289) says "the higher the class level, the greater the degree of church participation." Goode then goes on to consider the implications of such findings. Goode says that although some may say that "the greater middle-class participation reflects a greater degree of religiousness and religious concern" (1972:290), others such as, for instance, Gerhard Lenski, say that

the observed regularity is a function of the fact that members of the middle classes demonstrate a higher level of overall asso-

¹Footnote one, page 48 applies here as well.

ciational activity. They participate more in organizations of all kinds, the church being merely one specific example of a voluntary association. (Goode, 1972:290)

Goode (1972:299) therefore concludes that

some of the traditional measures of religiousness, such as church attendance, ought not to be used at all. Church activity is not really a "pure" measure of one particular kind of religiosity.

When frequency of church attendance and church organizational membership are not criteria of religiosity, the working class

display a considerably higher level of religious response. This is true particularly of psychological variables, such as religious "salience," the greater feeling that the church and religion are great forces in the lives of respondents. It is also true for "religiosity" as measured by a higher level of religious concern and for religious "involvement," the extent to which the individual is psychologically dependent on some sort of specifically religious sociation in his life. (Goode, 1972:299)

This writer is not measuring religiosity per se, only the students' self-reported degree of religious belief. Since, however, neither frequency of church attendance nor church organizational membership are involved in hypothesis twelve, the lower classes should, in line with the foregoing quotation from Goode (1972:299), report a greater degree of religious belief than the middle and upper classes. Therefore, since the prediction for hypothesis number six of this research is that more lower

class¹ students will choose to enter Assiniboine Community College than Brandon University, it is predicted that more students with a greater degree of religious belief will choose to enter Assiniboine Community College than they will Brandon University.

Hypothesis Number Thirteen. There is no difference in the frequency of church attendance of community college and university students.

Prediction. Goode (1972:289) says that "the higher the class level, the greater the degree of church participation." Since it is predicted that Blishen's Socioeconomic Index for Occupations in Canada will be higher for the fathers and mothers of Brandon University students than it will be for the fathers and mothers of Assiniboine Community College students², it is predicted that more

¹Although Goode (1972:289) says that "the working class display a considerably higher level of religious response," and although the social class composition will probably be different for Brandon University and Assiniboine students, the writer wishes to remind the reader once again that social class is not controlled for in this research. Therefore, should it be found that Assiniboine Community College students do in fact report a higher degree of religious belief than do Brandon University students, this researcher cautions against any conclusion on the part of the reader that it is the lower class students at Assiniboine Community College that are reporting this higher degree of religious belief. The variable social class is only used in this point of the research, in the absence of other helpful criteria, to aid this researcher in the prediction of the outcome of hypothesis 12 of an essentially exploratory comparative research undertaking.

²Although Goode (1972:289) says that "the higher the class level, the greater the degree of church participation," and although it is predicted that Blishen's Socioeconomic Index for Occupations in Canada will probably be higher for the fathers and mothers of Brandon University students than it will be for the fathers and mothers of Assiniboine Community College students, the writer wishes

students who attend church more frequently will choose to enter Brandon University than they will Assiniboine Community College.

Hypothesis Number Fourteen. There is no difference between community college and university students as to whether they hold a specific church position, other than being a church member.

Prediction. For the same reason¹ as given in the prediction of hypothesis number 13, it is now predicted that more students who hold church positions enter Brandon University than they do Assiniboine Community College.

Hypothesis Number Fifteen. There is no difference in the degree of practical orientation between community college and university students.

Prediction. Konrad (1974:46), on the basis of his study of vocational-technical college students and "academic" college and university students, says that vocational students hold stronger utilitarian values than do academic students. Generalizing,

to remind the reader once again that social class is not controlled for in this research. Therefore, should it be found that Brandon University students do in fact attend church more often than do Assiniboine Community College students, this researcher cautions against any conclusion on the part of the reader that this finding is directly attributable to the higher class element at Brandon University.

¹Footnote number two, page 51, applies here as well.

cautiously, from Konrad's study, this researcher predicts that more of the practically oriented students choose to attend Assiniboine Community College than they do Brandon University.

Hypothesis Number Sixteen. There is no difference between community college and university students with respect to type of provincial political party affiliation.

Hypothesis Number Seventeen. There is no difference between community college and university students with respect to type of federal political party affiliation.

Predictions for Hypotheses Sixteen and Seventeen. Porter (1975:296-297), in a study of the economic elite's political affiliations, found that among those elite members whose political preferences could be determined, approximately one-half supported the Progressive Conservatives and the other half, the Liberals. No NDP supporters were found. These, according to Teeple (1972:246), may be found in the working class. Therefore, since it is predicted that Blishen's Socioeconomic Index for Occupations in Canada will be lower for the fathers and mothers of Assiniboine Community College students than it will be for the fathers and mothers of Brandon University students¹, it is predicted that, at both the provincial

¹Although Teeple (1972:246) says that NDP supporters may be found in the working class, and although it is predicted that Blishen's Socioeconomic Index for Occupations in Canada will be lower for the fathers and mothers of Assiniboine Community College students than it

and federal levels, more NDP affiliated students enter Assiniboine Community College than they do Brandon University. It is further predicted that more Progressive Conservative and Liberal affiliated students choose to enter Brandon University than they do Assiniboine Community College.

Hypothesis Number Eighteen. There is no difference between community college and university students with respect to the length of the post-secondary education they are able and/or willing to attend.

Prediction. Ginzberg et al (1951:35) state that the length of the proposed training period is one of the critical factors in the process of occupational choice. It makes sense to assume that lower class individuals, who do not have much money, are more concerned about the length of time required for post-secondary education than are middle and upper class individuals. Consequently, since this researcher predicts that Blishen's Socioeconomic Index for Occupations in Canada will be lower for the fathers and mothers of Assiniboine Community College students than it will be for the

will be for the fathers and mothers of Brandon University students, the writer wishes to remind the reader once again that social class is not controlled for in this research. Therefore, should it be found that more students who vote for the NDP do in fact choose to attend Assiniboine Community College than Brandon University and also that more students who vote for the PCs and Liberals choose to attend Brandon University than Assiniboine Community College, this researcher cautions against any conclusion on the part of the reader that it is the lower socioeconomic students at Assiniboine Community College who are voting for the NDP and the middle and upper socioeconomic students at Brandon University who are voting for the PCs and the Liberals.

fathers and mothers of Brandon University students¹, this writer also predicts that more students who are concerned about the length of post-secondary educational training they are able and/or willing to undertake will choose to enter Assiniboine Community College than Brandon University.

Hypothesis Number Nineteen. There is no difference in the number of community college and university students for whom tuition fees and book costs are influential factors in their choice of studies.

Prediction. For the same reason² as given in the discussion of hypothesis number eighteen, it is predicted that more students for whom tuition fees and book costs are influential factors in their choice of studies enter Assiniboine Community College than they do Brandon University.

¹Although it makes sense to assume that lower class individuals, who do not have much money, are more concerned about the length of time required for post-secondary education than are middle and upper class individuals, and although it is predicted that Blishen's Socioeconomic Index for Occupations in Canada will be lower for the fathers and mothers of Assiniboine Community College students than it will be for the fathers and mothers of Brandon University students, the writer wishes to remind the reader once again that social class is not controlled for in this research. Therefore, should it be found that more students who are concerned about the length of time required for a post-secondary education do in fact enter ACC than BU, this researcher cautions against any conclusion on the part of the reader that it is the lower class students at ACC who are concerned about the time required for their post-secondary education.

²Footnote number one above applies here as well, except that now the variable is tuition fees and book costs instead of length of post-secondary education students are able and/or willing to attend.

Hypothesis Number Twenty. There is no difference in the number of community college and university students who are financially subsidized.

Hypothesis Number Twenty-One. There is no difference between community college and university students with respect to the degree of their financial subsidy.

Predictions for Hypotheses Numbers Twenty and Twenty-One.

From figures obtained from G. A. Clarke (October 22, 1977), fifty per cent of community college students are being subsidized by Manpower, something for which university students are ineligible. University students are also ineligible for apprenticeship programs in which individuals are students (on pay by their company) for two months of each year (for three to four years, depending on their trade) and salaried workers for the remainder of the time. Consequently, since it is predicted that Blishen's Socioeconomic Index for Occupations in Canada will be lower for the fathers and mothers of Assiniboine Community College students than it will be for the fathers and mothers of Brandon University students,¹ it is predicted that more students who are financially subsidized, and to a larger degree, enter Assiniboine Community College than they do Brandon University.

¹Footnote number one, page 55, applies here as well, except that now the variables are number financially subsidized and degree of subsidization.

CHAPTER THREE -- DESIGN AND METHODOLOGY

The purpose of this chapter is to discuss the research design and instrument used to collect the data for this study. Also discussed are the populations and the respondents, as well as the techniques and procedures followed in analyzing the data.

THE DESIGN

This research has 21 independent variables. The variables are age, gender, and marital status of student, as well as the size of his permanent place of residence, and its distance from the post-secondary educational institution. The student's ethnic origin, the size of his family, his educational performance, as well as his prior degree of educational attainment are four other independent variables. Still other independent variables are the student's religious affiliation, the degree of his religious belief, the frequency of his church attendance, and whether he holds a specific church position. Socio-economic status, practical orientation, and political party preference (provincial and federal) are also studied. The next two independent variables are concerned with the length of the post-secondary education a student is able and/or willing to attend, and with whether tuition and book costs influenced the student's choice of studies. Finally, the last two independent variables pertain to financial subsidies-- The number of students subsidized, and the degree of their subsidization.

The dependent variable in this research is the type of institution. The manipulation of this variable is such that it consists of first year community college (Assiniboine in Brandon) and university (Brandon in Brandon) students.

Both quantitative and qualitative indicators are used to manipulate the 21 independent variables of this research which were selected, after an extensive review of the literature on occupational choice, community colleges and universities, in the belief that they would contribute maximally toward the testing of whether the populations of community colleges and universities really are different. Inasmuch as the choice of a college or university is considered to be one step in the process of occupational choice (Ginzberg et al, 1951:35), the independent variables which will statistically significantly discriminate between the college and university populations, may be viewed as critical factors in the process of occupational choice.

THE INSTRUMENT

The instrument used to collect the data for this research was a 43 item questionnaire designed by the researcher. In fact, there were two nearly identical questionnaires (See Appendices "B" & "C"), one designed for community college students, and the other for university students. The content of the two questionnaires is virtually identical, the differences being only to make

the wording appropriate to each institution. An example of such a difference in wording is item 17. On the university questionnaire this item reads, "Do you have any community college education?" whereas on the community college questionnaire this item reads, "Do you have any university education?" These instruments were pretested on 15 University of Manitoba students and 15 Red River Community College students. As a result of the pretest a few revisions to the instrument were effected before the research was carried out.

The students were told that they were subjects for research being conducted by the researcher for the purpose of her Master's thesis, and were given a brief explanation as to the nature of the research, just prior to completing the questionnaires in class.

THE RESPONDENTS

The populations from which the respondents were drawn were first year students at Assiniboine Community College (in Brandon) and Brandon University in April 1977. Only first year students were chosen, primarily because Manitoba community colleges do not have many two year programs, and no three or four year programs. Another reason for confining the populations to be studied to that of first year students is because at this point the student is less affected by the process of post-secondary education than in subsequent years, thereby

affording a truer picture of the types of populations community colleges and universities attract, and not necessarily turn out. The purpose of this research is, after all, not the effect of a post-secondary educational institution on a student, but the isolation of critical factors involved in the process of occupational choice, of which the selection of a college or a university is one step.

The respondents were drawn only from the community college and university populations in Brandon, thereby holding locale constant. That is, Brandon, a relatively central Manitoba location (neither North nor extreme South) of moderate size (neither a town nor a huge city), has both a university and a community college, of medium-sized status. This means that neither geographic desirability nor accessibility should be selection factors, since both institutions are equally geographically desirable and accessible.

On the basis of the researcher's knowledge of Assiniboine Community College and her acquaintance with some of the staff, complete support in gathering the data at that institution was obtained. (See Table 3.1 for a breakdown of courses from which respondents were obtained, and the percentage they represent of the total first year students at Assiniboine Community College in April 1977.)

In gathering the data from Brandon University this researcher and her advisor, Prof. G. A. Kristjanson, sought the support of

TABLE 3.1
 BREAKDOWN OF COURSES SAMPLED AT ASSINIBOINE COMMUNITY COLLEGE
 AND THE PERCENTAGE SAMPLED IN EACH COURSE

Number Enrolled	Admin Studies		Agricultural Mechs		Architectural Drafting		Autobody Repair & Painting		Automotive Mechs		Bookkeeping		Commercial Art		Electrical		Welding		Heavy Duty Mechs		Plumbing		Practical Nursing		Typing	
	481		20		182		24		371		481		311		193		10		17		12		38		631	
Number of Respondents	32		18		15		20		19		30		19		15		7		17		12		36		26	
Percentage Obtained	67%		90%		83%		83%		55%		63%		61%		79%		70%		100%		100%		95%		41%	

Overall Course Response Rate is 76%

N = 266

1. This course had multiple sections--Not all were sampled.
2. Only one of two drafting courses was sampled--i.e., Engineering Drafting (six students) was not sampled.
3. Only one of three first year electrical programs was sampled--i.e., Electrical Technology and Electronics Technician were not sampled.
4. To the best of this researcher's knowledge less than 100% response rates reflect (a) that not all sections of a course were sampled, and (b) that not all students in a particular course were present at the time of the administration of the questionnaire.
5. It was impossible to sample social service and community health workers because their classroom work was completed, and they were out in the field--i.e., they were unavailable--They were finished for the year.
6. Stenographers were not sampled because of the many subjects which they take that are identical to those taken by other business education students who were sampled.
7. Machine Shop Practise "Students" were not sampled because they do not, in the strict sense, meet the full-time criterion of this research.
8. Students from ABE, BJRT, and English for New Canadians were not sampled since they were excluded from this sample in the design of the research. This exclusion took place because these courses are not of a post-secondary nature--They parallel kindergarten, public and secondary education courses. These courses are designed to upgrade students to the level where they are able to enrol in, and successfully complete, community college vocational programs.

Dr. Erasmus Monu, Professor and Head of the Department of Sociology at Brandon University. For the students in the faculties of arts, sciences, and general studies, as well as for those in the nursing program, Dr. Monu selected courses that all students in each of these faculties are required to take. Where there were multiple sections of a course, Dr. Monu and the researcher administered the questionnaire to the largest section, or to a sufficient number of sections, so that the instructors involved were able to give the assurance that, to the best of their knowledge, no visible systematic bias in the selection of students occurred. (See Table 3.2 for number and percentage of responses obtained, by faculty.)

TABLE 3.2

BREAKDOWN OF FACULTIES SAMPLED AT BRANDON UNIVERSITY
AND THE PERCENTAGE SAMPLED IN EACH FACULTY

	BA	BSc	Music	Educa- tion	Nurses	Bach. of Gen Studies	N
Number Enrolled	148	118	32	125	71	44	538
Number of Respondents	40	50	10	62	13	7	182
Percentage Obtained	27%	42%	31%	50%	18%	16%	34%

Unfortunately, this researcher was not granted permission to administer the questionnaires to the students in the Faculty of Education. The department head assured this researcher that convenient class time would be given to the students for the completion of

the questionnaire. Assurance was also given to Dr. Monu and this researcher, when the completed questionnaires were picked up, that the students who completed the questionnaires were representative of the first year students in the Faculty of Education. For the Faculty of Music the Director was only prepared to distribute the questionnaires to the students, for them to fill out at their convenience.

Even though care was taken to conduct this research at a centrally located provincial community college and university, in order to reduce the possibility of geographical desirability and/or accessibility becoming selection factors, these institutions are, nevertheless, not necessarily representative of other universities and community colleges. Assiniboine Community College and Brandon University students may differ, with respect to the critical factors studied in this research, from, for example, community college or university students in eastern, southern, western, northern, or central Canada, as well as from students of larger or smaller institutions. For this reason, generalizations from Assiniboine Community College and/or Brandon University students to other community college and/or university populations, are not recommended.

TREATMENT OF THE DATA

i) Preparation of the Data for Analysis

In line with the guidelines given in the SPSS Program, a codebook was developed to handle the responses given by the students on their questionnaires. Subsequently the responses on the questionnaires were coded, in accordance with the codebook, and these codes transferred to SPSS program sheets from where they were punched on IBM cards. With the aid of the computer the responses were counted, translated into percentages, and organized into frequency distribution tables.

ii) Analysis of the Data

By employing the crosstabulation feature of the computer, contingency tables, which display the distribution of cases by their position on two or more variables, were set up. These joint frequency distributions were statistically analyzed by the chi square test of association. When, in a few instances, certain cells contained fewer than five expected frequencies, the data were collapsed and rerun so as not to inflate the results (Champion, 1970). The maximum acceptable level at which the null hypothesis may be rejected is set at 0.05, even though all the hypotheses except two can be rejected at < 0.01 .

CHAPTER FOUR -- PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this chapter is to present the relationships between the selected critical factors/variables and the students' decisions to attend either Assiniboine Community College or Brandon University.

Size of Place of Residence. The literature reviewed indicates only that this variable affects access to higher education--that is, post-secondary educational institutions contain proportionately fewer students from farms, villages and towns, than from cities. This researcher found out which post-secondary institution--community college or university--contains fewer students from farms, villages and towns than from cities. The results, shown in Table 4.1, are partially in line with the prediction for hypothesis number one. That is, more students from farms (9.3% more) choose to enter Assiniboine Community College than they do Brandon University. However, contrary to the prediction for this hypothesis, more students¹ from towns and villages with a population range of up to 5,000 choose to enter Brandon University than Assiniboine Community College. Students who live in towns with a population range of 5,000 - 10,000 divide their choices equally between Assiniboine Community College and Brandon University. Students from cities with a population range of

¹Only 0.4% more.

TABLE 4.1

FREQUENCY AND PERCENTAGE DISTRIBUTION OF STUDENTS IN
ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY
BY SIZE OF PERMANENT PLACE OF RESIDENCE

Population

	A Farm	< 1,000	1,000 to 5,000	5,000 to 10,000	10,001 to 18,000	18,001 to 48,000	> 48,001	N
University Students	36 19.9%	21 11.6%	26 14.4%	6 3.3%	16 8.8%	61 33.7%	15 8.3%	181
College Students	76 29.2%	29 11.2%	32 12.3%	10 3.3%	2 0.8%	84 32.3%	27 10.4%	260

Chi Square = 21.70 D/F = 6 P = 0.0014 N = 441

10,001 to 48,000 are once again choosing a post-secondary educational institution in line with the prediction for this hypothesis-- That is, they are choosing a university. The results in the greater than 48,001 population category are, however, opposite to that predicted--That is, more students from cities (2.1% more) having a population of more than 48,001 choose to attend Assiniboine Community College, when the prediction is that more students from cities choose to attend Brandon University than Assiniboine Community College.

Thus only the data from three of the seven categories is in line with the expected direction of the relationship. Furthermore, the rejection of the null hypothesis (at $p = 0.0014$), "There is no difference in the size of the permanent place of residence of community college and university students," is largely due to the

results of only two categories, the farm category and the 10,001 to 18,000 population category.

Distance from Post-Secondary Educational Institution. The reviewed literature indicates that students who are close to a post-secondary educational institution are more likely to attend one than those who are not. The task in this research, however, is to find out if there is any difference in the distance of the permanent place of residence of community college and university students from their respective post-secondary educational institutions. The results of the analysis of this data are shown in Table 4.2. Since $p = 0.1939$, the null hypothesis, "There is no difference in the distance of the permanent place of residence of community college and university students from their respective educational institutions," cannot be rejected. It seems that while, according to the reviewed literature, distance from a post-secondary educational institution is a contributing factor as to whether or not an individual will attend such a facility, there does not, however, appear to be any correlation between distance of permanent place of residence and choice of type of post-secondary educational institution.

Student Gender. Sewell and Shah (1968:564) found that fewer females from lower socioeconomic status groups attend post-secondary educational institutions than do females from higher socioeconomic groups. Porter et al (1973:101), Pike

(1970:55-59), and Konrad (1974:40) state that more lower SES students attend community colleges than do upper SES students. Therefore it follows that there should be proportionately fewer females at community colleges than at universities. This, as may be seen from Table 4.3, is the case with respect to Assiniboine Community College and Brandon University. These findings

TABLE 4.3
 FREQUENCY AND PERCENTAGE DISTRIBUTION OF
 STUDENT GENDER AT
 ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY

	Female	Male	N
University Students	120 65.9%	62 34.1%	182
College Students	114 43.0%	151 57.0%	265

Chi Square = 21.80 D/F = 1 N = 447 P = 0.0000

do not appear to be a function of categorization. Consequently, the null hypothesis which states that, "There is no difference in degree in the proportion of female students at community colleges and at universities," may be rejected at the 0.0000 level.¹

¹It is interesting to note (See Table 4.3) that there are fewer males, proportionately, at Brandon University than females, a fact often disputed in the literature. That is, according to the

Age of Student

In 1951 Ginzberg et al (1951:60 & 185) saw the process of occupational choice as coming to a permanent closure when a person reaches his early or middle twenties. In 1972, however, Ginzberg (p.169) revised his theory, saying that the process of occupational choice does not have to conclude in the twenties, that it may be re-opened at anytime during a person's working life. Today's belief that education is considered to be a life-long process seems supportive of Ginzberg's viewpoint. Universities and colleges also take the life-long educational process into consideration when devising and implementing their educational policies. As a result this researcher set out to determine if there is a significant difference in the age groups that each of these institutions does in fact attract. Consequently specific null hypothesis number four which states, "There is no difference in the mean age of community college and university students," was formulated.

The first three categories (covering ages 16 - 20, inclusive) of Table 4.4 have a higher percentage of university than community college students falling therein, whereas the last four categories (ages 21 - 55, inclusive) of the same table contain higher percent-

literature, more males attend universities than do females (Synge, 1976:426). One possible explanation for the findings at Brandon University might be that it contains more faculties (music, education, nursing...) which are traditionally associated with female roles than it does faculties traditionally associated with male roles (engineering, agriculture...).

TABLE 4.4

FREQUENCY AND PERCENTAGE DISTRIBUTION OF STUDENT AGES
AT BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE

Ages

	16-18	19	20	21	22	23-26	27-55	N
University Students	66 37.1%	51 28.7%	24 13.5%	10 5.6%	9 5.1%	8 4.5%	10 5.6%	178
College Students	54 20.9%	61 23.6%	30 11.6%	23 8.9%	21 8.1%	29 11.2%	40 15.5%	258

Chi Square = 28.89 D/F = 6 P = 0.0001 N = 436

ages of community college students than they do of university students. Consequently, the mean of community college students (23 years) is, in line with the prediction for this hypothesis, higher than that of university students (20 years).

While the difference in age composition of the two populations is substantial in all categories¹, it is the most noteworthy in the 16 - 18 age category into which 37.1% of Brandon University

¹Age 20 category shows the least difference, with 13.5% of the university students and 11.6% of the community college students falling into that category. Age 20 may, therefore, be viewed as a turning point--That is, up to this age more students choose to enter Brandon University than Assiniboine Community College, whereas after age 20 more students choose to enter Assiniboine Community College than Brandon University.

students, but only 20.9% of Assiniboine Community College students, fall. The other two categories which portray gross age differences in the two groups are at the other end of the distribution: The 27 - 55 age group category contains 9.9% more community college than university students, and the 23 - 26 age group category contains 6.7% more community college than university students.

Finally, since the findings do not appear to be a function of categorization, and since the probability value is 0.0001, the null hypothesis that states "There is no difference in the mean age of community college and university students" may be rejected. The variable "age of student" is positively correlated with a student's choice to enter either Assiniboine Community College or Brandon University, such a choice being one step (Ginzberg et al, 1951:35) in the process of occupational choice.

Marital Status. According to Ginzberg (1972:172), females often interrupt their educational preparation for marriage. Also, in 1972, Ginzberg (p.169) said that the process of occupational choice may be re-opened at anytime during a person's working life: When this happens, some of the individuals involved will undoubtedly be married. The married women who want to complete their interrupted education, the married individuals who are re-opening the process of occupational choice, as well as the married individuals who for various reasons¹ have no occupational training will select

¹Example: Students may have married upon graduation from high school, and consequently not pursued any post-secondary education at that time.

TABLE 4.5

FREQUENCY AND PERCENTAGE DISTRIBUTION OF STUDENTS
 AT BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE
 BY MARITAL STATUS

	Single	Married	Other ¹	N
University Students	161 89.4%	13 7.2%	6 3.3%	180
College Students	199 75.4%	40 15.2%	25 9.5%	264

Chi Square = 14.02 D/F = 2 P = 0.0009 N = 444

a post-secondary educational institution which will best meet their needs. Accordingly, since the basic premise of this study is that community colleges and universities are designed to meet the needs of different kinds of people, the married people intending to attend either of these two post-secondary educational institutions should select the one that does indeed best meet their needs.

According to Table 4.5 Assiniboine Community College attracts a statistically significantly higher percentage of married students than does Brandon University. Therefore, sec-

¹Includes separated, divorced, widowed, and living together categories. Brandon University has four (2.2%) separated, two (1.1%) divorced, and no widowed or "other" individuals, whereas Assiniboine Community College has seven (2.7%) separated, 11 (4.2%) divorced, two (0.8%) widowed and five (1.9%) "other" (living together) students.

ondary null hypothesis number five, "There is no difference in the distributions of the marital status of community college and university students," may be rejected at less than the 0.01 level.

Socio-Economic Status. Porter et al (1973:101) and others have found that more lower class students attend community colleges than do upper class students. Correspondingly, Pike (1970:55-59) cites that university students generally come from middle and upper classes. A purpose of this research is to determine if these findings hold true for Assiniboine Community College and Brandon University.

Horton and Hunt (1972:250-255) list four determinants of social class, or socio-economic status (SES), namely (1) wealth and income (2) occupation, (3) education, and (4) self-identification and class consciousness. Horton and Hunt (1972:253) believe that "occupation is an exceedingly important aspect of social class because so many other facets of life are connected with occupation." They say that "although social class includes many features besides occupation, it is fundamentally based on the division of labor (1972:247). Hunter (1976:112) substantiates these beliefs when he writes that "it is vital to appreciate that the power a person is able to exercise, or the prestige he or she enjoys, derives fundamentally from positions occupied." Consequently Blishen's 1971 revised Socio-economic Index for Occupations in Canada (Blishen and McRoberts, 1976:71-79) was used to rank the occupations of the

fathers and mothers (and students' spouses where applicable) of the students¹ in the sample. Since Blishen made use of the income level, educational status, and prestige ranking variable of the occupations in the construction of this scale, he has essentially dealt with three of the four determinants of social class as listed by Horton and Hunt. Consequently, only the occupations of the fathers and mothers¹ (and spouses where applicable) of the students in the sample were used to measure SES.

The occupations were coded according to Blishen's 1971 Socioeconomic Index for Occupations. It was found that the Socioeconomic Index for Occupations of the fathers and mothers of university students is considerably higher than it is for the community college students. Consequently the null hypothesis, "There is no difference in the socioeconomic status (as measured by Blishen's 1971 Socioeconomic Index for Occupations in Canada) of community college and university students," can be rejected at less than the 0.01 level. Tables 4.6 and 4.7 depict the results.

The mean socio-economic index score is 46 for the fathers of university students, and 38 for the fathers of community college students. The mean socio-economic index score is also higher for the mothers of university students than for mothers of community college students--The former have a mean score of 53, whereas the

¹As well as of the students themselves where applicable.

TABLE 4.6

FREQUENCY AND PERCENTAGE DISTRIBUTION OF
THE SOCIO-ECONOMIC INDEX OF OCCUPATIONS IN CANADA OF
THE FATHERS OF STUDENTS AT
ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY

Blishen's Class Intervals

	70+	60.00 - 69.99	50.00 - 59.99	40.00 - 49.99	30.00 - 39.99	< 30.00	N
University Students	12 7.5%	39 24.4%	17 10.6%	30 18.8%	15 9.4%	47 29.4%	160
College Students	6 2.9%	22 10.6%	23 11.1%	32 15.4%	20 9.6%	105 50.5%	208

Chi Square = 24.71 D/F = 5 P = 0.0002

N = 368

the latter have a mean score of 44¹. An interesting finding here, and one that deserves future attention, is that the mothers of community college students as well as the mothers of university students have higher mean socio-economic index scores than do their husbands.

¹These mean scores were first of all calculated by computer, and then by hand. For the manual calculation the following midpoints of Blishen's class intervals were utilized: 73 (Highest Blishen socioeconomic index score is 75.2846), 65, 55, 45, 35, and 26 (Lowest Blishen socioeconomic index score is 23.0227).

TABLE 4.7

FREQUENCY AND PERCENTAGE DISTRIBUTION OF
THE SOCIO-ECONOMIC INDEX OF OCCUPATIONS IN CANADA OF
THE MOTHERS OF STUDENTS AT
ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY

Blishen's Class Intervals

	60.00 - 69.99	50.00 - 59.99	40.00 - 49.99	30.00 39.99	<30.00	N ¹
University Students	44 33.8%	48 36.9%	19 14.6%	11 8.5%	8 6.2%	130
College Students	16 14.4%	38 34.2%	10 9.0%	17 15.3%	30 27.0%	111

Chi Square = 29.73 D/F = 4 P = 0.0000 N = 241

It is interesting to note that the null hypothesis, "There is no difference in the socio-economic status (as measured by Blishen's 1971 Socio-Economic Index for Occupations in Canada) of community college and university students," can also be rejected at $\alpha < 0.01$ with respect to the best jobs students themselves have held. University students have held statistically significantly better jobs than have community college students (See Table 4.8).

¹Seven part-time employees and 99 "never worked" mothers were eliminated from this table since such categories do not fit into Blishen's class intervals--Consequently the N for this table is considerably lower than it is for most tables in this study.

TABLE 4.8

FREQUENCY AND PERCENTAGE DISTRIBUTION OF
THE SOCIO-ECONOMIC INDEX OF OCCUPATIONS IN CANADA OF
STUDENTS AT
ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY

Blishen's Class Intervals

	60.00 - 69.99	50.00 - 59.99	40.00 - 49.99	30.00 - 39.99	< 30.00	N ¹
University Students	6 9.1%	12 18.1%	13 19.7%	10 15.2%	25 37.9%	66
College Students	3 2.0%	8 5.3%	21 15.0%	47 31.2%	69 46.5%	148

Chi Square = 15.26 D/F = 4 P = 0.0000 N = 214

The educational level of the students and their parents (and spouses where applicable) was also obtained as background/supportive information to the main measuring device for this variable, Blishen's Socio-Economic Index of Occupations.

The parents of university students have a statistically significantly ($p = < 0.01$) higher level of education than the parents of community college students. This is

¹The part-time jobs for this table were eliminated because such a category does not belong in Blishen's class intervals. It is nonetheless interesting to know that 55.4% of the university student population had held part-time jobs, whereas only 26.0% of the community college population had done so.

congruent with the finding of a higher Socio-Economic Index of Occupations for university students and their parents than for community college students and their parents.

Ethnicity. Learning more about how ethnicity (Ginzberg termed it "race") operates in the process of occupational choice was of great concern to Ginzberg (1972:75). Consequently this researcher attempted to find out if a student's ethnic origin is an influential factor in his choice of occupation and subsequent choice of post-secondary educational institution.

Table 4.9¹ shows the ethnic composition of first year Brandon University and Assiniboine Community College students. The greatest difference in the ethnic composition of Assiniboine Community College and Brandon University students is in the category that shows that 6.0% more Assiniboine Community College students are of Scandinavian and The Netherlands origin than are Brandon University students. The next largest difference is in the catch-all category--That is, 5.3% more Brandon University students are of ethnic origins which are placed into this category than are Assiniboine Community College students. Eastern

¹The data of some of the cells was collapsed on the basis of similarities of ethnicities and cell frequencies in order to achieve the desired minimum of five expected frequencies per cell.

TABLE 4.9
 FREQUENCY AND PERCENTAGE DISTRIBUTION
 OF ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY STUDENTS BY ETHNICITY

	French	English	Eastern ¹ European	Germanic ²	Scottish & Welsh ³	Nether- lands ⁴	All Cate- gory ⁵	Irish	Mixed ⁶ (British)	Mixed ⁷ (Other)	N
University Students	6 4.0% 26.0%	37 24.7% 41.0%	21 14.0% 43.0%	14 9.3% 35.0%	21 14.0% 52.5%	7 4.7% 24.0%	11 7.3% 73.0%	8 5.3% 40.0%	10 6.7% 59.0%	15 10.0% 47.0%	150
College Students	17 8.3% 74.0%	53 25.9% 59.0%	28 13.7% 57.0%	26 12.7% 65.0%	19 9.3% 47.5%	22 10.7% 76.0%	4 2.0% 27.0%	12 5.0% 60.0%	7 3.4% 41.0%	17 8.3% 53.0%	205

Chi Square = 17.17613 D/F = 9 P = 0.0460 N = 355

¹Eastern European includes Ukrainian, Polish, Ukrainian/Romanian, Polish/Ukrainian, Russian & Czech.

²Germanic includes German, Memnonite, and Austrian.

³Scottish & Welsh includes Scottish, Welsh and Scottish/Welsh.

⁴Scandinavian and The Netherlands includes Dutch, Belgian, Finnish, Swedish, Norwegian and Icelandic.

⁵Catch-All Category includes Italian, Jewish, Native, Fijean, Chinese and Chinese/Malaysian.

⁶Mixed (British) includes Irish/Scottish, Scottish/English/Irish, English/Irish and English/Scottish.

⁷Mixed (Other) includes Icelandic/Belgium, Icelandic/Irish, Irish/Swedish, French/Irish/English, English/Indian/Irish/Scottish, Dutch/Irish, Swedish/Scottish, German/French, Scottish/French, English/Norwegian, Finnish/Scottish, French/Indian, German/Scottish/English, French/English/Irish/Scottish, Norwegian/Danish/German, Scandinavian/German, English/French, French/Belgian, Cree/Scottish, French/Swiss, English/German, English/Polish, English/Ukrainian, Scottish/German, Scottish/Indian, German/Scottish/Danish, and Jewish/Russian.

European and Irish ethnicities are distributed almost equally between the two populations.¹

Not only are the differences in the ethnic composition of Brandon University and Assiniboine Community College students not very large, many are also not in the expected direction. That is, if there is a reciprocal relationship between ethnicity and social class (Porter, 1975:63), and if community college students attract more students from the lower classes than do universities (Porter et al, 1975:101; Pike, 1970:55-59; and Konrad, 1974:41), then they should also attract more students from ethnic groups which are over-represented in the lower classes², while universities should attract more students from ethnic groups which are over-represented in the higher classes.³ While this reasoning holds true for some of the ethnic groups in this research, it does not, however, hold true for all of them. For example, the English which are the second highest over-represented ethnic group among the higher classes (Porter et al, 1975:85), are over-represented at Assiniboine Community College by 1.2%⁴.

¹Brandon University has 0.3% more of each of these ethnic groups.

²According to Blishen (Porter, 1975:85) these are, in ascending order, Indian and Eskimo, Ukrainian and Polish.

³According to Blishen (Porter, 1975:85) these are, in descending order, Jewish and British.

⁴Admittedly this is not a large difference, but, it is contrary to the prediction for this hypothesis.

Some of the discrepancy between the predicted and the obtained results may, however, be explained by the fact that there are insufficient respondents in certain ethnic categories to enable the testing of their distribution among Brandon University and Assiniboine Community College students. One such case in point is the Jewish ethnic group which, according to Blishen (1975:85), is the most over-represented in the highest social class. In this research, however, there is only one Jewish respondent. Although this respondent is, in line with the prediction, a Brandon University student, (s)he had to be relegated to the catch-all category¹ which includes, for example, three native students who, in line with the prediction, should be found predominantly in Assiniboine Community College. Contrary to the prediction, however, the native students comprise 2.0% of the Brandon University students, and only 1.5% of Assiniboine Community College students.

The fact that some ethnic groups are over-represented among Assiniboine Community College students when it is expected that they would be over-represented among Brandon University students, and vice-versa, may also partially be explained by the fact that no controls are utilized in this research. Porter (1975: 74&75) sums up the problem very well when he says that there are

¹Since this one category contains ethnic groups associated with social classes ranging from the lowest (native) to the highest (Jewish), according to Blishen (1975:85), it must be seen for what it is--a catch-all category, nothing more, nothing less.

some difficulties involved in studying ethnicity because

social processes are the result of a variety of factors operating together. If we attempt to treat ethnicity as a single independent variable we are immediately confounded by many related variables that are impossible, because of lack of specific data, to hold constant.¹ Religion has already been mentioned as an outstanding example.

One other point should be made regarding Table 4.9, and that is that two of the four ethnic groups over-represented among Brandon University students, namely the Scottish and Welsh² and the mixed British³, belong to the British category that Blishen (Porter 1975:75) states is over-represented among the higher occupational classes.

In summary, even though the percentage differences in the ethnic composition of Assiniboine Community College and Brandon University students are not that large, and even though some of this difference is not in the predicted direction of the relationship, hypothesis number seven, "There is no difference in the ethnic origins of community college and university students," may, nevertheless be rejected⁴, because there are, nonetheless, dif-

¹As already stated, this researcher did not attempt to hold any related variables constant during this research. But, Porter's quotation also points out the difficulty involved, due to the inter-relatedness of ethnicity with so many other variables, in making predictions regarding ethnicity.

²Over-represented by 4.7%

³Over-represented by 3.3%

⁴At $p \leq 0.05$.

ferences in the ethnic composition of students who choose to enter Assiniboine Community College and students who choose to enter Brandon University, and this hypothesis is only testing for whether or not there are differences, not for the kind of differences involved.

Family Size. Ginzberg (1951:36 and 1972:175) saw both finances and the family as critical factors in the process of occupational choice. According to this research, however, family size is not correlated with whether students choose to attend a university or a community college (See Table 4.10). The chi square statistical significance level is 0.87. As a result, hypothesis number eight, "There is no difference in the family size of community college and university students," is accepted.

Although the variable of family size does not seem to operate in the choice of a post-secondary educational institution per se, in that the number of siblings does not seem to be differentially associated with university and college student populations, it may still, nonetheless, be a very important factor in the process of occupational choice, and subsequently in the choice of a post-secondary educational institution. It may be that if the family is too large for its financial situation to afford all siblings the opportunity of a higher education, only certain ones may be able to go, and these may, for instance, be males (Synge, 1976:426). The selection of who goes and who does not might also be made according to family ordinal position, or some other criterion. Or, perhaps, it is not

TABLE 4.10

FREQUENCY AND PERCENTAGE DISTRIBUTION
OF ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY STUDENTS
BY NUMBER OF SIBLINGS

Number of Siblings

	0	1	2	3	4	5	6	7	8-11	N
University Students	6	27	46	41	26	15	6	6	8	181
	3.3%	14.9%	25.4%	22.7%	14.4%	8.3%	3.3%	3.3%	3.9%	
College Students	6	31	63	63	40	19	11	11	10	254
	2.4%	12.1%	24.8%	24.8%	15.7%	7.5%	4.3%	4.3%	3.6%	

Chi Square = 3.77 D/F = 8 P = 0.87 N = 435

even a question of whether sibling size is differentially associated with university and college student populations, but simply of whether sibling size is differentially associated with attending post-secondary educational institutions, and not attending such facilities. Further research in this respect would add greatly to available sociological knowledge in this area.

Educational Performance. Ginzberg et al (1951:29) felt that the analysis of occupational choice must follow the way in which the individual "becomes increasingly aware of what he does well and what he does poorly..." Therefore, a student who, in the category of "the self," where there is concern about the individual's capacities (Ginzberg et al, 1951:31), becomes aware that he is among

TABLE 4.11

FREQUENCY AND PERCENTAGE DISTRIBUTION
OF ACADEMIC MEANS OF STUDENTS
AT BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE

Academic Means

	A+	A	B+	B	C+	C, D, & F ¹	N
University Students	1 0.6%	17 9.5%	37 20.7%	54 30.2%	43 24.0%	27 15.1%	179
College Students	4 1.5%	9 3.5%	34 13.1%	85 32.8%	56 21.6%	71 27.4%	259

Chi Square = 18.78

D/F = 5

P = 0.0021

N = 438

the better academic performers in high school may consider it reasonable to select for himself an occupation which requires a university education, whereas a student who realizes that he is not doing particularly well might choose an occupation which requires only a community college education. If this is true, there should be

¹Grade categories C, D, & F had to be combined in order to have the required minimum number of five expected frequencies per cell. While there are no university students who performed at a D or F level during the last two years of high (and/or public) school, seven community college students performed at a D level, and one at an F level during their last two years of schooling. This is also the category in which the largest difference between Brandon University and Assiniboine Community College students occurs--That is, 12.3% more C, D, and F performers entered Assiniboine Community College than they did Brandon University.

proportionately more higher educational performers at universities than at community colleges. This, the researcher found, is the case, at less than the 0.01 level, with the students at Brandon University and Assiniboine Community College students (See Table 4.11)¹. Therefore, null hypothesis number nine, "There is no difference in the (public and/or) secondary educational performance records of community college and university students," is rejected.

Prior Educational Performance. It seems reasonable to expect that if the quality of a student's high school educational performance is a factor in occupational choice, and subsequently in the choice of a post-secondary educational institution, so is the quantity of secondary education he receives. From Table 4.12 it can be seen that, congruent with the prediction for this hypothesis, more students with a higher prior educational attainment have made occupational choices which result in their entering Brandon University,² while more students with lower prior educational attainment have made occupational choices which result in their entering Assiniboine Community College.³ The mean secondary educational grade of

¹Brandon University students have a mean grade of "B", whereas ACC students have a mean grade of "C+."

²Thirty-nine point eight percent more students with Grade 12 entered Brandon University than they did ACC.

³Thirty-nine point seven percent more students falling into the Grades 7 - 11, inclusive, category entered ACC than they did BU.

TABLE 4.12

FREQUENCY AND PERCENTAGE DISTRIBUTION
OF DEGREE OF PUBLIC SCHOOL AND SECONDARY EDUCATION OBTAINED
BY BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE STUDENTS

Grades

	7 - 10 ¹	11	12	N
University Students	4 2.4%	3 1.8%	163 95.9%	170
College Students	55 21.5%	57 22.4%	143 56.1%	255

Chi Square = 81.0 D/F = 2 P = 0.0000 N = 425

Assiniboine Community College students is grade 11, whereas the mean grade of Brandon University students is grade 12. Since, along with the very real percentage differences in all of the categories of Table 4.12, a $p = 0.0000$ value has also been obtained, hypothesis number ten, which states, "There is no difference in the degree of prior level of educational attainment of community college and university students," is rejected.

¹Grades 7 - 10 were combined in order to meet the minimum requirement of five expected frequencies per cell. The combined grades 7 - 10 category consists of two university students who had grade 10, two who had grade nine, and none who had a grade seven or eight education. With respect to community college students, this category contains two students with a grade seven education, five with a grade eight, 11 with a grade nine, and 37 with a grade 10.

Religion. Bendix (1962:83-281) says Max Weber believed that the life-styles of ongoing social groups influence their religions: Spencer (1976:365-367), Hiller (1976:351) and others agree. That is, theological inclinations, participation in church activities, which church one joins, and so forth, vary according to the socio-economic status of individuals. Page 75 of this research shows that the socio-economic status, as measured by Blishen's Scale for Socio-Economic Index of Occupations in Canada, is different for Assiniboine Community College students than it is for Brandon University students. It can be assumed therefore that the religious styles of these two populations are also different. To test this assumption, the writer found out if the two populations are different with regard to these four aspects of religion: religious affiliation, religious belief, frequency of church attendance, and holding of church positions.

Null hypothesis number eleven deals with the first of these aspects, religious affiliation. From Table 4.13 it may be seen that although there is very little difference¹ in the type of religious affiliation of Assiniboine Community College and Brandon University students, what difference there is, however, is with respect to the first three categories², in the direction of the

¹The largest difference is that 8.0% more Catholic and Orthodox students entered Assiniboine Community College than they did Brandon University.

²No Affiliation category, Main Protestant Affiliation category, and Orthodox category.

TABLE 4.13

FREQUENCY AND PERCENTAGE DISTRIBUTION
OF RELIGIOUS AFFILIATION OF
ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY STUDENTS

Religious Affiliation Categories¹

	No Affil- iation	Main Prot- estant Aff- iliation	Catholic & Orthodox	Sect- Like	N
University Students	25 15.5%	82 50.9%	34 21.1%	20 12.4%	161
College Students	29 14.1%	101 49.0%	60 29.1%	16 7.8%	206

Chi Square = 3.70 D/F = 3 P = 0.50

N = 367

¹Legend:

- No Affiliation - No religious affiliation
- Main Protestant Affiliation - United Church, Presbyterian, Anglican, Lutheran
- Catholic and Orthodox - Roman Catholic, Greek Orthodox, Ukrainian Catholic, Polish National, Catholic Church
- Sect-Like - Mennonite Brethren, Baptist, Anabaptist, Methodist, Mormon, Christian, Old Colony, World Wide Church of God, Evangelical Mennonite, Evangelistic, Alliance, Church of Christ, Apostolic.

predicted relationship. Contrary to the prediction for this hypothesis, however, more sect-like students (4.0% more) entered Brandon University than they did Assiniboine Community College. Perhaps the findings in this research, in this regard, are unique to Brandon University and Assiniboine Community College students, either on a continuing basis or only for the year in which this research was carried out. Further research might well be undertaken to see if universities do in fact attract (and why, if such is the case) more students of sect-like affiliation than do community colleges.

In perusing the results of Table 4.13, it must also be remembered that other variables, such as, social class (Hiller, 1976:351), for example, are interrelated with religion, and none of them are controlled for in this research.

Finally, in view of the negligible quantitative difference with respect to the religious affiliation of students who enter Brandon University and those who enter Assiniboine Community College and a probability value of 0.50 for Table 4.13, hypothesis number eleven, "There is no difference in the type of religious affiliation of community college and university students," cannot be rejected.

The next aspect of religious style researched is the degree of religious belief, as reported by the students. In response to the question, "How religious would you say you are?" they were asked to check one of the following responses:

- (a) Not at all religious _____
- (b) Somewhat religious _____
- (c) Moderately religious _____
- (d) Quite religious _____
- (e) Totally devoted _____

From Table 4.14 it can be seen that the university students, contrary to the prediction for this hypothesis, report a greater degree of religious belief than do the community college students. For instance, 6.1% of the university sample report themselves as totally devoted, whereas only 3.6% of the community college sample report themselves as being so inclined. Also, while only 4.3% of the students who enter Assiniboine Community College report themselves as quite religious, 10.6% of the students who enter Brandon University categorize themselves in this manner. The only large difference, however, between Assiniboine Community College and Brandon University students with respect to degree of religious belief is in the "somewhat" category. While only 40 students (22.2%) who enter Brandon University report themselves as being only somewhat religious, 110 (43.5%) of the students who enter Assiniboine Community College report themselves in this manner.

Finally, since the chi square test of the data, in relation to degree of religious belief, yielded a probability of 0.0001, the null hypothesis, "There is no difference in the degree of religious belief of community college and university students," may be rejected. The writer wishes to reiterate though that the

TABLE 4.14

FREQUENCY AND PERCENTAGE DISTRIBUTION
OF THE DEGREE OF RELIGIOUS BELIEF OF
ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY STUDENTS

Degree of Religious Belief

	Not At All	Somewhat	Moderate	Quite	Totally	N
University Students	46 25.6%	40 22.2%	64 35.6%	19 10.6%	11 6.1%	180
College Students	55 21.7%	110 43.5%	68 26.9%	11 4.3%	9 3.6%	253

Chi Square = 24.31 D/F = 4 P = 0.0001 N = 433

difference is exactly opposite¹ to the prediction for hypothesis twelve of this research, the prediction being that more students with a greater degree² of religious belief choose to enter Assiniboine Community College than they do Brandon University. Perhaps Glock (1972:299) is in error when he says that the religion of the lower classes is not as secularized as the religion of the middle classes, that "it is more specifically religious in char-

¹Except for the "Not at All" category, where more university students, in line with the prediction, report themselves as being not at all religious.

²It is interesting to note that most Brandon University and ACC students report themselves as either not at all religious, or only somewhat or moderately religious.

acter..." Perhaps Stark (Goode, 1972:292) is correct when he says that "middle class individuals actually do display a higher level of religiousness..." Stark and Goode conceptualize religiosity differently¹, and maybe that constitutes the problem, for Glock (1972:41) says that

some of the contradictory findings of past research on religion and social class may be the result of different investigators conceptualizing religiosity in different ways. Demerath, in a monograph on this topic, cites studies which show no relation between social class and religiosity, some which report a positive relation between class and religion, others which show a negative relationship, and still others which show a non-linear relationship between the two.

At any rate, the difference in degree of religious belief reported by students who enter Brandon University and those who enter Assiniboine Community College should be a subject for future research.

The third aspect of religious style investigated in this research is frequency of church attendance. Goode (1972:289) says

¹This author basically used Goode's conceptualization in this research. That is, church attendance and activity are not used as indicators of religiosity--The only measure used is the student's self-reported degree of religious belief. Furthermore, degree of religious belief, as reported by the students themselves in this research and religiosity as discussed in the literature are not necessarily synonymous. Therefore the findings of this research with respect to the students' self-reported degree of religious belief need not necessarily agree with the findings reported in the literature with respect to religiosity.

TABLE 4.15

FREQUENCY AND PERCENTAGE DISTRIBUTION
OF THE CHURCH ATTENDANCE OF
ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY STUDENTS

Frequency of Church Attendance

	Hardly Ever	Every Three Months	Once Per Month	Twice A Month	Every Week or More	N
University Students	101 56.1%	11 6.1%	20 11.1%	10 5.6%	38 21.1%	180
College Students	179 70.8%	14 5.5%	16 6.3%	16 6.3%	28 11.1%	253

Chi Square = 12.07 D/F = 4 P = 0.02 N = 433

that "the higher the class level, the greater the degree of church participation; the lower the class level, the less the degree of church participation." Consequently, since the class level of Brandon University students, as measured by Blishen's Socioeconomic Index for Occupations in Canada is higher than that of Assiniboine Community College students (See page 75 of this research), their church attendance should also be higher¹---and it is. The only substantial differences, however, between Assiniboine Community College and Brandon University students with respect to frequency of church attendance are found in the two extreme categories of

¹Footnote number two, page 51, applies here as well.

Table 4.15. That is, 14.7% more Assiniboine Community College than Brandon University students hardly ever attend church, while 10.0% more Brandon University than Assiniboine Community College students attend church every week or more. In view of the foregoing, Null Hypothesis Number 13 which states that "There is no difference in the frequency of church attendance between community college and university students," may be rejected at a probability level of 0.02.

Holding Church Positions. To be consistent with Goode's (1972:289-300) findings, as well as the data relating to Null Hypothesis Number 13, and in line with the prediction¹ for Hypothesis Number 14, the hypothesis "There is no difference between community college and university students as to whether they hold specific church positions, other than church member," should be rejected. However, since $p = 0.1281$ (See Table 4.16), this cannot be done. Four plausible and related explanations are offered for the fact that there is a statistically significant difference between Brandon University and Assiniboine Community College students with respect to frequency of church attendance, but not with respect to holding church positions. Firstly, many students from Brandon University and Assiniboine Community College come from places outside of Brandon for the specific purpose of attending these post-secondary educational institutions and have not, at the time of this

¹More BU than ACC students should hold specific church positions.

TABLE 4.16

FREQUENCY AND PERCENTAGE DISTRIBUTION
 OF ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY STUDENTS
 HOLDING SPECIFIC CHURCH POSITIONS

	Yes	No	N
University Students	14 7.8%	166 92.2%	180
College Students	10 3.9%	245 95.1%	255

Chi Square = 2.31572 D/F = 1 P = 0.1281 N = 435

study, attended a church long enough to hold a specific position therein. Secondly, many of these non-Brandon students may not want to hold specific church positions because they will be leaving Brandon upon completion of their studies. Thirdly, students may feel they are too busy with their studies (and for some, part-time jobs as well) to take on the tasks related to specific positions within a church. And finally, there is the fact that

middle-aged men and women show a greater interest in the church and its activities than they did when they were younger... with increase in free time as home and parental responsibilities decrease, many middle-aged people, especially women, find that religious activities fill their needs, whether these needs be religious or social ... middle age is the time for service..." (Hurlock, 1968:700&701)

Since the average age of Assiniboine Community College students is 23, and of Brandon University students 20, both populations may be at that age level where involvement in organizations generally, and church organizations particularly, is not very great, regardless of socioeconomic status, thereby allowing for no differentiation between the two populations with respect to this variable.

Practical Orientation. Gleazer (1968:70), Kelley et al (1970:148) and Konrad (1974:46) have found community college students to be oriented toward the practical and applied rather than the theoretical and abstract. This researcher wished to test whether the variable "practical orientation" is a distinguishing characteristic between Assiniboine Community College and Brandon University students. As a result, specific null hypothesis number fifteen, "There is no difference in the degree of practical orientation between community college and university students," was formed.

To test specific null hypothesis number 15, a "Theoretical Orientation Scale" (using the Guttman scale method)¹, containing the following three questions, was incorporated into the questionnaire (See Appendices "B" & "C").

¹Nie et al (1970:201) define Guttman scale analysis as "a means of analyzing the underlying operating characteristics of three or more items in order to determine if their interrelationships meet several special properties which define a Guttman scale."

1. Study Preference -- If in your program of studies you take both practical and theory, which one do you prefer? Theory _____ Practical _____
2. Type of Learning -- Providing you could earn a living equally well from having learned either (a) or (b) below, check the ONE you would rather study.
 - (a) Theories, such as, for example, The Theory of Evolution, The Theory of Personality, or Sheldon's Body Build Theory _____
 - (b) How to do Things, such as, for example, giving a needle to a patient, typing a letter, or fixing a car _____
3. Philosophical -- Do you ever philosophize about the meaning of life, about truth, about principles, about love, and so forth? Yes _____ No _____

These particular questions were selected for the "Theoretical Orientation Scale" on the basis of an extensive review of the literature in this regard. For instance, Gleazer (1968:70) says that

community college students are inclined toward the practical and applied rather than the theoretical and abstract. They need a sense of contact with the "real world," not a simulated one of words and symbols. Action-oriented occupational programs with experience on the job can capture their interest whereas immersion in a highly verbal atmosphere can defeat them.

Also, Heist et al (1968) found that the high scorer on Scale 12, "Practical Outlook," of the "Omnibus Personality Inventory" is interested in practical, applied activities. Findings such as those presented by Gleazer (1968) and Heist et al (1968) formed the basis for the formulation of questions one and two of "The Theoretical Orientation Scale."

Question number three of the scale was formed as a result of such findings as the fact that low scorers on the "Practical Outlook Scale" (#12) prefer the man of ideas to the practical man, and like to discuss philosophical problems (Heist et al, 1968). In fact, question 204 (T or F) of OPI, Form "F," states, "I like to discuss philosophical problems."

According to Nie et al (1970:201) a coefficient of reproducibility of higher than 0.9 indicates a valid scale. "The Theoretical Orientation Scale" (according to the Guttman method) has the following coefficients of reproducibility: For all students (university and community college) 0.9124; for community college students 0.9099; for university students 0.9142. Consequently "The Theoretical Orientation Scale" developed by this researcher meets the valid scale requirement.

With respect to the number of items to be included in a Guttman type scale, Guttman suggests that at least 10 should be used, "with perhaps a lesser number being satisfactory if the marginal frequencies of several items are in the range of 30% to

70% (Guttman, 1950:119). Subsequent users of Guttman type scales have used as few as three items, and Ford (1950:14,507-532) outlines a procedure for determining the scalability of six or fewer items. Nie et al (1970:201) also recognizes that as few as three items may be used in the construction of a Guttman type scale. This researcher decided therefore to retain only the minimum of three items in "The Theoretical Orientation Scale" in order to maximize the coefficient of reproducibility, minimum marginal reproducibility, and coefficient of scalability levels.

Once the questions were selected they were put in progressive order of difficulty so that individuals who are able to answer a "hard" question can also answer an "easy" question correctly. (Morrison and Kristjanson, 1958.) Accordingly, if a person has a total score of three on a four question scale, it should be predictable that he answered the first three questions correctly and the fourth incorrectly. "When such predictions are possible from a scale, the scale is said to be unidimensional." (Morrison and Kristjanson, 1958.) Nie et al (1970:201) stated that if the coefficient of scalability is well about 0.6, the scale is truly unidimensional and cumulative. Since the "Theoretical Orientation Scale" constructed by this researcher has a coefficient of scalability above 0.6, the unidimensional and cumulative aspects of this scale, according to the Guttman method, have been met.

Finally, Guttman (1950:277-280) states that a Guttman scale should be based on the responses of a minimum of 100 respondents--This researcher's scale is based on the responses of 350 subjects, thereby meeting the sample size criterion quite easily. Therefore, since "The Theoretical Orientation Scale" falls within the limits of acceptability for all the foregoing criteria, it forms a Guttman type scale.

Appendix "D" shows the responses to "The Theoretical Orientation Scale" by the community college and university students combined, whereas Appendix "E" shows only the university student responses and Appendix "F" only the community college student responses.

A chi square analysis performed on the Guttman type "Theoretical Orientation Scale" responses for university versus community college students has a probability of 0.0000 (See Table 4.17), thereby allowing the researcher to reject the null hypothesis that "There is no difference in the degree of practical orientation between community college and university students," at $p = < 0.01$ level. The difference is in line with the prediction for this hypothesis--That is, since Assiniboine Community College students have lower theoretical orientation response scores (See Table 4.17) than Brandon University students, they are more pragmatically oriented. Table 4.17 is actually split in half--That is, 24.6% more Assiniboine Community College than Brandon University students

TABLE 4.17

FREQUENCY AND PERCENTAGE DISTRIBUTION
OF ASSINIBOINE COMMUNITY COLLEGE AND BRANDON UNIVERSITY STUDENTS
BY DEGREE OF THEORETICAL ORIENTATION

Theoretical Orientation Response Scores¹

	0	1	2	3	N
University Students	29 19.6%	59 39.9%	37 25.0%	23 15.5%	148
College Students	79 39.1%	91 45.0%	22 10.9%	10 5.0%	202

Chi Square = 31.32 D/F = 3 P = 0.0000 N = 350

scored zero or one on "The Theoretical Orientation Scale," whereas 24.6% more Brandon University than Assiniboine Community College students scored two or three on this scale.

Political Party Affiliation. Another value system, which is part of Ginzberg's et al (1951:34) "the self" category, is that of political ideologies. Certain political parties are associated with the elite, while certain others are associated with the working class (Hunter, 1976:123&124). Since community college students

¹The "Theoretical Orientation Scale" (according to the Guttman method) is constructed to measure degree of theoretical orientation of respondents. Therefore a high theoretical orientation score indicates a low pragmatic orientation, and vice versa.

TABLE 4.18

FREQUENCY AND PERCENTAGE DISTRIBUTION
OF BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE STUDENTS
BY PROVINCIAL POLITICAL PARTY

	Did Not Vote	Undecided	NDP	Liberal	PC	N
University Students	16 11.4%	26 18.6%	39 27.9%	20 14.3%	39 27.9%	140
College Students	23 14.8%	42 27.1%	31 20.0%	20 12.9%	39 25.2%	155

Chi Square = 5.19 D/F = 4 P = 0.2687

N = 295

place in a different occupational socioeconomic category than do university students (page 75 of this research), it is reasonable to assume that political party affiliation is also a statistically significant distinguishing factor between these two populations. This assumption was tested at the provincial as well as the federal level.

At the provincial level a probability figure of 0.2687 was obtained: Consequently the specific null hypothesis, "There is no difference between community college and university students with respect to type of provincial party affiliation," must be accepted. From Table 4.18 it can be seen that a larger proportion of university students voted for NDP, Liberal and PC than did

community college students, whereas the latter had higher proportions in the "did not vote" and "undecided" categories. The fact that high proportions of Assiniboine Community College students checked "did not vote" and "undecided" agrees with Konrad's (1974:46) data on community college students when he says that "a statistically significant proportion checked 'non-political.'" Two points should be made with regard to this data. The first point is that this variable has 153 missing responses. Students either chose simply not to answer the question connected with this variable, or they made such comments as "none of your business," "personal," and so forth. The second point is that, in order to meet the minimum of five frequencies per cell requirement, two parties were dropped from the analysis, namely the independent, for whom no university student and only one community college student would vote, and the communist party, for whom two university students and three community college students would vote.

Finally, when the data for this research were gathered, in April 1977, the NDP was in office. But, when provincial elections were held on October 11, 1977, just six months later, the Progressive Conservative Party came into power. This could mean that at one time, when Manitobans supported the NDP party (in 1974 when they were elected), it may very well have been predominantly supported by the working class people, which community college students represent to a larger degree than university students. But, when the voters became

TABLE 4.19

FREQUENCY AND PERCENTAGE DISTRIBUTION
OF BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE STUDENTS
BY FEDERAL POLITICAL PARTY

	Did Not Vote	Unde- cided	NDP	Liberal	PC	N
University Students	13 9.6%	20 14.8%	9 6.7%	59 43.7%	34 25.2%	135
College Students	24 16.6%	44 30.3%	12 8.3%	26 17.9%	39 26.9%	145

Chi Square = 25.52846 D/F = 4 P = 0.0000 N = 280

disenchanted with the NDP (which may already have been the case when this data was gathered, since six months later they were voted out of office), presumably the community college students became this way as well, since only 20% of them voted NDP, while 25.2% voted PC.

Although the findings with respect to provincial political party affiliation are not significant, the findings with respect to federal political party affiliation are, with a probability level of 0.0000 (See Table 4.19). Once again, as is true with respect to the provincial party affiliation, a larger proportion of college students than university students checked the "did not vote" and

"undecided" categories.¹ Also, congruent with the prediction contained in this thesis, a larger proportion of community college students than university students voted NDP. And finally, a higher proportion of Brandon University students than ACC students stated that they would vote Liberal in the next federal election. This is not surprising if one views the university as an institution containing higher education than a community college and reads Porter's (1975:503-506) findings that more intellectuals adhere to the Liberal Party than to the Conservatives.

The Length of Post-Secondary Education a Student is Willing and/or Able to Undertake is another distinguishing characteristic between community college and university students. Table 4.20 shows that while the length of the proposed education was a selection factor for only 18.3% of the university sample, it was, however, a deciding factor for 29.1% of the community college sample.² Since there is only one chance in a hundred that these findings could have occurred by chance, the null hypothesis, "There is no difference between community college and university students with

¹This seems to be in line with Konrad's (1974:26) British Columbia Community College Study in which he found that a statistically significant proportion of the students checked "non-political."

²These findings are congruent with the prediction for this hypothesis.

TABLE 4.20

FREQUENCY AND PERCENTAGE DISTRIBUTION¹
 OF BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE STUDENTS
 FOR WHOM LENGTH OF POST-SECONDARY EDUCATION
 IS A SIGNIFICANT FACTOR

	Yes	No	N
University Students	33 18.3%	147 81.7%	180
College Students	75 29.1%	183 70.9%	258

Chi Square = 6.01 D/F = 1 P = 0.0142 N = 438

respect to the length of the post-secondary education they are able and/or willing to attend," is rejected.

Tuition Fees and Book Costs. Table 4.21 shows that tuition fees and book costs are not influencing factors for the majority of community college or university students since 91.9% of the former and 94.5% of the latter stated that these factors did not influence their choice of studies. Although 2.6% more of the community college than university students found tuition fees and book costs to be influencing factors in their choice of studies, this difference is not statistically significant, and hence not a distinguish-

¹These findings do not appear to be a function of categorization.

TABLE 4.21

FREQUENCY AND PERCENTAGE DISTRIBUTION
 OF BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE STUDENTS
 FOR WHOM TUITION FEES AND BOOK COSTS ARE INFLUENTIAL FACTORS

	Yes	No	N
University Students	10 5.5%	171 94.5%	181
College Students	21 8.1%	237 91.9%	258

Chi Square = 1.1081 D/F = 1 P = 0.2925 N = 439

shing characteristic between community college and university students. Consequently the null hypothesis, "There is no difference in the number of community college and university students for whom tuition fees and book costs are influential factors in their choice of studies," must be accepted.

Since Assiniboine Community College students place in a lower socioeconomic index of occupations category than do Brandon University students (See page 75 of this research paper), it could be expected¹ that tuition fees and book costs would be more of an influencing factor for them than for Brandon University students. The failure of the data to be congruent with such an expectation may possibly be partially explained by the fact that most ACC

¹Footnote number two, page 55, applies here as well.

TABLE 4.22

FREQUENCY AND PERCENTAGE DISTRIBUTION
OF BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE STUDENTS
BY NUMBER OF STUDENTS FINANCIALLY SUBSIDIZED

	Yes	No	N
University Students	76 42.9%	101 57.1%	177
College Students	154 60.9%	99 39.1%	253

Chi Square = 12.74896 D/F = 1 P = 0.0004 N = 430

students, according to their responses on their questionnaires, are sponsored by Manpower, The Unemployment Insurance Commission, employers, and so forth, who pay for their tuition and book costs, as well as a generous monthly allowance.

Subsidies. The last variable of this research is that of the proportion of students at Assiniboine Community College and Brandon University who received some form of subsidy (Manpower assistance, scholarships, bursaries,...). This researcher found (See Table 4.22)¹ that a statistically significantly larger proportion of community college students than university students are

¹These findings do not appear to be a function of categorization.

TABLE 4.23

FREQUENCY AND PERCENTAGE DISTRIBUTION
 OF BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE STUDENTS
 BY DEGREE OF FINANCIAL SUBSIDIZATION

	Not Applicable	< \$100.00	\$101.00 - \$200.00	\$201.00 - 300.00	\$301.00 - \$400.00	\$401.00 - \$500.00	\$500.00+	Normal Salary	N
University Students	106 66.7%	15 9.4%	23 14.5%	7 4.4%	5 3.1%	2 1.3%	1 0.6%	0 0.0%	159
College Students	99 52.7%	9 4.8%	25 13.3%	12 6.4%	29 15.4%	5 2.7%	6 3.2%	3 1.6%	188

Chi Square = 25.69223

D/F = 7

P = 0.0006

subsidized. Also, as may be seen from Table 4.23¹, Assiniboine Community College students receive larger subsidies than do Brandon University students. Therefore, the following hypotheses may be rejected at $\alpha < 0.01$:

Hypothesis Number 20 -- There is no difference in the number of community college and university students who are financially subsidized.

Hypothesis Number 21 -- There is no difference between community college and university students with respect to the degree of their financial subsidy.

In summary, insofar as 15 of the 21 secondary hypotheses were statistically significant, the general null hypothesis, "There is no difference in the student populations of community colleges and universities," is rejected.

¹All the differences in this table are in the predicted direction for this hypothesis. However, the significance is largely a function of categorization, since only two categories, the "not applicable" and "\$301.00 - \$400.00," contain substantially large differences.

CHAPTER FIVE -- SUMMARY, CONCLUSIONS AND IMPLICATIONS

Students' decisions to attend either a community college or a university may be viewed as one step toward an occupational choice. The literature contains various theories regarding the dynamics involved in such a process. Ginzberg's et al (1951:29) developmental process is, however, the framework utilized in this research to determine which students enter community colleges, and which enter universities. Ginzberg et al (1951), as well as Ginzberg (1972), Super (1957), Rosen (1956), Caplow (1954), Sewell and Shah (1969), and others discuss the various ways in which such critical factors as, for example, income, gender, and race operate in the process of occupational choice. Prystupa (1969:v) found that sex, scholastic performance, home situation, religious affiliation, ethnic origin, citizenship status, social status, educational level of parents, perceived attitudes toward the decision of parents, peers and teachers, and community of residence significantly influenced students' decisions to attend Red River Community College.

After a thorough review of the literature, this researcher selected 21 variables in the belief that they would help isolate some of the major factors involved in students' decisions to attend either a community college or university. The following 15 variables proved to be statistically significantly distinguishing characteristics between ACC and BU students, and, consequently, may be con-

sidered influential in a student's decision to enter either a community college or a university: Size of place of residence, gender, age, marital status, socioeconomic status, ethnicity, educational performance, prior educational attainment, degree of religious belief, frequency of church attendance, practical orientation, federal political party affiliation, length of post-secondary education student is able and/or willing to undertake, and number of, as well as degree of, financial subsidies.¹ All of these variables, with the exception of ethnicity and frequency of church attendance² are significant at <0.01 .

It must, however, be pointed out that since no controls are instituted in this research, it is not possible to say how much of an effect each variable has on a student's decision to enter either Assiniboine Community College or Brandon University. For instance, this research shows that more married students choose to enter Assiniboine Community College than they do Brandon University. But, what is not known here is whether it is being married per se that correlates

¹Distance from post-secondary educational institution, family size, religious affiliation, holding specific church positions, provincial party affiliation, and tuition fees and book costs are not distinguishing characteristics between Assiniboine Community College and Brandon University students.

²Ethnicity had a probability level of 0.0460.
Frequency of church attendance has a probability level of 0.0204.

with more married students choosing to enter Assiniboine Community College than Brandon University, or whether other factors, such as, for example, SES, confound the issue.

There are other variables in this study which are interrelated, and whose effects upon each other must, since, as already mentioned, no controls were instituted in this research, be left to an educated guess. For instance, Horton and Leslie (1970:271) say that

it is widely known that the economically disprivileged segments of the population tend to have large families, whereas white-collar business and professional groups are more likely to limit the number of children to one, two, or three.

In addition, Porter et al (1973:101) and others have found that more lower class students attend community colleges than do upper class students while Pike (1970:55-59) found that university students usually come from the middle and upper classes. It is, therefore, expected that students who enter community colleges have more siblings than those who enter universities. It now becomes apparent that the variables family size and SES are interrelated and that this interrelation without the aid of controls confounds the role of each of these two factors in the choice of a post-secondary educational institution, and consequently in the process of occupational choice.

Socioeconomic status affects other variables in this research besides those of marital status, family size, length of post-secondary education student is willing and/or able to undertake, and number of,

as well as degree of, financial subsidies. Porter (1975:63), for instance, says that there is a reciprocal relationship between ethnicity and social class. Porter (1975:196&197) also says that

low I.Q. scores and poor school achievement¹ can be associated with lower social class position... those with high I.Q.'s (130 or over) on the average came from more expensive houses, were from smaller families, and had fathers with high incomes, more education, and higher status occupations than did children of low I.Q.'s (under 90). In fact, a gradient of childrens' I.Q. scores corresponded on the average with the gradient of social class...

Furthermore, Porter (1975:179) says that

school drop-out² is also clearly associated with social class... frequently the extra wage-earners in low income families are children who have reached school-leaving age.

Goode (1972:289), Hiller (1976:351&357) and others also see social class and religious beliefs and practises³ as being interrelated. Religious beliefs and practises are also interrelated with other variables in this research, some of which are ethnicity (Bienvenue, 1976:212), place of residence (whether urban or rural)

¹"Educational performance" is one of the critical factors/variables in this research.

²"Prior educational attainment" is another critical factor/variable in this research.

³Religious affiliation, degree of religious belief, frequency of church attendance, and the holding of specific church positions are other critical factors/variables in this research.

(Hiller, 1976:357&395), family size (Bossard et al, 1966:95) and political affiliation (Hiller, 1976:387).

Most of the critical factors/variables in this research are interrelated. To discuss in detail what the literature says with respect to all of the variables that are interrelated and to hazard educated guesses as to the directions and degree such interrelations affect each of the variables would prove to be a mammoth task. To control for all of the interrelations of the critical factors in this research would, however, have been a worthwhile task.¹

This researcher would also like to mention that although the 21 factors constitute the 21 independent variables and the type of post-secondary institution selected the dependent variable of this research, this writer has used a correlational not a cause and effect terminology throughout this research. There is after all nothing in the mechanics of this research which can establish that a certain variable caused certain students to enter either Assiniboine Community College or Brandon University.

¹Ginzberg (1951) himself did not control for all of the interrelatedness of factors in his Theory of Occupational Choice. He suggests various controls for future research regarding theories of occupational choice. He says that

one of the important steps for future research should be controlled studies of different social groups; of boys and girls of different economic backgrounds living in urban centers... (1951:192)

Each of the 21 variables selected for this research are placed into one of Ginzberg's three categories. Ten variables fit into the category of "the self," ten into the "reality" category, and only one into the "key persons" category. Seven¹ of the ten variables in "the self" category and eight² out of the ten in the "reality" category are statistically significant. It can, therefore, be said, for the purpose of this research, both "the self" and "reality" categories are good predictors of occupational and educational choice, the latter being the better.

Unfortunately the third category, that of "key persons," cannot be adequately evaluated as a predictor of occupational and educational choice since only one of the variables of this research, that of permanent place of residence³, could be placed therein.

Considering that 15 of the 21 variables of this research are statistically significant⁴, and that at least two⁵ of Ginzberg's three categories are good predictors of occupational and educational

¹Religious affiliation, holding of specific church positions, and provincial party affiliation are not significant.

²Family size and tuition fees and book costs are not statistically significant.

³It is not statistically significant.

⁴Thirteen of them at <0.01 and two at < 0.05 .

⁵Since this research is not designed to adequately test Ginzberg's third category, this category cannot be evaluated at this time as a predictor of occupational and educational choice.

choice, it can be said that the findings of this research agree with Ginzberg's et al (1951) theory of occupational choice except for the part which states that the process of occupational choice is irreversible, that it comes to a permanent closure when a person begins work.¹ In 1972, however, Ginzberg (p.169), assuming more of a sociopsychological approach, revised this part of his theory somewhat. Ginzberg now feels that the process of occupational choice does not have to come to a permanent closure when a person enters the world of work, that it is in fact co-extensive with a person's entire working life. This study supports Ginzberg's revised theory in that 34.20% of the first year Brandon University student population and 56.10% of the first year Assiniboine Community College population did not enter post-secondary education immediately upon completion of secondary (or public) education since they were between the ages of 20 and 55 at the time the research questionnaire was administered to them. (See page 71 of this research.)

Since the findings of this research show that students who choose to enter Assiniboine Community College differ² from students who choose to enter Brandon University, they are in

¹They did say though that there are a few exceptions.

²On 15 of 21 independent variables selected for this study.

agreement with Konrad's (1974:1-3) assertions that community colleges and universities are designed to meet the needs of different kinds of people. Nevertheless, since representative sampling did not take place, generalizations from Assiniboine Community College and/or Brandon University students to other community college and university students are not recommended. Also, even though care was taken to conduct this research at a community college and university located centrally within Manitoba, in order to reduce the possibility of geographical desirability and/or accessibility becoming selection factors, these institutions are, nevertheless, not necessarily representative of other universities and community colleges. Assiniboine Community College and Brandon University students may differ, with respect to the critical factors studied in this research, from, for example, community college or university students in eastern, southern, western, northern, or central Canada, as well as from students of larger or smaller institutions.

Ginzberg et al (1951:8) say, with respect to their research, that

in the absence of a theory of occupational choice an investigation such as this must inevitably be exploratory. As such, it could set itself one or another objective, since no research undertaking, exploratory or other, can ever be comprehensive.

This researcher's situation is somewhat similar to that of Ginzberg et al. Although theories of occupational choice now exist, no comparative studies exist between community colleges and universities

in this connection. Consequently, this research is also of an exploratory nature. Because of the exploratory nature of this study and because it is also the first study that this researcher has undertaken, there are most definitely imperfections in this study. This author identifies with Ginzberg et al (1951:8) when they say that "we recognized from the outset that any theory which we would be able to develop might contain many imperfections." Although this researcher had the goal of doing research that would be as perfect as possible, like Ginzberg et al, this writer knew fully well that there would undoubtedly be imperfections. This, in the words of Ginzberg et al (1951:8), "is unfortunate but inevitable." Ginzberg et al (1951:8) go on to say that

research is a continuing process in which every group of investigators must start where its predecessors stopped; in turn, each group hopes to aid its successors.

A main value of this research centers around the fact that research is indeed a continuing process. That is, the experience this researcher gained in this research will not be wasted; rather, it will be utilized to do more accurate research in the future.

A secondary value of this research also centers around Ginzberg's et al above quote. If research is indeed a continuing process, and if every group of investigators starts where its predecessors stop, perhaps some researcher reading this report will realize that too little is known about community colleges (Konrad, 1974:158), that there is still much research to be done

in the area of occupational choice (Ginzberg et al, 1951), and that Canadian Sociology of Education is still an underdeveloped branch of the discipline (Synge, 1976:10), and do additional research in these areas.

This researcher believes that this and additional research in these areas is very worthwhile. Like Ginzberg et al (1951:17), this writer believes that "a general theory¹ is a necessity if parents, educators, counselors, therapists, are to help adolescents and young adults attain a satisfactory choice of occupation."

While the choice of a post-secondary educational institution is but one step in the process of occupational choice, and while the 21 factors researched in this study are not exhaustive, this researcher hopes, nonetheless, that this research will provide some additional information to the people helping adolescents and young adults² attain a satisfactory choice of occupation.

The findings in this research have some definite implications. For example, this researcher found that more students of lower socioeconomic status (See page 75 of this research) choose to enter Assiniboine Community College than they do Brandon University. This is in line with Fleming's study in Ontario which found that many students

¹And all possible scientific information regarding any of the aspects/variables connected with such a theory.

²As well as the not so young adults.

who could not afford to go to university went into other education because of "the courses which are short¹ and direct avenues to employment¹." (Porter, 1975:192.) Porter (1975:197) says, and this researcher concurs, that "no society in the modern period can afford to ignore the ability which lies in the lower social strata."

The inequality of accessibility to higher education as a function of social class is however due not only to social barriers (such as long and expensive post-secondary education), but to psychological ones as well (Porter, 1975:168-173). Porter (1975:172) says that

If suddenly education became as free as the air, many would not choose it... the desire to stay in school and continue to university is related principally to the position which the family occupies in the general social structure, particularly its class position. In a depressed environment the appropriate motives are not forthcoming, and if they were they would probably lead to frustration.

In view of the above, even if education were completely free and no bias were involved in any selection process, students from the lower social strata would not select a university education as often as students from the higher social strata would, even if they had the ability to do so. The answer to the problem seems to lie in having no class distinctions.²

¹An accurate description of most community college courses.

²Whether or not this is possible will not be entertained in this thesis.

With respect to the social barriers to equal opportunity to higher education, Porter (1975:168&169) says that socioeconomic status is not the only influential factor--family size, regional differences, and religion are three other important factors in this regard.¹ Since this researcher also found other variables that correlate with a student's decision to attend either Assiniboine Community College or Brandon University, some of these may also be considered as social barriers² to equal opportunity to higher education. That is, anytime a characteristic (variable), and not desire and ability, is the determining factor as to whether one obtains a post-secondary education, and if so, what kind, this characteristic/factor may be considered a barrier to equal access to higher education.

Anyone in the applied sciences field who has a social conscience will undoubtedly wonder what can be done to ensure that higher education is, providing the ability is there, equally accessible to everyone. This researcher, although having no real answers to this problem, notes that socioeconomic status seems to be, as has been stated earlier, inextricably interwoven with ethnicity, religion, family size, place of residence (rural or

¹In this research all of these factors correlate with a student's decision to attend either Assiniboine Community College or Brandon University.

²Throughout this research reference has been made to researchers who do in fact view these variables as barriers to equal opportunity to higher education.

urban), size of place of residence, gender¹, age², educational performance, educational attainment, practical orientation, and political affiliation. This would indicate that socioeconomic status is a very important critical factor not only with reference to a student's choice of a post-secondary educational institution per se, such a choice being one step in the process of occupational choice, but also in the realm of equal accessibility to higher education.

Waller (1977:123) says that "poverty is a social problem when it exists in the midst of plenty." Waller (1977:120) also says that "social problems are not solved because people do not want to solve them." Waller (1977:126) says that although the humanitarian wishes to improve the condition of the poor, he does not want to interfere with private property. Therefore, says Waller (1977:126),

until the humanitarian is willing to give up his allegiance to the organizational mores, and in some cases to run squarely against them, he must continue to treat symptoms³ without removing their causes⁴.

¹Females are poorer than males.

²The young and the old are poorer, on the average, than the middle-aged.

³In this case, inequality of accessibility to higher education.

⁴One cause of inequality of accessibility to higher education is the inequality of social classes.

As may be seen from the foregoing discussion, the variable "socioeconomic status," due to its interrelatedness with so many other variables involved in the process of occupational choice, is very influential in this process. Furthermore, the percentage differences between students who choose to enter Assiniboine Community College and those who choose to enter Brandon University as a function of their fathers', their mothers' and their own (where applicable) Socio-Economic Indexes of Occupations in Canada are fairly large in many categories. The largest differences may be found in the upper and lower value categories of these variables, thus indicating a very real difference between Assiniboine Community College and Brandon University students with respect to the Socio-Economic Index of Occupations of themselves (where applicable), their mothers, and their fathers.

It is interesting to note that the largest percentage difference, with respect to the Socio-Economic Index of Occupations, is between the mothers of students who choose to enter Assiniboine Community College and the mothers of students who choose to enter Brandon University. Twenty-one point two percent more students whose mothers fall into Blishen's < 30 class interval choose to enter Assiniboine Community College than Brandon University, whereas 19.4% more students whose mothers fall into Blishen's 60.00 - 69.99 cate-

gory¹ (See Table 4.7, page 77) choose to enter Brandon University than they do Assiniboine Community College. Table 4.6, page 76, shows a large difference in the < 30.00 class interval for fathers as well--That is, 21.1% more students whose fathers are in the < 30.00 class interval choose to enter Assiniboine Community College than they do Brandon University.

Although no mothers of Assiniboine Community College and Brandon University students fall into Blishen's top (70+) class interval, fathers do. Seven point five percent of the fathers of students who choose to enter Assiniboine Community College fall into Blishen's top class interval.

Another variable which plays a very prominent part in the choice of a post-secondary educational institution, and hence in the process of occupational choice, is gender. The 22.9% fewer females who choose to go to Assiniboine Community College rather than to Brandon University is not a function of categorization, but represents a very real difference. Gender is also interrelated with several other variables in this research, one such being the very important variable "socioeconomic status." For instance, Sewell and Shah (1968:563) found that

¹This is Blishen's second highest Socio-Economic category but it is the highest for mothers of Assiniboine Community College and Brandon University students. That is, there are no mothers of Assiniboine Community College and Brandon University students in Blishen's highest Socio-Economic Index of Occupations in Canada.

for males, socioeconomic status and intelligence each explain about 18% of the variance in college plans. For females, socioeconomic status explains 22.9% of the variance in college plans, while intelligence explains only 12.6%.

On the other hand, the variable "distance of permanent place of residence from post-secondary educational institution" seems to play no role in the process of occupational choice. The results of the chi square with respect to this variable are not significant, and the only effect this researcher can see this variable having on any other variable is that of "length of post-secondary education a student is willing and/or able to attend." That is, if a student is far enough away from a post-secondary educational institution to require him/her to find accommodation away from home, (s)he may possibly, due to expenses involved and family and friends left behind, elect to take a shorter educational program than (s)he would if (s)he could live at home, or even be close enough to home to visit frequently.

Thus it may be seen that due to the overall differences certain variables have on other variables, as well as particular percentage differences between particular values of the variables, each variable in this research must be evaluated most carefully with respect to its effect upon the choice of a student to enter either a community college or a university.

While the literature indicates that the variables "distance from post-secondary educational institution" and "family

size" influence whether or not a student attends some form of post-secondary education, the results of this research, as already mentioned, show that they are not, however, correlated with whether a student chooses to attend a community college or a university. While these findings are in no way contrary to anything contained in the literature, further research in this area might nonetheless prove to be enlightening.

Also, this research, as stated earlier, was not set up adequately to test all three of Ginzberg's categories, since only one of the 21 variables of this study falls into the category of "key persons." It is, therefore, recommended that research be designed so that an equal number of variables will fit into each of Ginzberg's categories, in order to adequately test their predictive power of occupational, and hence, educational choice.

Furthermore, in order to arrive at as comprehensive a representation as possible of the differences between the populations of these two institutions, future research in this area should include additional independent variables to the 21 contained in this study.

Before concluding this chapter, the researcher would like to point out one last item of heuristic value. This researcher found that the mothers of Brandon University and Assiniboine Community College students have a higher average socioeconomic

index score¹ than their husbands. Research could be carried out to verify these findings, and if substantiated, to determine in what areas of Canada these findings hold true, and why.

In conclusion, the researcher would like to reiterate once again that the lack of research with respect to Canadian community colleges was painfully evident throughout the course of this study. Comparative studies between Canadian community college and university students are virtually non-existent. Considering the growth rate of community colleges throughout the past decade, such a dearth of sociological knowledge with respect to an important segment of Canadian society should cease to be tolerated by social scientists generally, and sociologists particularly.

¹The mean socioeconomic index score is 46 for the fathers of university students, and 38 for the fathers of community college students. The mean socioeconomic index score for the mothers of university students is, however, 53, and for the mothers of community college students is 44.

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DEFINITION OF TERMS

Some of the major terms used in this study are defined below. Additional terms are explained in their proper contexts.

Community College. A community college provides a range of courses for students on a full and part-time basis that are post public high school and non-university in nature. The colleges are designed to serve a broad spectrum of adult clientele interested in career education and personal development, including youth leaving the public school system, economically, socially, or educationally disadvantaged adults, unemployed or marginally employed members of the labour force, apprentices, and individuals from the general public interested in pursuing studies in vocational or technical education. (Province of Manitoba, 1973:28)

Such community colleges may be found throughout Canada. In Manitoba there are three such community colleges: Red River Community College (RRCC) in Winnipeg, Assiniboine Community College (ACC) in Brandon, and Keewatin Community College (KCC) in The Pas.

The community college portion of this research was conducted at ACC.

Community College Student. Is any student enrolled in a community college on a full-time or part-time basis. The community college students studied in this research, however, were first year, full-time students at Assiniboine Community College in April, 1977.

Course. In a Manitoba community college a course means the trade for which the student is studying. Example: Level I Mechanics course and typing course.¹

¹To illustrate: All students enrolled in the typing course, in the Business Education program at Keewatin Community College, must take Communications (subject).

In a Manitoba university, however, course means the specific studies which students undertake to meet the requirements for their programs. Example: Introductory Financial Accounting and Representative Literary Works (Pages 47 and 67 respectively of the 1978-79 University of Manitoba calendar).

Faculty. "Any of the divisions or comprehensive branches of learning at a college or university. The instructors within such a division. Any body of teachers as distinguished from their students" (The American Heritage Dictionary of The English Language, 1970:470). Universities have many divisions of learning (Arts, Science, Engineering, and so forth), which they term, in accordance with the above definition, faculties (e.g., Faculty of Arts). The staff within such a division is also referred to as faculty.

Mature Student.

"Is defined as one who

- (a) Does not meet the normal entrance requirements
- (b) Is 21 years of age...
- (c) Is a resident of the Province of Manitoba
- (d) Has never attended another recognized university or college,
- (e) Is endeavoring to achieve regular student status in order to proceed to meet the requirements for a degree" (U of M General Calendar, 1978-79:12)

Occupational Status. The social position of an occupation. Occupation is an important determinant of social class because many other areas of life are connected with occupation. If a man's occupation is known, fairly accurate guesses may be made about the amount and kind of education he has, his standard of living, the people he associates with, the hours he keeps, and his daily family life routines.

Occupation is "one's total way of life that ultimately determines to which class one belongs" (Horton & Hunt, 1972:253).

Program. Means a family of courses. Examples: (a) A Manitoba Community College Industrial Mechanic Program, Business Education Programs.¹ (b) A Manitoba University--Professional and Applied Science Programs: Social Sciences, Personal Skills, and Liberal Arts Programs (University of Manitoba General Calendar, 1978-79:26).

Socioeconomic Status. An individual's social and economic position in society.

Subject.¹ In a Manitoba community college subjects are the various studies which students must take to fulfill the requirements for their courses. Examples: Nursing Techniques, Introductory Psychology and Basic Science.

In a Manitoba university subject means the type of study. Example: Anthropology, Greeek, Women's Studies (University of Manitoba General Calendar, 1978-79:73).

University. An institution of higher learning with teaching and research facilities comprising a graduate school and professional schools that award master's degrees and doctorates and an undergraduate division that awards bachelor's degrees.² (The American Dictionary of the English Language, 1970:1402)

¹To illustrate: All students enrolled in the typing course, in the business education program at Keewatin Community College, must take communications (subject).

²Not all universities have graduate programs. Furthermore, universities are now also offering a few non-degree courses.

Universities may be found in all Canadian provinces. Manitoba has three universities: The University of Manitoba (U of M in Winnipeg), The University of Winnipeg (U of W, also in Winnipeg), and Brandon University (in Brandon).

University Student. Is any student enrolled in a university on a full-time or part-time basis. The university students who participated in this research, however, were all first year, full-time students enrolled in a degree program.

Vocational School. A school, especially one of secondary level, that trains persons with special aptitudes for qualification in specific trades or occupations, such as mechanics, stenography (Morris, 1970:435).

Vocationalism. The phenomenon of increasing courses and attendance at vocational schools. (Banks, 1968:2)

APPENDIX "B"

A Questionnaire
Regarding Personal Characteristics of
First Year Community College Students

1. Name of Student.....
(First Name) (Middle Name) (Surname)
2. Permanent Address.....
3. Temporary sessional address (If different from permanent address)
.....
4. Distance of permanent address from college (miles)
5. Is your permanent residence (Check one of the following):
 - (a) A farm
 - (b) A community of 1,000 or less people
 - (c) A town of 1,001 to 5,000 people
 - (d) A town of 5,001 to 10,000 people
 - (e) A city of 10,001 to 18,000 people
 - (f) A city of 18,001 to 48,000 people
 - (g) A city of 48,001 or more people
6. Which size category in number five would describe the size (population) of the community in which you have spent most of your life since the age of 13?
7. Sex of Student: Female..... Male.....
8. Age of Student: (Years)
9. Marital Status of Student:
Single Married Separated
Divorced..... Widowed..... Other
10. What do you consider your ethnic background? Example: German, French, Icelandic, Russian, and so forth)
11. How long have you lived in Canada?
12. (a) Name of Program enrolled in
- (b) Length of Program enrolled in
- (c) Do you intend to take anymore studies after you have completed this program?

- (d) If answer to (c) is "yes," please state
- i) Type..... and
 - ii) Length of program
13. How many brothers and/or sisters do you have?
14. What is the highest grade you completed in day school? (Example: Grade 12, grade 11, and so forth)
15. If you obtained less than a high school standing through regular day school, did you increase that level through upgrading or night school? Yes..... No.....
- If "yes," to what grade level standing?
16. Did you increase your education standing through GED examinations?
 Yes..... No If "yes," to what grade
 equivalency?
17. Do you have any university education? Yes..... No.....
 If "yes," please give details.....
18. If you averaged all the marks you obtained during your last two years of schooling, would you have been an "A+", an "A", a "B+", a "B", a "C+", a "D", or an "F" student?
19. Of what religious affiliation are you? (Example: Anglican, Baptist, Jewish, Roman Catholic, and so forth)
20. How religious would you say you are? (Please check one.)
- (a) Not at all religious
 - (b) Somewhat religious
 - (c) Moderately religious
 - (d) Quite religious
 - (e) Totally devoted
21. How often do you attend church or synagogue services?
 (Check ONE only.)
- (a) Never, or hardly ever
 - (b) Special occasions only (E.g., High Holidays,
 Easter, Christmas, and so forth)
 - (c) About every three months
 - (d) Approximately once per month

- (e) About twice a month
 - (f) Almost every week
 - (g) More than once a week
22. (a) Do you hold any position in the church or synagogue, other than being a member? Yes..... No.....
- (b) If answer to (a) is "yes), please specify (E.g., organist, sunday school teacher, etc.)
23. (a) What is the name of the best job you have held? (Example: teacher, accountant, registered nurse, etc.)
- (b) When was this?
- (c) What gross salary did you receive a month?
24. (Answer this question only if you are married.)
- (a) What was the name of the best job your husband/wife ever held?
- (b) When was this?
- (c) What gross salary did (s)he earn per month?
- (d) What was the highest grade your husband/wife obtained
- i) In school?
 - ii) Through upgrading or evening school?
 - iii) Through GED Examinations?
- (e) List any university education your husband/wife may have:
- (f) List any technical training your husband/wife may have:
25. (a) What was the name of the best job your father ever held?
- (b) When was this?

- (c) What was the highest grade your father completed
 - i) In school?
 - ii) Through upgrading or evening school?
 - iii) Through GED examinations?
- (d) List any university education your father may have:

.....
- (e) List any technical training your father may have:

.....
- 26. (a) What was the name of the best job your mother ever held?

.....
- (b) When was this?
- (c) What is the highest grade your mother completed
 - i) In school?
 - ii) Through upgrading or evening school?
 - iii) Through GED examinations?
- (d) List any university education your mother may have:

.....
- (e) List any technical training your mother may have:

.....
- 27. Providing you could earn a living equally well from having learned either (a) or (b) below, check the ONE you would rather study:
 - (a) Theories, such as, for example, "The Theory of Evolution," "The Theory of Personality," or "Sheldon's Body Build Theory."

.....
 - (b) How to do things, such as, for example, giving a needle to a patient, typing a letter, or fixing a car

.....

28. Do you like to learn things just because you find them interesting, and you like learning, even if you cannot see how you might apply them in the future? Yes..... No.....
29. (a) How many books did you read last year, other than those required for your studies?
- (b) Give the names of the books you read.

- (c) How many magazines did you read last year?
- (d) Name the magazines you read.

30. (a) Do you ever philosophize about the meaning of life, about truth, about principles, about love, and so forth?
 Yes No.....
- (b) If the answer to (a) is "yes," would you say that you do so
 i) rarely
 ii) moderately
 iii) quite frequently
31. If you had neither a book nor a hammer, and could afford to buy only one of these items, which ONE would you buy?
32. What was your favorite subject in high school?
33. What is your favorite subject this year?
34. (a) If in your program of studies you take both practical and theory, which do you prefer?
- (b) Why?

35. (a) Did the length of your program of studies influence your selection in anyway? Yes No
- (b) If the answer to (a) was "yes," please explain fully as to "how," "why," and so forth.
.....
36. (a) Did the tuition and book costs for your particular program of studies influence your choice in anyway? Yes..... No.....
- (b) If the answer to (a) is "yes," please explain fully as to "how," "why," and so forth.
.....
37. (a) What is your total tuition for the year?
- (b) Approximately how much did your books, equipment, and so forth, cost for the year?
38. Are you financially independent? (That is, do you have enough money saved to support yourself, and/or are you being supported to a sufficient degree by your parents, spouse, some other relative, or friend?)
Yes..... No.....
39. (a) Are you working part-time during the school year to help support yourself? Yes..... No.....
- (b) If the answer to (a) is "yes," do you consider this to be absolutely necessary? Yes..... No.....
40. (a) Are you being financially subsidized by an employer, Manpower, a bursary, a scholarship, a reserve program, and so forth?
Yes..... No.....
- (b) If the answer to (a) is "yes,"
- i) By whom?
- ii) How much does your subsidy come to per school year from each source?

41. (a) If there were a provincial election to-morrow, which political party would you vote for?

(b) Why?
.....

42. (a) If there were a federal election to-morrow, which political party would you vote for?

(b) Why?
.....

43. (a) Please state your main reasons, in order of importance to you, for selecting a community college education.

.....
.....
.....

(b) Please state your main reasons, in order of importance to you, for having selected the particular program of study you did, within the community college system.

.....
.....
.....

APPENDIX "C"

A Questionnaire
Regarding Personal Characteristics of
First Year University Students

1. Name of Student
(First Name) (Middle Name) (Surname)
2. Permanent Address
3. Temporary sessional address (If different from permanent address).
.....
4. Distance of permanent address from university (miles)
5. Is your permanent address (Check ONE of the following)
 - (a) A farm
 - (b) A community of 1,000 or less people
 - (c) a town of 1,001 to 5,000 people
 - (d) A town of 5,001 to 10,000 people
 - (e) A city of 10,001 to 18,000 people
 - (f) A city of 18,001 to 48,000 people
 - (g) A city of 48,001 or more people
6. Which size category in number five would describe the size (population) of the community in which you have spent most of your life since the age of 13?
7. Sex of Student: Female Male
8. Age of Student: (Years)
9. Marital Status of Student:
Single Married Separated.....
Divorced Widowed Other
10. What do you consider your ethnic background? (Example: German, French, Icelandic, Russian, and so forth)
11. How long have you lived in Canada?

12. (a) Name of diploma or degree sought
- (b) i) Anticipated major
- (c) ii) Anticipated minor
- (d) After you have obtained this diploma or degree, do you intend to obtain more education? Yes..... No.....
- (e) If answer to (d) is "yes," please state:
- i) Name of education likely to be undertaken

- ii) Length thereof.....
13. How many brothers and/or sisters do you have?
14. What is the highest grade you completed in day school? (Example: Grade 12, grade 11, and so forth)
15. If you obtained less than a high school standing through regular day school, did you increase that level through upgrading or night school? Yes..... No.....
- If "yes," to what grade level standing?
16. Did you increase your educational standing through GED examinations? Yes No
- If "yes," to what grade equivalency?
17. Do you have any community college education? Yes..... No.....
- If "yes," please give details.
-
18. If you averaged all the marks you obtained during your last two years of schooling, would you have been an "A+", an "A", a "B+", a "B", a "C+", a "C", a "D", or an "F" student?

19. Of what religious affiliation are you? (Example: Anglican, Baptist, Jewish, Roman Catholic, and so forth)
-
20. How religious would you say you are? (Please check one.)
- (a) Not at all religious
- (b) Somewhat religious
- (c) Moderately religious
- (d) Quite religious
- (e) Totally devoted
21. How often do you attend church or synagogue services?
- (Check ONE only.)
- (a) Never, or hardly ever
- (b) Special occasions only (Example: High Holidays, Easter, Christmas, and so forth)
- (c) About every three months
- (d) Approximately once per month
- (e) About twice a month
- (f) Almost every week
- (g) More than once a week
22. (a) Do you hold any position in the church or synagogue, other than being a member? Yes..... No
- (b) If answer to (a) is "yes," please specify (Example: organist, sunday school teacher, etc.)
-
23. (a) What is the name of the best job you have held? (Example: teacher, accountant, registered nurse, etc.)
-
- (b) When was this?
- (c) What gross salary did you receive per month?

24. (Answer this question only if you are married.)
- (a) What is the name of the best job your husband/wife ever held?
 - (b) When was this?
 - (c) What gross salary did (s)he earn per month?
 - (d) What was the highest grade your husband/wife obtained
 - i) In school?
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 - (e) List any university education your husband/wife may have:
 - (f) List any technical training your husband/wife may have:
25. (a) What was the name of the best job your father held?
- (b) When was this?
 - (c) What is the highest grade your father completed
 - i) In school?
 - ii) Through upgrading or evening school?
 - iii) Through GED examinations?
 - (d) List any university education your father may have:
 - (e) List any technical training your father may have:

26. (a) What is the name of the best job your mother ever held?
.....

(b) When was this?

(c) What is the highest grade your mother completed

i) In school?

ii) Through upgrading or evening school?

iii) Through GED examinations?

(d) List any university education your mother may have:
.....

(e) List any technical training your mother may have:
.....

27. Providing you could earn a living equally well from having learned either (a) or (b) below, check the ONE you would rather study:

(a) Theories, such as, for example, "The Theory of Evolution,"
"The Theory of Personality," or "Sheldon's Body Build Theory."
.....

(b) How to do things, such as, for example, giving a needle to a
patient, typing a letter, or fixing a car.
.....

28. Do you like to learn things just because you find them interesting,
and you enjoy learning, even if you cannot see how you might apply
them in the future? Yes..... No.....

29. (a) How many books did you read last year, other than those
required for your studies?

(b) Give the names of the books you read.
.....
.....

- (c) How many magazines did you read last year?
- (d) Name the magazines you read.

30. (a) Do you ever philosophize about the meaning of life, about truth, about principles, about love, and so forth?
 Yes No
- (b) If the answer to (a) is "yes," would you say that you do so
 i) rarely
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31. If you had neither a book nor a hammer, and could afford to buy only one of these items, which ONE would you buy?
32. What was your favorite subject in high school?
33. What is your favorite subject this year?
34. (a) If in your program of studies you take both practical and theory, which do you prefer?
- (b) Why?

35. (a) Did the length of your course of studies influence your selection in anyway? Yes..... No
- (b) If the answer to (a) was "yes," please explain fully as to "how," "why," and so forth.

36. (a) Did the tuition and book costs for your particular program of studies influence your choice in anyway? Yes.... No....
- (b) If the answer to (a) is "yes," please explain fully as to "how," "why," and so forth.

37. (a) What is your total tuition for the year?
- (b) Approximately how much did your books, equipment, and so forth, cost for the year?
38. Are you financially independent? (That is, do you have enough money saved to support yourself, and/or are you being supported to a sufficient degree by your parents, spouse, some other relative, or friend?)
 Yes..... No.....
39. (a) Are you working part-time during the school year to help support yourself? Yes..... No.....
- (b) If the answer to (a) is "yes," do you consider this to be absolutely necessary? Yes..... No.....
40. (a) Are you being financially subsidized by an employer, Manpower a bursary, a scholarship, a reserve program, and so forth?
 Yes..... No.....
- (b) If the answer for (a) is "yes,"
- i) By whom?
- ii) How much does your subsidy come to per school year from each source?
-

41. (a) If there were a provincial election to-morrow, which political party would you vote for?
- (b) Why?
42. (a) If there were a federal election to-morrow, which political party would you vote for?
- (b) Why?
43. (a) Please state your main reasons, in order of importance to you, for selecting a university education.
- (b) Please state your main reasons, in order of importance to you, for having selected the particular program of study you did, within the university system.

APPENDIX "D"

TABLE A.1

"THE THEORETICAL ORIENTATION SCALE"
 FOR BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE STUDENTS

Item Response	1		2		3		Total
	0	1	0	1	0	1	
O r i e n t a t i o n	Err		Err		Err		
	0	33	0	33	0	33	33
	Err		16	43	3	56	59
	2	19	Err		27	123	150
1	142	8	131	19	Err		108
0	108	0	108	0	108	0	108
Sums	290	60	255	95	138	212	350
Percents	83	17	73	27	39	61	
Errors	0	27	16	19	30	0	

Coefficient of Reproducibility = 0.9124

Minimum Marginal Reproducibility = 0.7210

Percent Improvement = 0.1914

Coefficient of Scalability = 0.6890

APPENDIX "E"

TABLE A. 2

"THE THEORETICAL ORIENTATION SCALE"
FOR BRANDON UNIVERSITY STUDENTS

Item Response	1		2		3		Total
	0	1	0	1	0	1	
O r i e n t a t i o n	Err		Err		Err		
	3	23	0	23	0	23	23
	Err		2	29	2	35	37
	2	10	8	29	10	49	59
Err		Err		Err			
1	1	50	9	10	49	59	
Err		Err		Err			
0	0	29	0	29	0	29	29
Sums	114	34	87	61	41	107	148
Percents	77	23	59	41	28	72	
Errors	0	11	8	9	12	0	40

Coefficient of Reproducibility = 0.9099

Minimum Marginal Reproducibility = 0.6937

Percent Improvement = 0.2162

Coefficient of Scalability = 0.7059

APPENDIX "F"

TABLE A. 3

"THEORETICAL ORIENTATION SCALE"
FOR ASSINIBOINE COMMUNITY COLLEGE STUDENTS

Item Response	1		2		3		Total
	0	1	0	1	0	1	
0	Err		Err		Err		
3	0	10	0	10	0	10	10
2	Err		8	14	1	21	22
1	84	7	Err		17	74	91
0	79	0	79	0	Err		79

Sums	176	26	168	34	97	105	202
Percents	87	13	83	17	48	52	
Errors	0	16	8	10	18	0	52

Coefficient of Reproducibility = 0.9142

Minimum Marginal Reproducibility = 0.7409

Percent Improvement = 0.1733

Coefficient of Scalability = 0.6688