

***Survey of 2002 New Brunswick
High School Graduates***

District 14 - Woodstock



Department of Training and Employment Development / Ministère de la
Formation et du développement de l'emploi

Department of Education / Ministère de l'Éducation
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*Survey of 2002 New Brunswick
High School Graduates*

Prepared For:

**The Department of Training and Employment Development
The Department of Education**

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1.0 Synopsis

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. The following section presents the detailed findings for respondents from district 14 - Woodstock, one of the anglophone districts of the province. Of the 691 individuals who graduated from schools in this district in June 2002, 376 were interviewed for this study¹.

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

¹ This sample size provides a margin of error of $\pm 3.4\%$ at the 95% confidence level, or 19 times out of 20. Throughout this report, readers should exercise caution when interpreting results and data based on sample sizes of 30 or lower.

2.0 The High School Experience

In this section of the report, respondents' high school experiences were explored, including activities and employment during high school, planning and expectations for future endeavors, and respondents' opinions of how well high school prepared them for the future.

2.1 Scholastic Profile

Respondents were asked how many years of high school they had completed in New Brunswick, and were asked to identify their average marks during their high school years.

2.1.1 Number of Years of High School Completed in New Brunswick

A vast majority of respondents (97%) completed all of their high school years in New Brunswick.

	(n=376)	% of Respondents
One	4	1.1
Two	5	1.3
Three	4	1.1
Four	363	96.5

2.1.2 Marks During High School

When asked to refer to grades 11 and 12, more than three-quarters of respondents (75%) expressed that the majority of their marks were between 70% and 89%. More than one in ten respondents (13%) earned marks between 90% and 100%.

Readers should take note that these results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

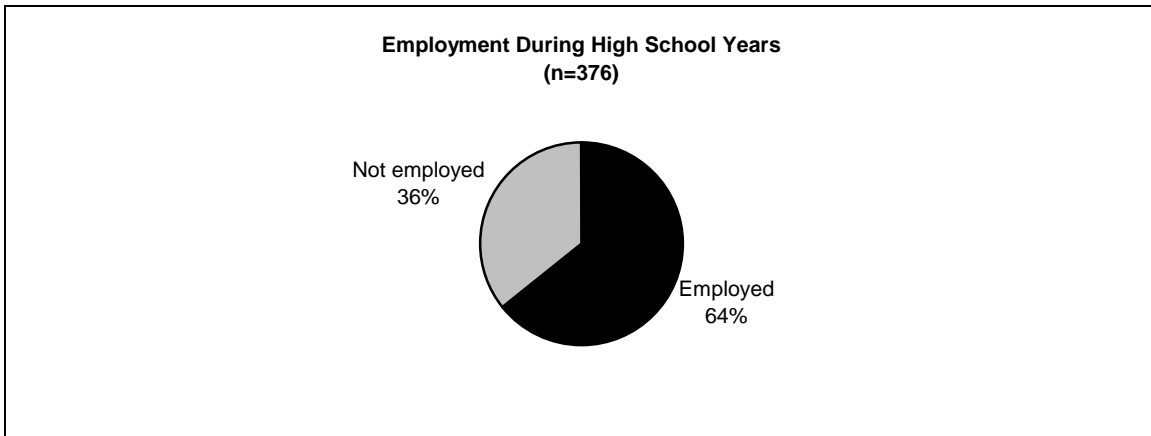
	(n=376)	% of Respondents
Between 90% and 100%	50	13.3
Between 80% and 89%	129	34.3
Between 70% and 79%	152	40.4
Between 60% and 69%	44	11.7
No response/refused	1	0.3

2.2 Employment During High School

Respondents were asked about their employment experiences during high school, including reasons for working, occupation, number of hours worked, and number of years employed.

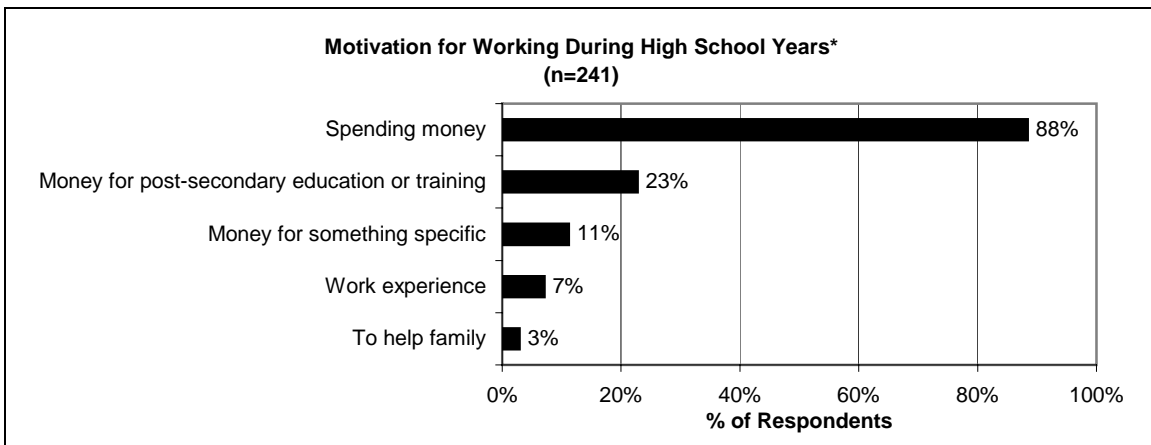
2.2.1 Percentage Employed During High School

Referring only to employment during the school year (from September to June), more than six in ten respondents were employed for wages during high school (64%).



2.2.2 Motivations for Working

For almost nine out of ten respondents (88%) the desire to obtain spending money was cited as a reason for working during high school.



*Multiple responses allowed

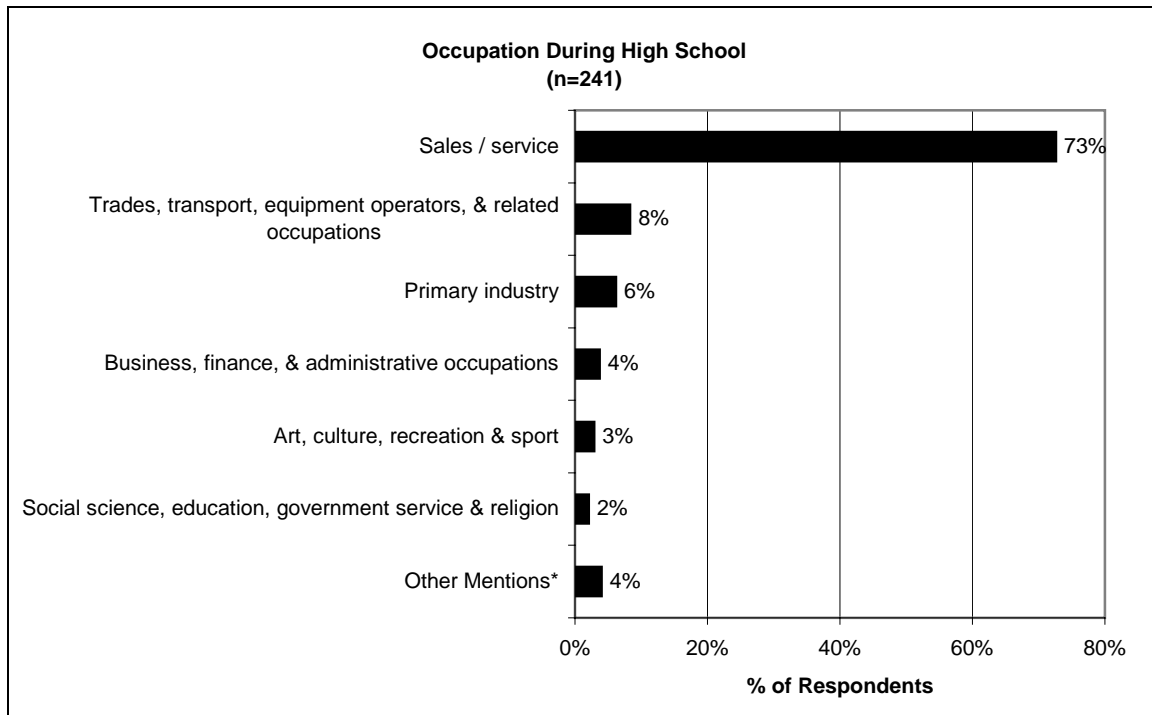
2.2.3 Number of Years Employed

Of the respondents who reported being employed for wages during their high school years, the majority were employed during grade 11 (86%) and/or grade 12 (91%).

Employment During High School		
	(n=241)	% of Respondents
During grade 9	78	32.4
During grade 10	153	63.5
During grade 11	207	85.9
During grade 12	218	90.5

2.2.4 Occupation

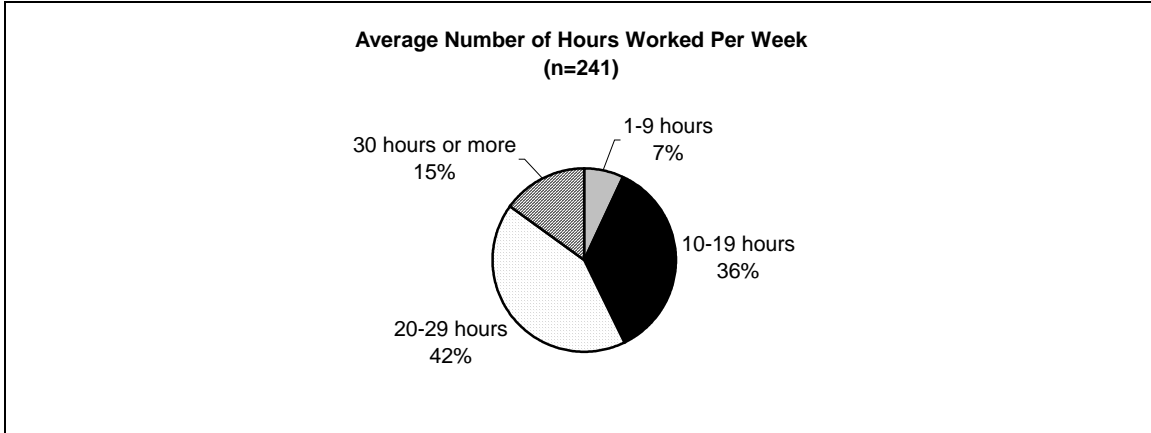
Of the respondents employed during high school, a vast majority (73%) worked in sales and service.



*Throughout this report, "Other Mentions" refers to responses of less than 2%.

2.2.5 Number of Hours Worked

On average, respondents who were employed during high school worked 19.4 hours per week.



2.3 Participation in Career Development Programs and Activities

As part of this study, respondents' exposure and participation in career development activities and programs during high school was assessed. Nearly all respondents surveyed (99%) attended a high school where at least one type of career development activity or program was available to them and 85% of these respondents participated in such an activity or program during their high school years. It appeared that career development programs had a significant influence on participants' decisions; co-op/work experience programs (70%) had the most influence² on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (63%). Career development activities had less influence (other career related activities (54%) and career days/fairs/workshops (51%)).

2.3.1 Co-op Education/Work Experience Program

Nearly all respondents (98%) indicated that a co-op education/work experience program was offered at their high school, and approximately 47% of these respondents reported participation in the program. Of those who participated in the program, 70% felt that the program had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Co-op Education/Work Experience Program		
	(n=172)	% of Respondents
A lot of influence	73	42.4
Some influence	47	27.3
Not much influence	23	13.4
No influence	29	16.9

² Influence: Includes "a lot of influence" or "some influence".

2.3.2 Youth Apprenticeship Program

Overall, 59% of respondents reported that a youth apprenticeship program was offered at their high school and only 12% of these respondents reported participating in this program. Of those who participated, 63% felt the program had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Youth Apprenticeship Program		
	(n=27)	% of Respondents
A lot of influence	9	33.4
Some influence	8	29.6
Not much influence	7	25.9
No influence	3	11.1

2.3.3 Career Days/Fairs/Workshops

For the majority of respondents (89%), career days/fairs/workshops were offered at their high school. Of those with such activities available, over eight in ten (81%) reported participation, while 51% of participants reported these activities had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Career Days/Fairs/Workshops		
	(n=271)	% of Respondents
A lot of influence	39	14.4
Some influence	98	36.2
Not much influence	73	26.9
No influence	60	22.1
No response/refused	1	0.4

2.3.4 Other Career Development Related Activities

Four in ten respondents (40%) reported other career development related activities were offered at their school and 42% of these respondents reported participation in those activities. In total, 54% of participants reported the activities had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Other Career Development Related Activities		
	(n=63)	% of Respondents
A lot of influence	8	12.7
Some influence	26	41.3
Not much influence	13	20.6
No influence	16	25.4

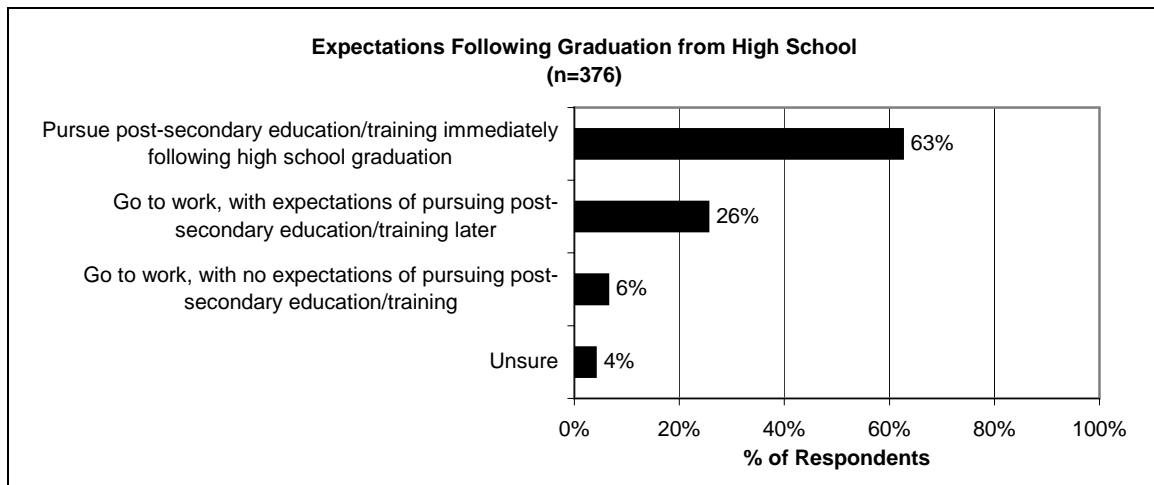
2.4 Expectations and Planning for Future Endeavors

Respondents were asked about their expectations and planning following graduation from high school including career goals, parents' expectations, planned field of study, and sources of information for planning.

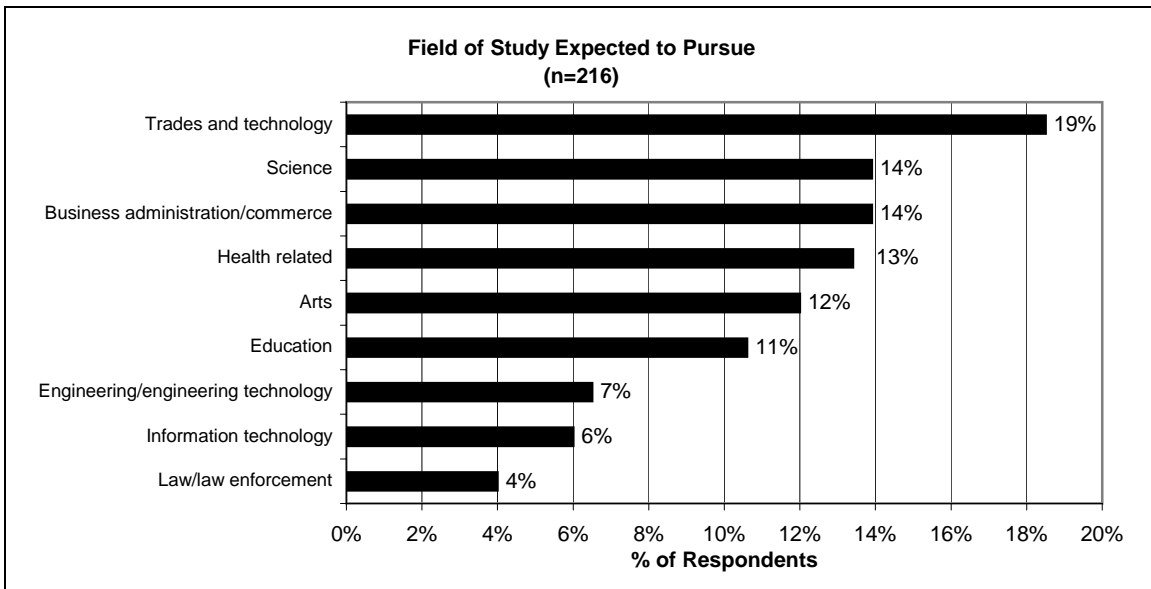
2.4.1 Respondents' Expectations Following Graduation from High School

During their high school years, nearly two-thirds of respondents (63%) expected they would pursue post-secondary education or training immediately following graduation from high school, 26% thought they would work and attend a post-secondary institution later, 6% thought they would go to work and never attend a post-secondary institution, and 5% were unsure. In fact, at the time of the study, 77% of all respondents who had held expectations of what they would do after graduating from high school reported that they had met their expectations, and did what they planned to do.

Respondents' expectations for themselves after high school were also compared to the respondents' educational status at the time of the study. It was found that, at that time, 90% of those respondents who had expected to pursue post-secondary studies immediately following graduation had in fact attended a post-secondary institution since their graduation. Furthermore, 35% of those respondents who had planned to work and pursue post-secondary studies later had attended (or were attending) a post-secondary institution since graduation while the remaining 65% had pursued other activities since graduation. Of respondents who did not intend to pursue post-secondary studies at all after graduation, 17% actually did attend a post-secondary institution at some point since graduation.



Of those respondents who had planned to pursue post-secondary education at some point in the future, 65% had already decided what field of study they were going to pursue while they were still in high school. The most common field mentioned was trades and technology (19%). Interestingly, the majority of respondents (69%) who were attending a post-secondary institution at the time of the survey and who had planned during high school to pursue a given field actually were pursuing education or training in that chosen field.

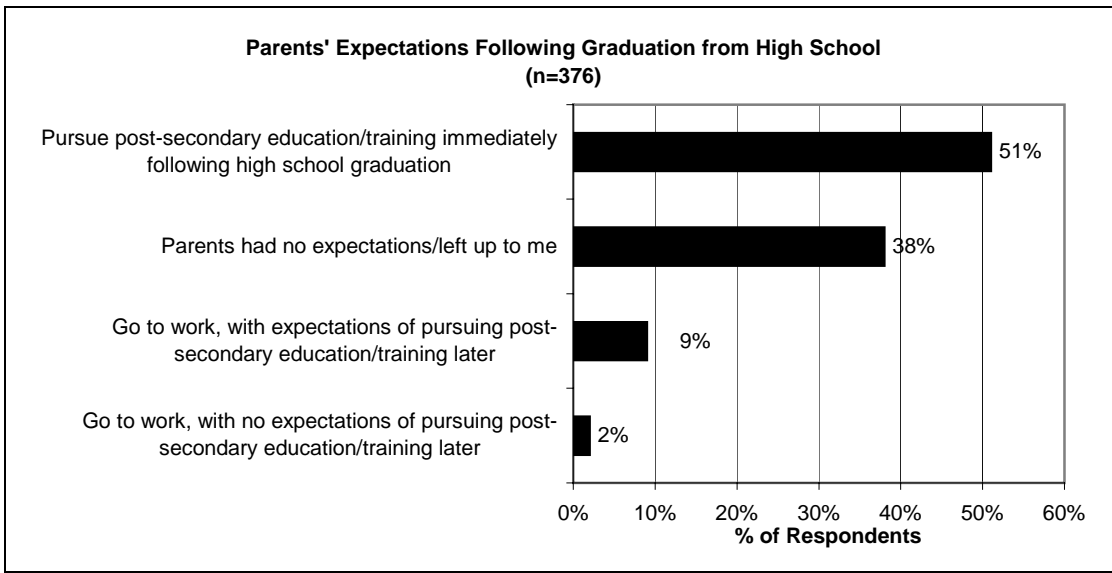


2.4.2 Parents³ Expectations for Children Following Graduation from High School

The majority (51%) of respondents reported that their parents had expected them to pursue post-secondary education/training immediately following high school graduation. Approximately four in ten respondents (38%) felt that their parents had held no post-secondary/training expectations for them but rather had left the decision to them.

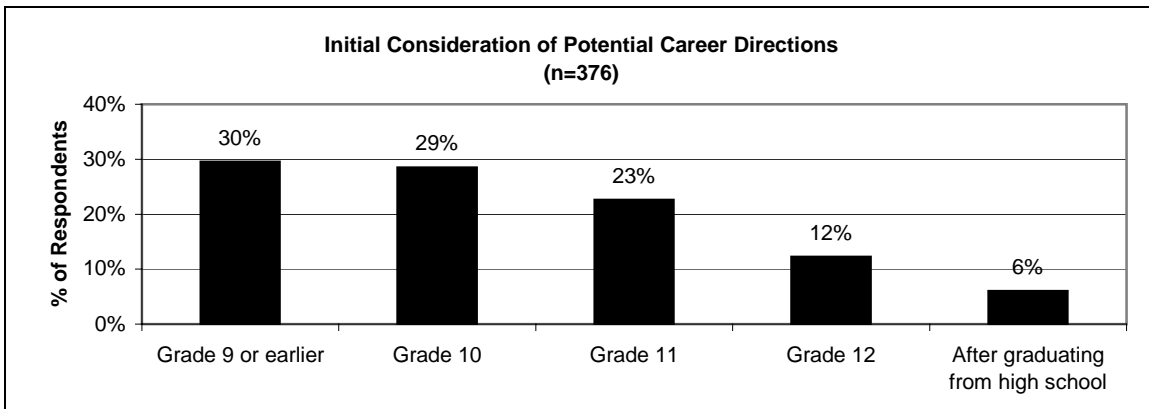
Parents' expectations appeared to play a role in the future pursuits of respondents. The majority of respondents whose parents had expected them to pursue post-secondary studies immediately following graduation had in fact attended a post-secondary institution since graduation (88%). Of those respondents who felt their parents had held no post-secondary expectations for them, 51% had pursued post-secondary studies, while 49% had not yet attended at that time.

³ Parent: Includes parent/guardian throughout this report.

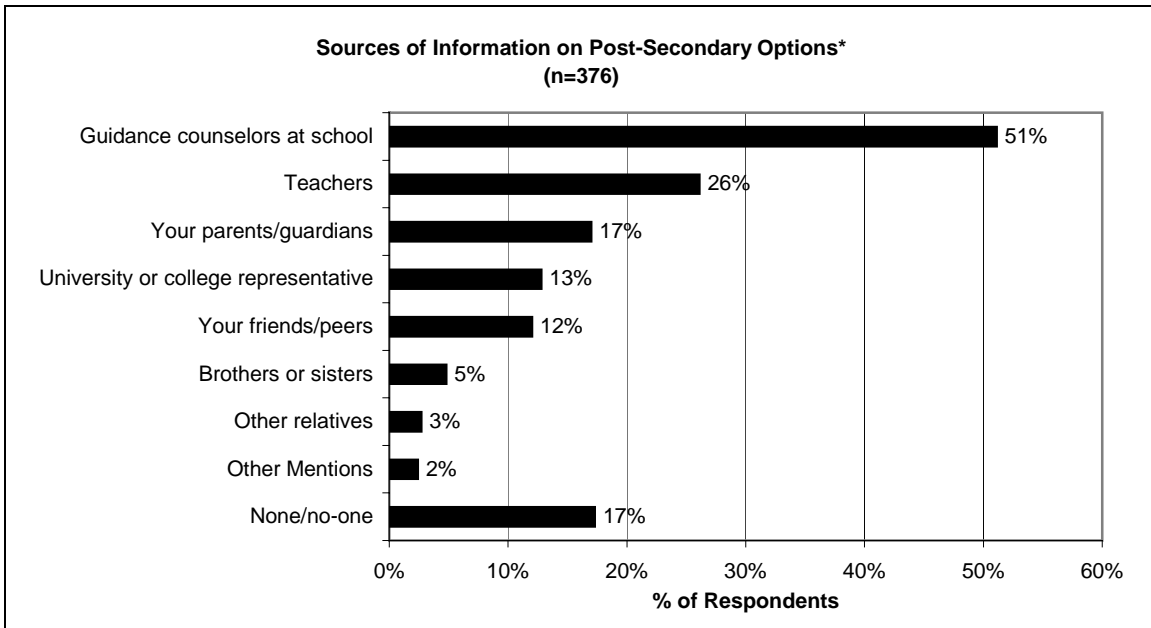


2.4.3 Planning for Post-Graduation Activities

The majority of respondents first started considering potential career directions before graduating from high school (94%), and approximately 82% reported that they had begun to think about their careers even prior to grade 12.



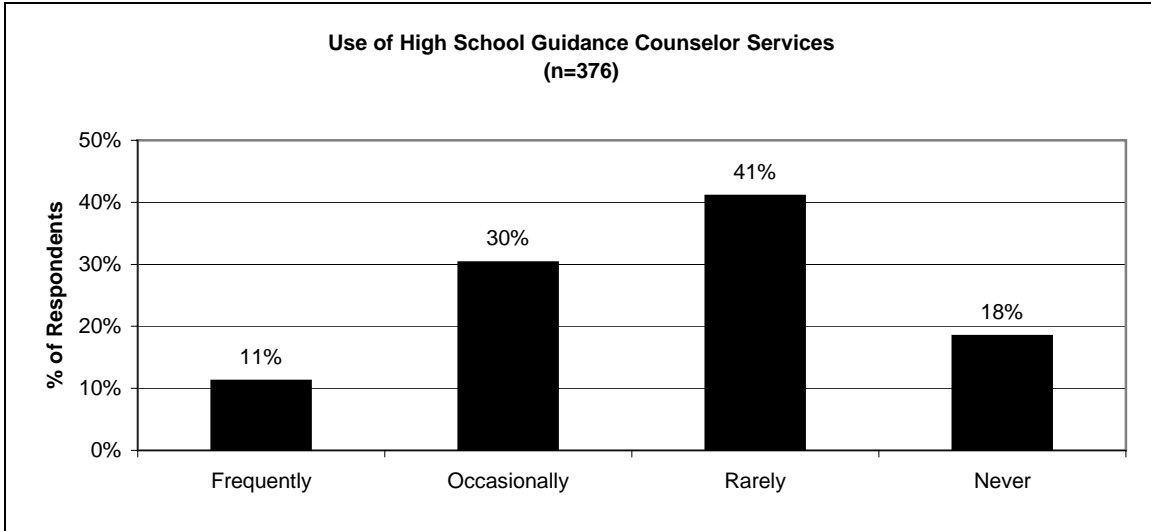
Over eight in ten respondents (83%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (51%) identified guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (26%) and parents/guardians (17%) as sources of information.



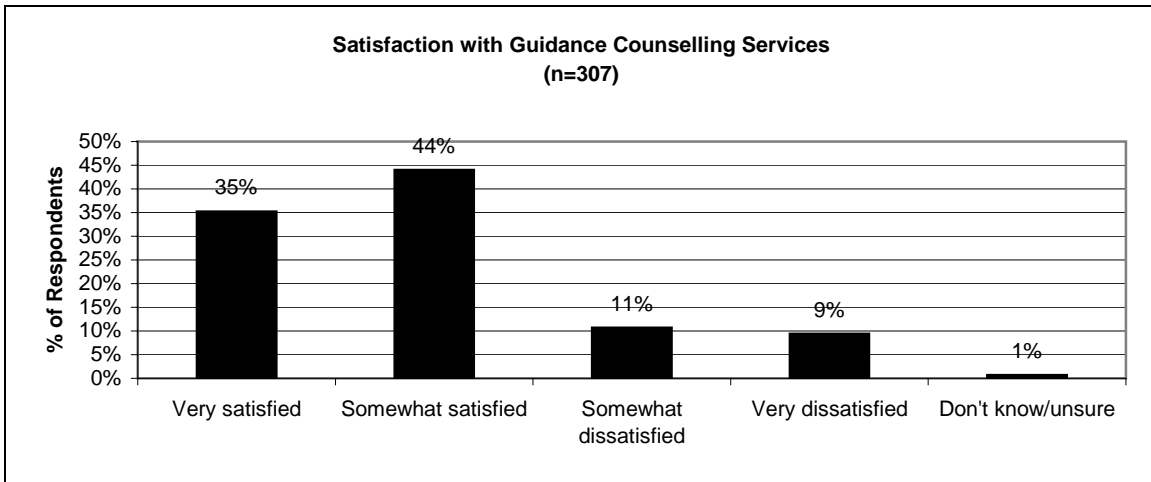
*Multiple responses allowed

2.4.4 Guidance Counselor Services

The majority of respondents (71%) reported using the high school guidance counselor services occasionally (30%) or rarely (41%).



Of the respondents who used guidance counseling services during their high school years, the majority of respondents (79%) were satisfied⁴ with the services they had received.

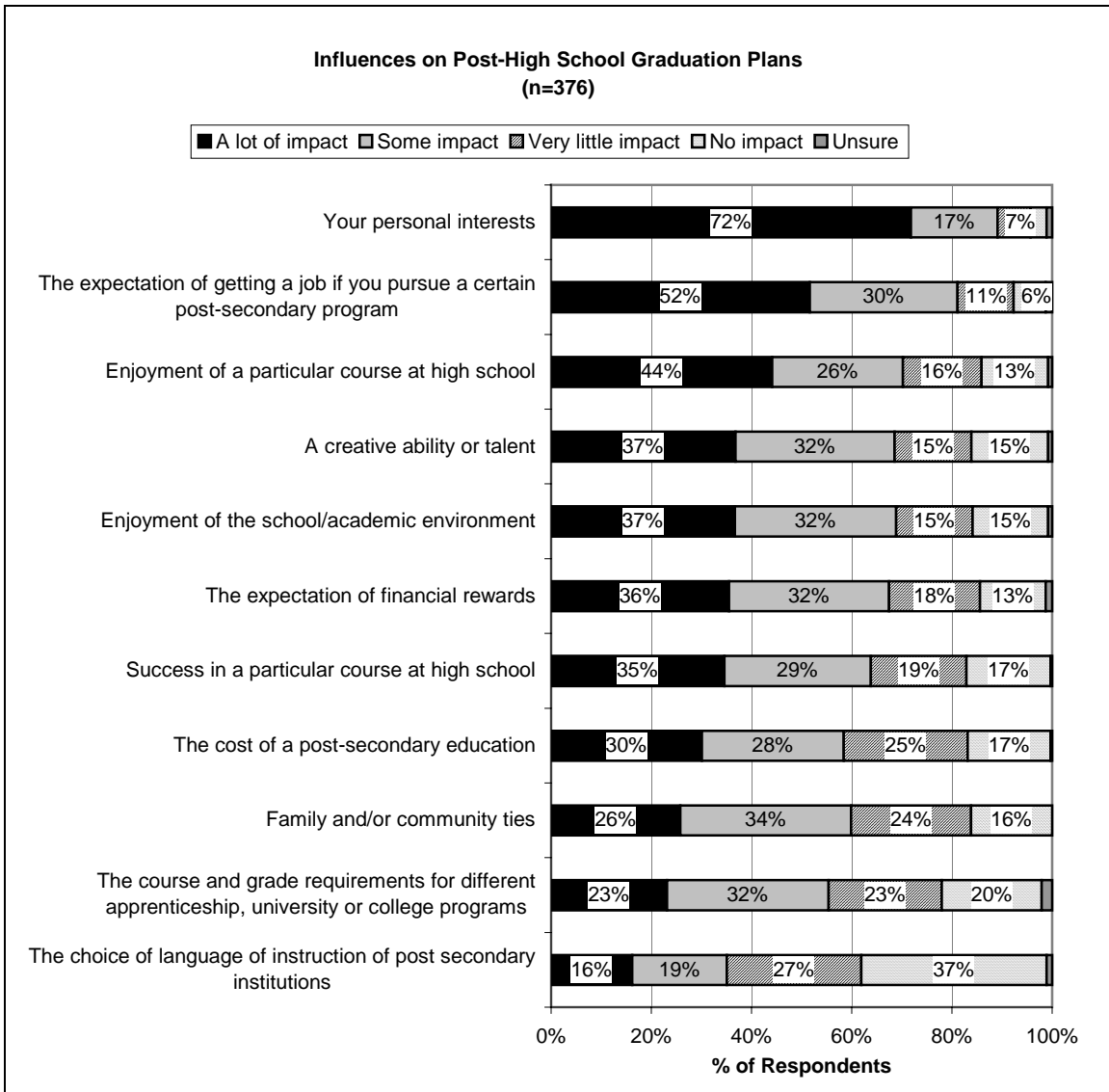


⁴ Satisfied: Includes "very satisfied" or "somewhat satisfied".

2.4.5 Influences on Post-High School Activities

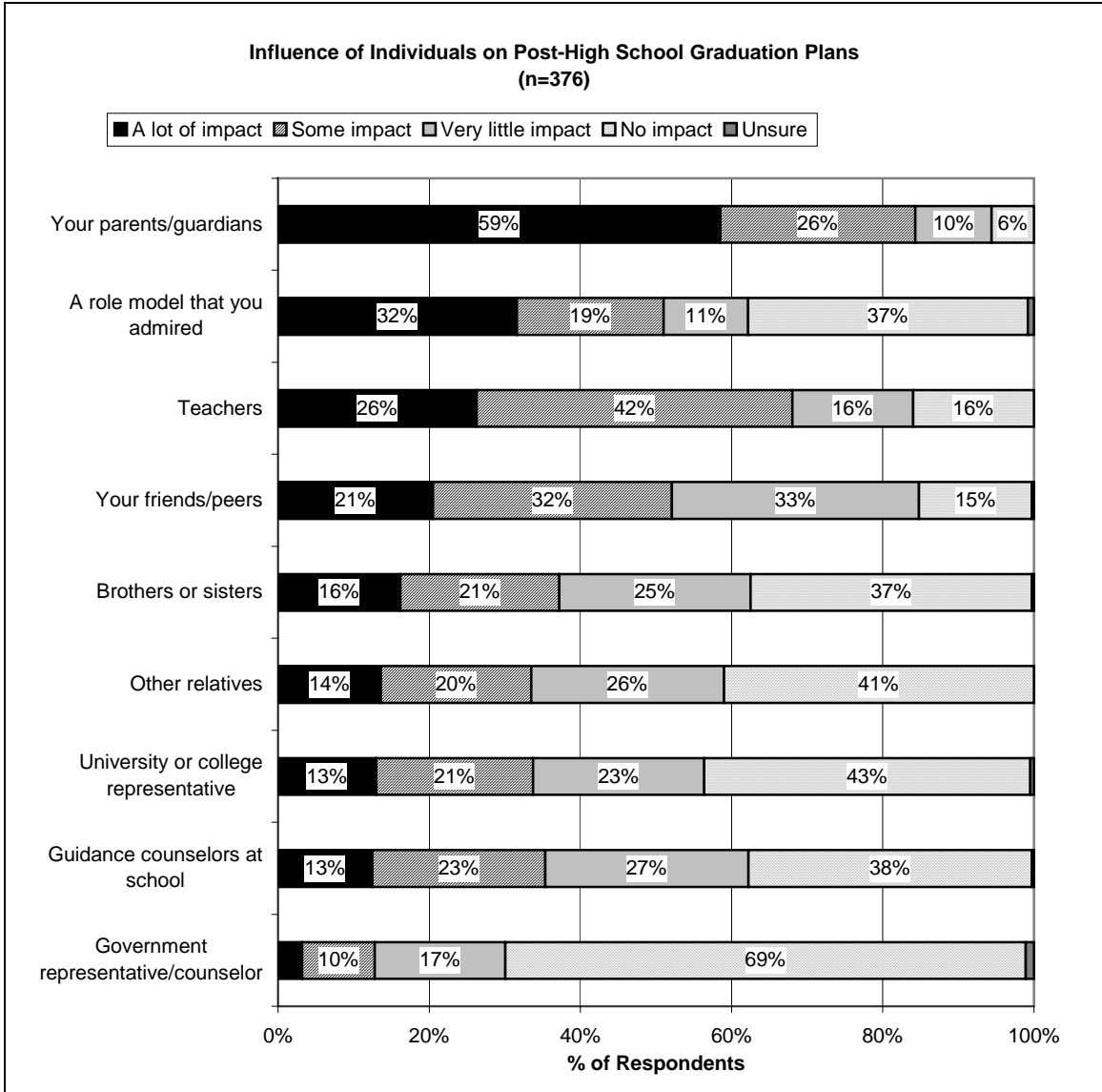
Respondents were asked to rate eleven factors as to the extent to which they impacted their decision about what to do following graduation from high school. As illustrated in the chart below, personal interests appeared to play the biggest role in respondents' path following high school (89%)⁵. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (82%), enjoyment of a particular course in high school (70%), a creative ability or talent (69%), and enjoyment of the school/academic environment (69%) were important factors in the decision making process. Respondents were less concerned with family and/or community ties (60%), the cost of a post-secondary education (58%), course and mark requirements for different programs (55%), and the choice of language of instruction of post-secondary institutions (35%).

⁵ Influence: Includes “a lot of impact” or “some impact”.



In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (85%) and teachers (68%) had the most influence⁶ on their decisions, followed by friends and peers (53%) and role models (51%). Respondents were not as influenced by university or college representatives (34%), other relatives (33%), or government representatives (13%).

⁶ Influence: Includes “a lot of impact” or “some impact”.



2.5 Preparedness for Future Endeavors

Respondents were asked to rate how well they felt high school prepared them for their future endeavors and to provide suggestions on how schools could better prepare students for the future.

2.5.1 Post-Secondary Preparation

A majority of respondents (62%) felt that high school had provided the kind of study habits needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not provide these habits (29%) or did so only in part (9%).

When asked how high school could better equip students with the study habits they needed to pursue post-secondary education, respondents most commonly reported that high school should be more challenging (21%).

Suggestions for Improvement-Study Habits*		
	(n=142)	% of Respondents
More challenging/greater workload/higher standards	30	21.1
Stricter teachers/more discipline	13	9.2
Emphasize independent work/less babying	12	8.5
Teach study habits/study workshops	11	7.7
Mirror university style of teaching, testing, etc.	10	7.0
Teach more essay writing/reading/research skills	8	5.6
Increase course choices	7	4.9
More relevant course work in general	6	4.2
More one on one with teachers/guidance counselors	5	3.5
More life skills courses/time management	3	2.1
Other Mentions	10	7.0
Unsure	41	28.9

*Multiple responses allowed

The majority of respondents (80%) felt that high school had provided them with the kind of academic preparation needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not provide this preparation (12%) or did so only in part (8%).

Respondents who felt they were not prepared academically to pursue post-secondary education most commonly identified a heightened high school workload and increased standards (16%) as a suggestion for improvement.

Suggestions for Improvement-Adequate Academic Preparation*		
	(n=76)	% of Respondents
More challenging/ greater workload/higher standards	12	15.8
Increase course choices/more variety/co-op programs	11	14.5
Teach more essay writing/reading/research skills	7	9.2
More study in math	6	7.9
Better teachers/teaching methods/teaching skills	4	5.3
Mirror university style of teaching, testing, etc.	3	3.9
Teach study habits/study workshops	3	3.9
More one on one with teachers/guidance counselors	3	3.9
Increase/ improve advanced courses or university preparation courses	2	2.6
More practical experience/application	2	2.6
More study in science	2	2.6
Other Mentions	10	13.0
Unsure	15	19.7

*Multiple responses allowed

When asked to reflect on their high school years, 74% of respondents felt that high school had provided them with the life skills necessary to pursue post-secondary education or training. The other 26% of respondents felt that high school either did not provide these skills (16%) or did so only in part (10%).

Respondents most commonly identified offering courses or workshops on life skills (27%) as a suggestion for how high school could have better developed their life skills.

Suggestions for Improvement-Life Skills*		
	(n=98)	% of Respondents
Offer courses or workshops on life skills	26	26.5
Budgeting skills/financial	13	13.3
Time management skills	12	12.2
Offer more information on life skills	4	4.1
Wider range of courses	4	4.1
Communications skills	4	4.1
Emphasize independent work/less babying	2	2.0
More challenging/greater workload/higher standards	2	2.0
More practical experience/application	2	2.0
Stricter teachers/more structure	2	2.0
Teach reading skills/essay writing/public speaking	2	2.0
Other Mentions	6	6.0
Refusal/no response/unsure	32	32.7

*Multiple responses allowed

2.5.2 Workforce Preparation

Overall, 79% of respondents indicated that high school had provided them with adequate preparation for the workforce, in terms the necessary work-related skills. The other 21% of respondents felt that high school either did not provide these skills (16%) or did so only partially (5%).

Respondents most commonly suggested offering courses or workshops on job finding skills (17%) as a means of better preparing respondents for the workforce (17%)

Suggestions for Improvement-Adequate Preparation for the Workforce*		
	(n=81)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	14	17.3
Improve co-op/youth apprenticeship programs	5	6.2
More practical experience/application	4	4.9
Make work experience/co-op programs mandatory	3	3.7
Provide more info on career choices (job fairs, career days, etc.)	2	2.5
Teach more life skills (finance, time management, people)	2	2.5
Increase trade related / work related courses	2	2.5
Other Mentions	6	7.3
Unsure	43	53.1

*Multiple responses allowed

3.0 Experiences Following Graduation from High School

3.1 Profile of Survey Respondents

A key element of this study was to explore respondents' experiences following graduation from high school. When asked about their current life situation, 46% of respondents from district 14 indicated that they were attending a post-secondary institution at the time of the study, while 55% were working, unemployed, or engaged in another type of activity.

Furthermore, respondents from district 14 can be classified into four distinct categories:

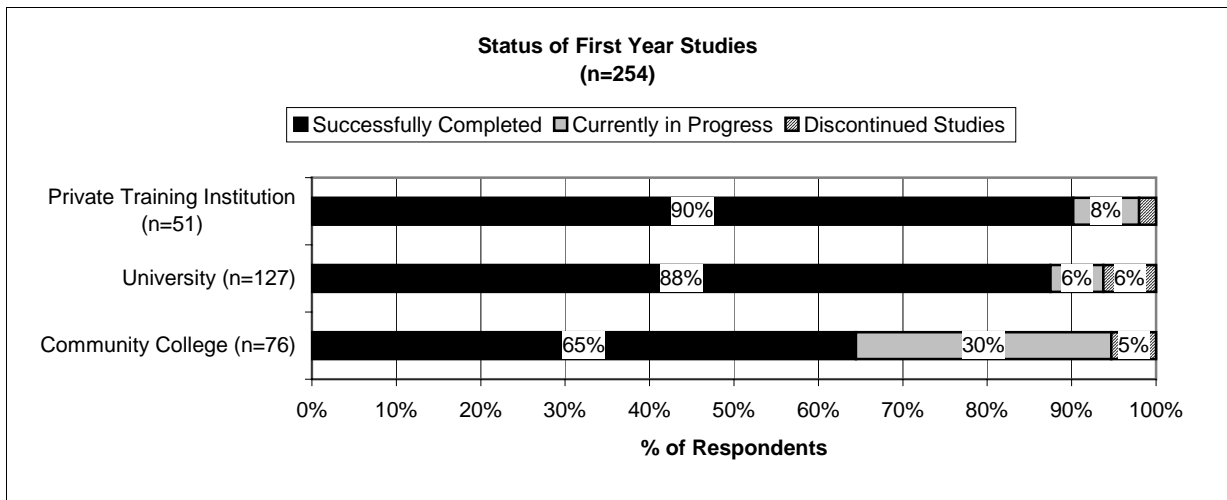
- respondents who were attending a post-secondary institution at the time of the survey (46%);
- respondents who had not yet attended a post-secondary institution (32%);
- respondents who had attended a post-secondary institution and discontinued studies (7%); and
- respondents who had attended a post-secondary institution and fully completed their program (15%).

3.2 Completion Rate for First Year of Studies

Over two-thirds (68%) of respondents had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, over eight in ten (81%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one year or less than one year program), 14% were currently in the process of completing their first year of studies, and 5% had discontinued their studies.

Respondents who had attended a private training institution reported the highest completion rate of their first year (90%), followed by respondents who had attended a university (88%), and those who had attended a community college (65%). However, it should be noted that 30% of respondents who had attended a community college, 8% of respondents who had attended a private training institution, and 6% of respondents who had attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

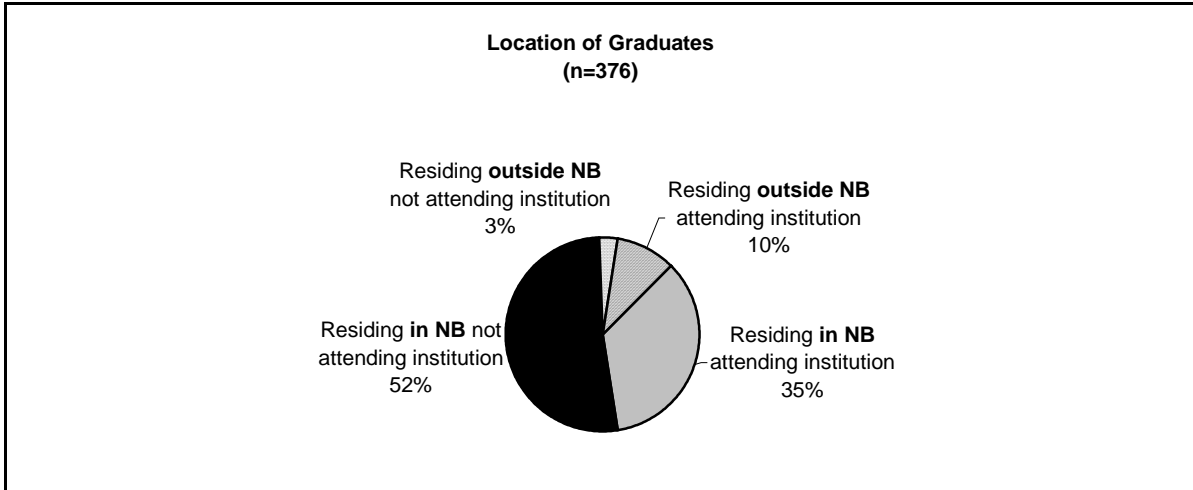


3.3 Mobility of Respondents

Overall, a vast majority of respondents from district 14 (87%) were still residing in New Brunswick at the time of the survey. Of these respondents, 40% had stayed to attend an educational institution, while 60% had stayed for other reasons. When asked if they were likely to leave New Brunswick, 34% said they would leave, 43% indicated they would not leave, and 23% were unsure.

Of those who had already moved outside the province (n=48), 77% had relocated to attend an educational institution, while 23% had moved for reasons such as family or personal issues, increased job opportunities, or opportunities to earn more money outside the province. When asked if they were likely to return to New Brunswick, 42% said they would return, 27% indicated they would not return, and 31% were unsure.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.



4.0 The Post-Secondary Education Experience

4.1 Section Overview

The following section summarizes the findings for those respondents who were enrolled in post-secondary studies at the time of the survey. Respondents were asked about their experiences with post-secondary education including type of institution, scope of study, future expectations, financing, and expectations for employment opportunities upon completion of studies. *The Survey of 2002 New Brunswick High School Graduates* determined that, at the time of the survey, 46% of respondents from district 14 were engaged in post-secondary studies (169 respondents).

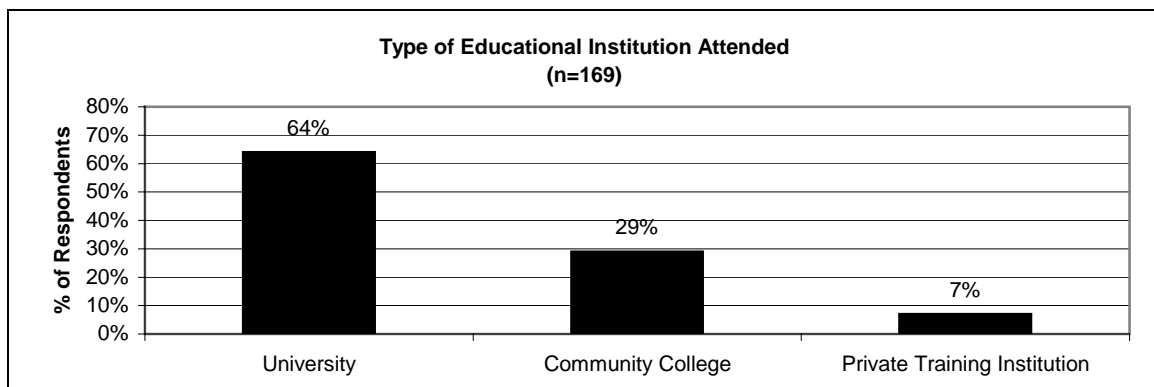
Overall, 70% of respondents engaged in post-secondary studies at the time of the study indicated they had been in attendance at the same institution since the fall of 2002, immediately following graduation from high school. Those respondents who indicated that they had not been in attendance at their current institution since graduation were asked to identify their main activity in the period between high school graduation and enrollment at this institution. Over half indicated that they had been working full time prior to their studies (51%), one third had attended another post-secondary institution (33%), a smaller proportion had worked part time (14%), and others had experienced a long-term illness or disability (2%).

4.2 Selection of Post-Secondary Institution

Respondents attending a post-secondary institution were asked to identify the name, type and location of the institution, as well the factors influencing their choice of institution.

4.2.1 Name and Type of Institution

As illustrated below, a majority of respondents (64%) who were attending a post-secondary institution at the time of this survey were attending a university.



At the time of the survey, the majority (31%) of respondents engaged in post-secondary studies were attending the University of New Brunswick, followed by a New Brunswick Community College (20%). Over eight in ten respondents (85%) indicated they were engaged in studies at their institution of choice.

Name of Post-Secondary Institution		
	(n=169)	% of Respondents
University of New Brunswick	52	30.8
NBCC/CCNB	34	20.1
St. Thomas University	18	10.7
St. Mary's University	6	3.6
Mount Allison University	5	3.0
Dalhousie University	5	3.0
Acadia University	4	2.4
Compu College	4	2.4
Other Mentions	41	24.0

4.2.2 Location of Institution

A vast majority of respondents had chosen to attend a post-secondary institution in New Brunswick (78%).

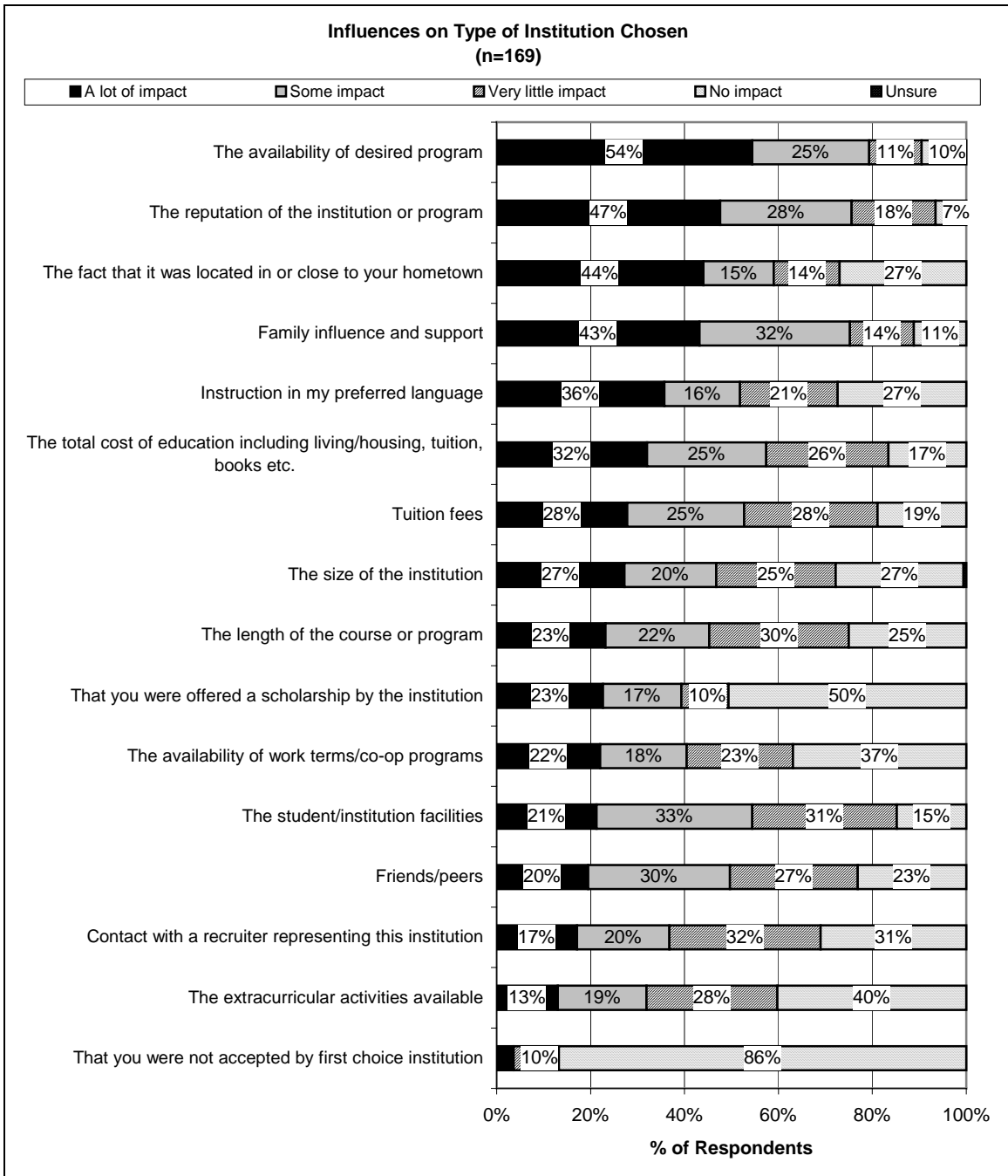
Location of Post-Secondary Institution		
	(n=169)	% of Respondents
New Brunswick	132	78.1
Nova Scotia	19	11.2
Ontario	8	4.7
Prince Edward Island	5	3.0
Other Mentions	5	3.0

4.2.3 Influences on Type of Institution Chosen

To determine the impact of select factors on the choice of what type of institution to attend, respondents were asked to rate sixteen factors on the impact each had on their decision. The factor with the most influence⁷ on the respondents' decision about what they wanted to do after graduation from high school was the availability of desired program (79%). Second to this, respondents cited family influence and support (75%), the reputation of the institution or program (75%), and the fact it was located in or close to one's hometown (59%) as important factors.

The factors that had the *least* amount of influence on the respondents' decision included the availability of work-terms or co-op programs (40%), being offered a scholarship by the institution (40%), contact with a recruiter representing an institution (37%), the extracurricular activities available (32%), and not being accepted by a first choice institution (4%).

⁷ Influence: Includes "a lot of impact" or "some impact"

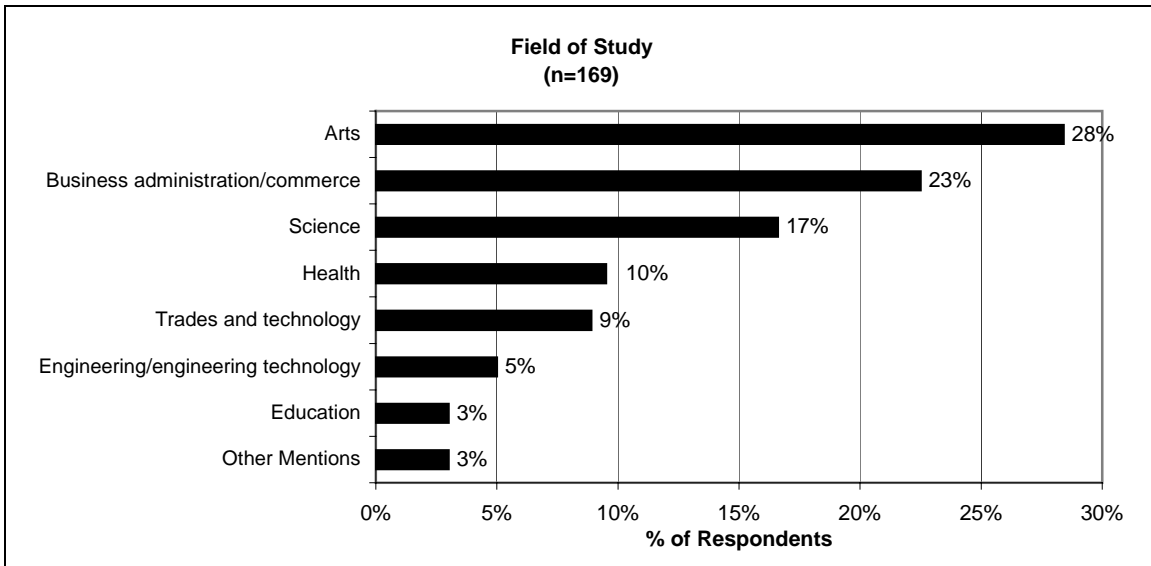


4.3 Scope of Study

Respondents were asked about their current program of study including their educational status, field of study, outcome and length of program.

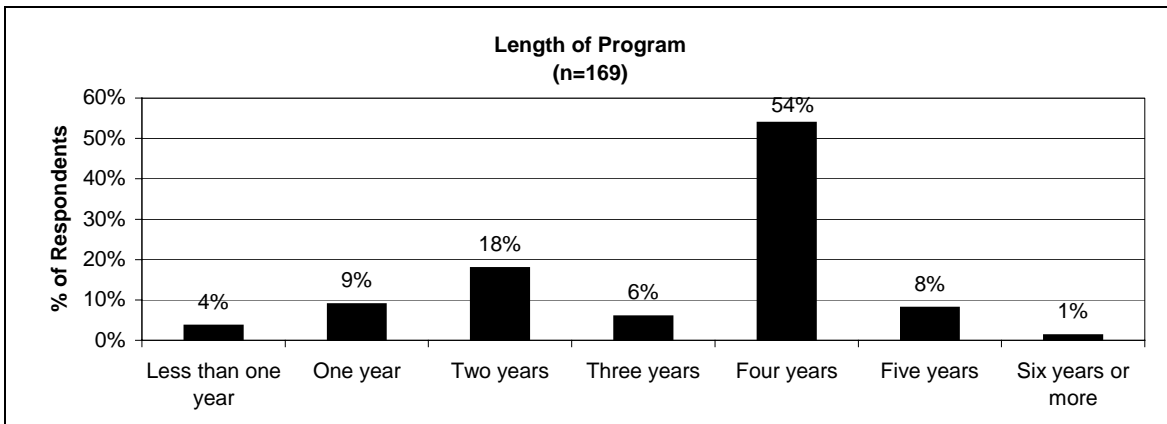
4.3.1 Educational Status and Field of Study

Nearly all respondents (98%) who were pursuing post-secondary education at the time of the survey were attending classes full-time. The most common field of study reported by respondents attending a post-secondary institution was arts (28%).



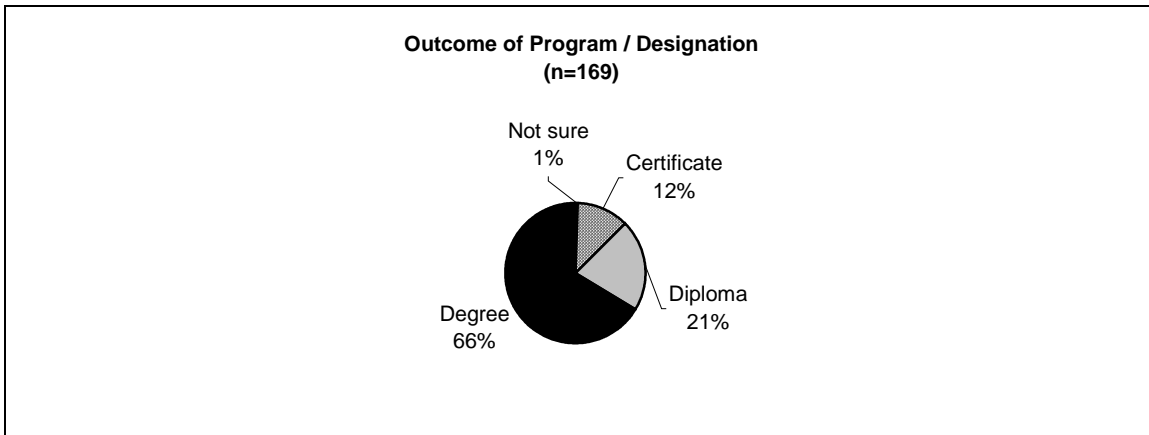
4.3.2 Length of Program

Respondents pursuing post-secondary studies were most often engaged in a four-year program (54%). As might be expected, respondents enrolled in a university were pursuing programs of longer duration (96% attending programs of four or more years in length) as compared to those attending community college (94% pursuing programs of three years or less) or a private training institution (92% pursuing programs of three years or less).



4.3.3 Outcome of Program of Study

A majority of respondents who were attending a post-secondary institution at the time of the survey indicated that they would receive a degree (66%) or diploma (21%) upon the completion of their program of study.

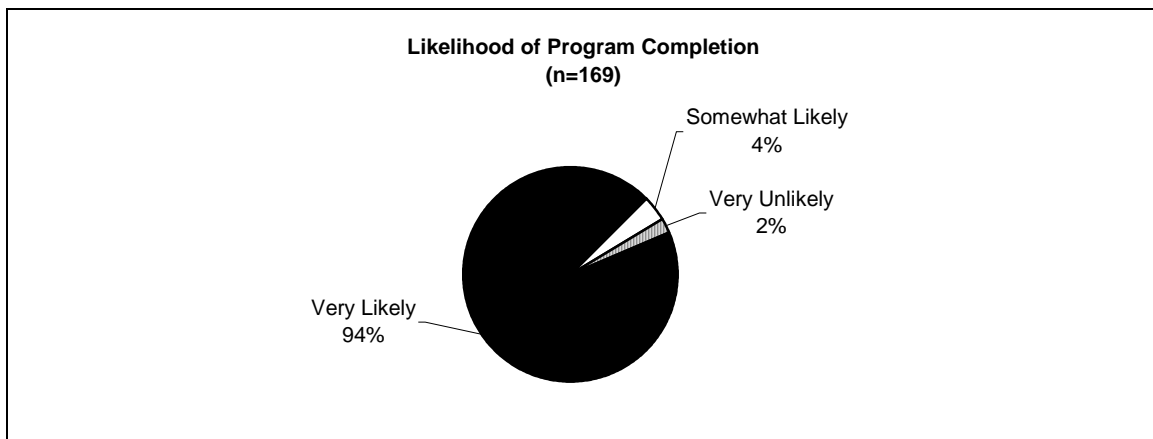


4.4 Expectations for the Future

In this section, respondents' expectations for the future were explored including likelihood of finishing their program of study, and future plans for education.

4.4.1 Likelihood of Finishing Program of Study

Nearly all respondents attending a post-secondary institution at the time of the survey indicated they are likely⁸ to complete the program in which they were currently enrolled (97%). The respondents who indicated that program completion was unlikely⁹ (n=4) identified that planning to switch programs (n=1) or institutions (n=1), not being adequately prepared (n=1) or a loss of interest (n=1) were reasons why they would be unlikely to complete their program¹⁰.



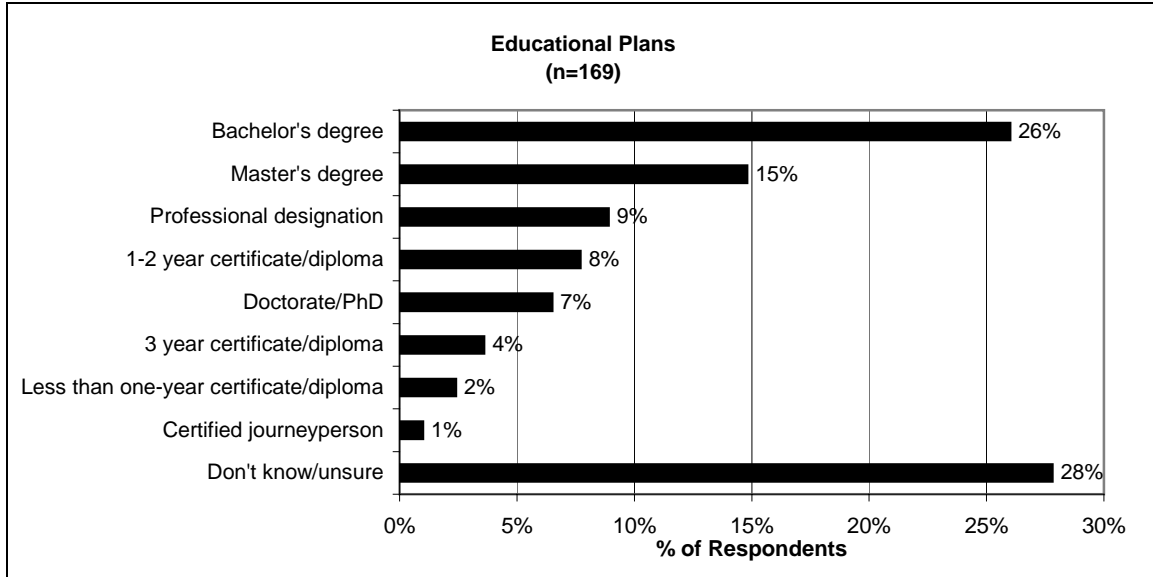
⁸ Likely: Includes "very likely" or "somewhat likely".

⁹ Unlikely: Includes "very unlikely" or "somewhat unlikely".

¹⁰ Multiple responses allowed

4.4.2 Future Plans for Education

A Bachelor's degree was the most common level of educational attainment aimed for by respondents (26%), followed by a Master's degree (15%).

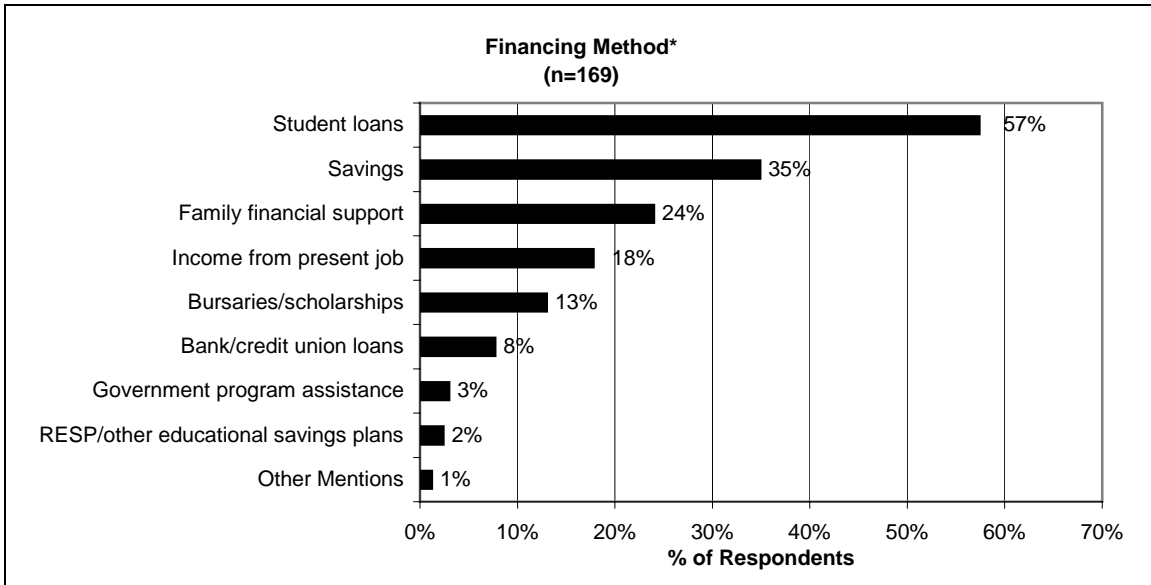


4.5 Financing Post-Secondary Education

In this section, respondents were asked about their methods of financing their post-secondary education and their sources of financial advice.

4.5.1 Method of Financing

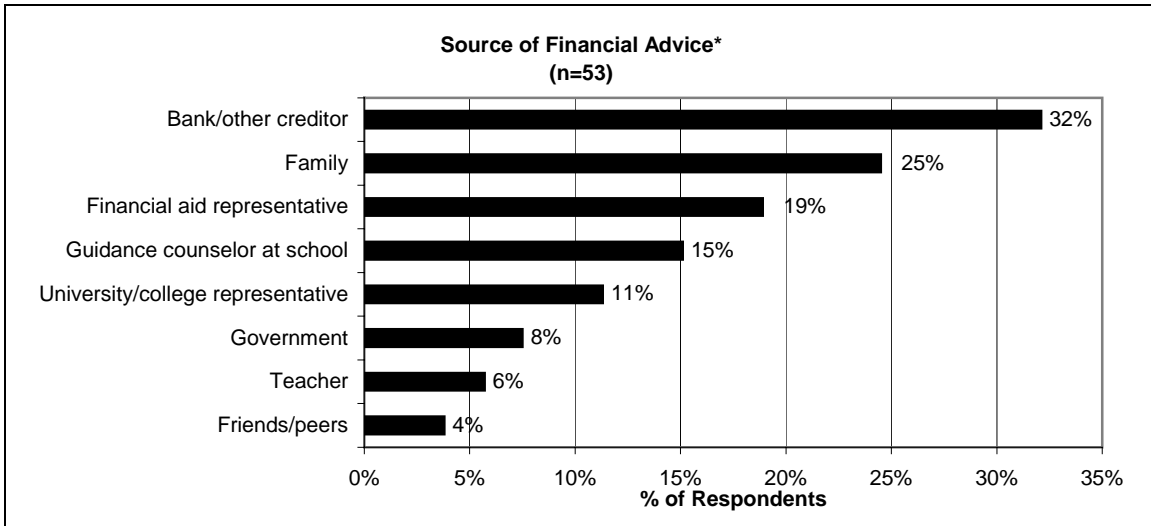
The most commonly reported methods of payment for post-secondary education or training included student loans (57%) and personal savings (35%).



*Multiple responses allowed

4.5.2 Source of Financial Advice

Of the respondents enrolled in a post-secondary institution at the time of the survey, two thirds (68%) reported that they had not sought any financial advice or information regarding financing their post-secondary education. Those who had sought advice most commonly received this advice from a bank or other creditor (32%), family (25%) or a financial aid representative (19%).

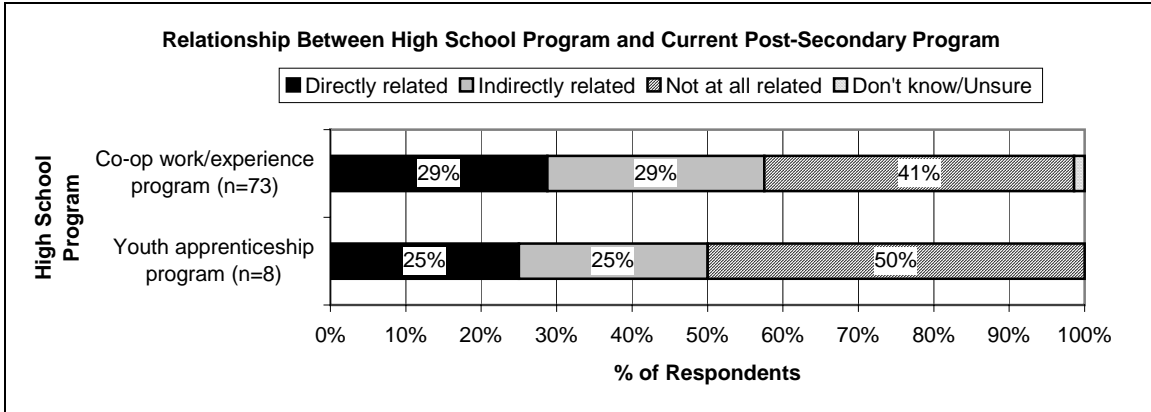


*Multiple responses allowed

When asked to rate their satisfaction with the financial advice they received, a majority of respondents (91%) indicated they were satisfied (53% very satisfied, 38% somewhat satisfied).

4.6 Relationship of High School Activities to Post-Secondary Education

Participation in a co-op/work experience or apprenticeship program during high school did not appear to bear a strong relationship to the selection of a post-secondary program. Four in ten (41%) of respondents who had participated in a co-op/work experience program reported that their current program of study was not at all related to the co-op/work experience program they completed in high school. Similarly, half of respondents (50%) who participated in a youth apprenticeship program indicated there was no relationship between the two programs.



4.7 Opportunities After Completion of Post-Secondary Education

Respondents were asked about opportunities for employment after completion of their post-secondary education, including mobility, and confidence in obtaining employment in the province.

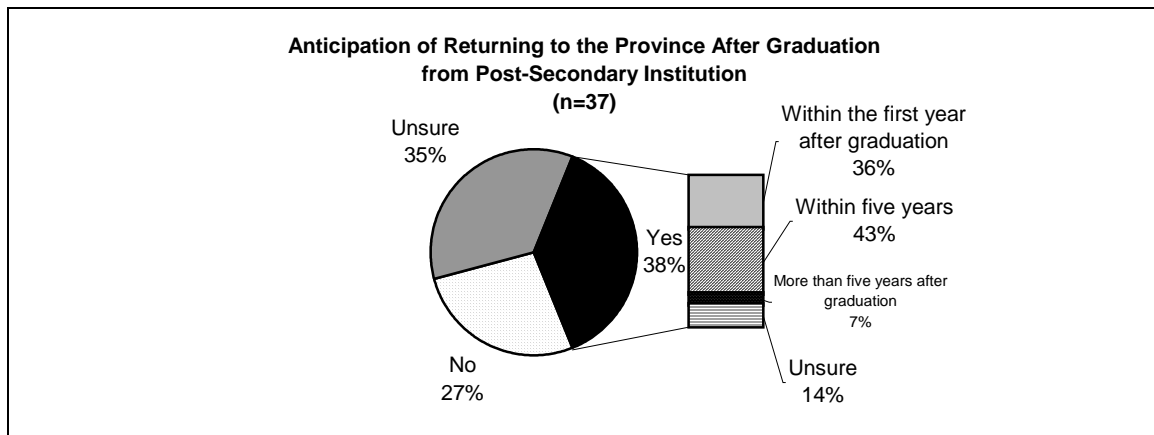
4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

The majority of respondents who were currently attending an institution outside New Brunswick reported doing so because programs were of higher quality at out of province institutions (24%).

Reason for Attending an Out of Province Institution*		
	(n=37)	% of Respondents
Programs are of higher quality outside the province	9	24.4
Desired program not offered in New Brunswick	7	18.9
Wanted to do post-secondary education outside New Brunswick	7	18.9
Personal/family reasons	3	8.1
New experience/new places/better reputation	3	8.1
Better scholarships are available outside the province	2	5.4
Transferred	1	2.7
Cheaper	1	2.7
Rather another institution	1	2.7
No specific reason	3	8.1

*Multiple responses allowed

The majority of respondents who planned to return to the province (n=14) anticipated returning to New Brunswick within five years following graduation from their current post-secondary education or training (43% or n=6).



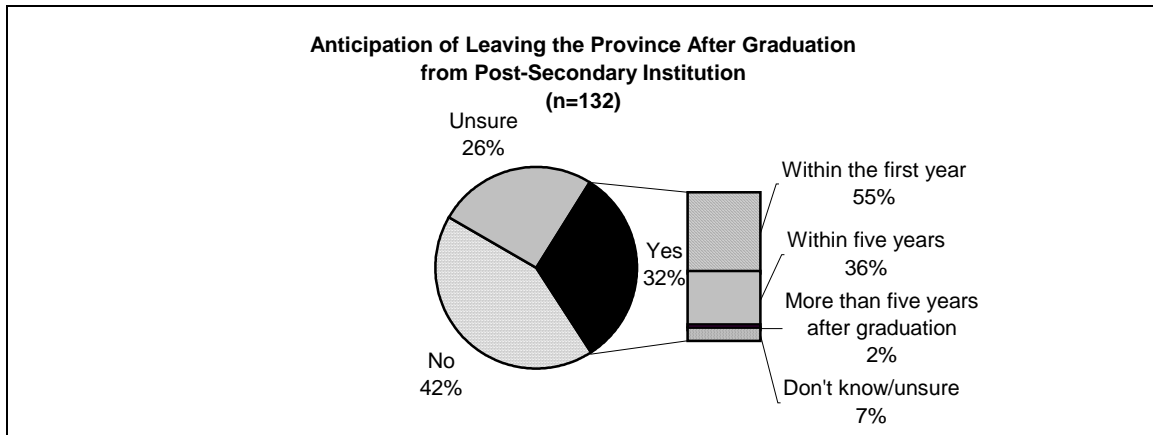
Of those who had not planned on returning to the province (n=23), a variety of reasons were given, as shown in the following table.

Reasons for Not Returning to New Brunswick*		
	(n=23)	% of Respondents
Better job opportunities	9	39.4
Further education	3	13.0
Lack of jobs/fewer job opportunities	3	13.0
To travel/see other places	1	4.3
Lack of jobs in chosen field	1	4.3
Other Mentions	1	4.3
Unsure	5	21.7

*Multiple responses allowed

4.7.2 Respondents Currently Attending an Institution in New Brunswick

Of the respondents attending a post-secondary institution within the province at the time of the survey, 32% anticipated leaving the province after they finished their current post-secondary education or training. The majority of these respondents (55%) anticipated leaving within the first year following graduation.



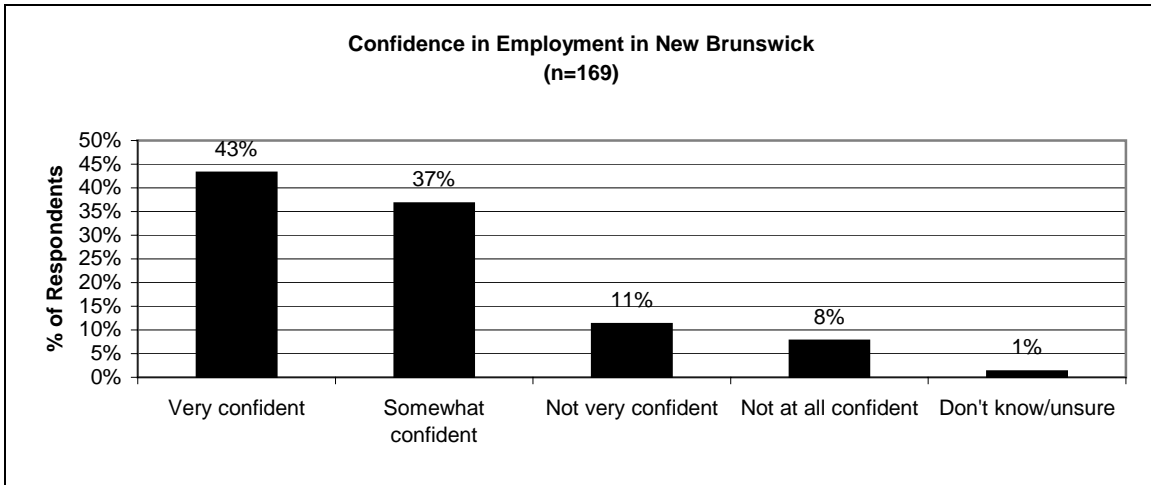
Respondents who anticipated leaving the province after they finished their current post-secondary education most commonly reported that they were motivated to do so by better job opportunities elsewhere (45%).

Reasons for Leaving New Brunswick*		
	(n=42)	% of Respondents
Better job opportunities	19	45.2
Further education	8	19.0
For a change	4	9.5
To travel/see other places	3	7.1
Better wages	2	4.8
Personal/family reasons	2	4.8
Lack of jobs/fewer job opportunities	2	4.8
Lack of jobs in chosen field	2	4.8

*Multiple responses allowed

4.7.3 Employment in New Brunswick

All respondents attending a post-secondary institution at the time of the survey were asked about their perceptions of obtaining employment in New Brunswick following completion of their program of studies. Eight in ten respondents (80%) felt confident¹¹ that they would be able to find employment in their field of study in New Brunswick after they have finished their current post-secondary education, if they so desired.



¹¹ Confident: Includes “very confident” or “somewhat confident”.

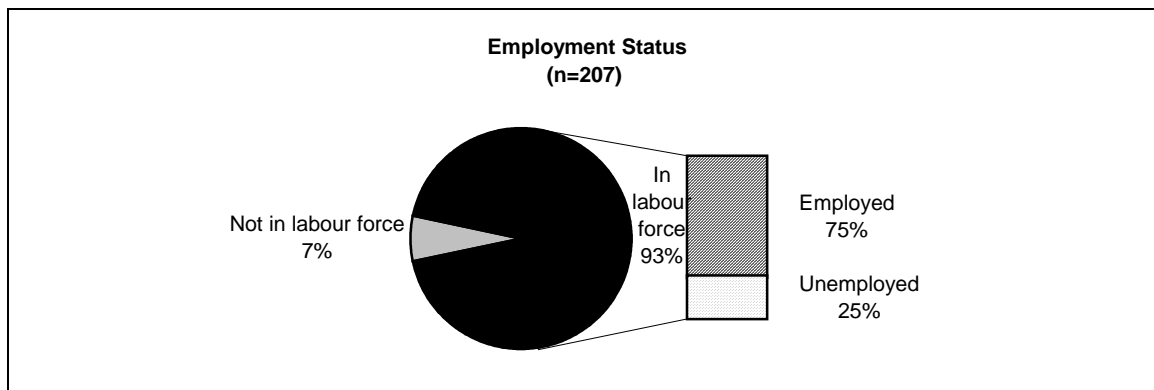
5.0 The Employment Experience

5.1 Section Overview

The following section summarizes the findings for those respondents who were not attending a post-secondary institution at the time of the survey. This includes those who had not yet attended a post-secondary institution, those who had attended a post-secondary institution but who had discontinued their studies, and those who had already completed their entire program of studies. Respondents were asked about their employment status during the reference week of January 4th-10th 2004, including details about their current position (if employed), and reasons for not working (if unemployed or not in the labour force). Respondents were also asked about their plans to leave or return to New Brunswick, and their future plans to pursue or return to post-secondary studies.

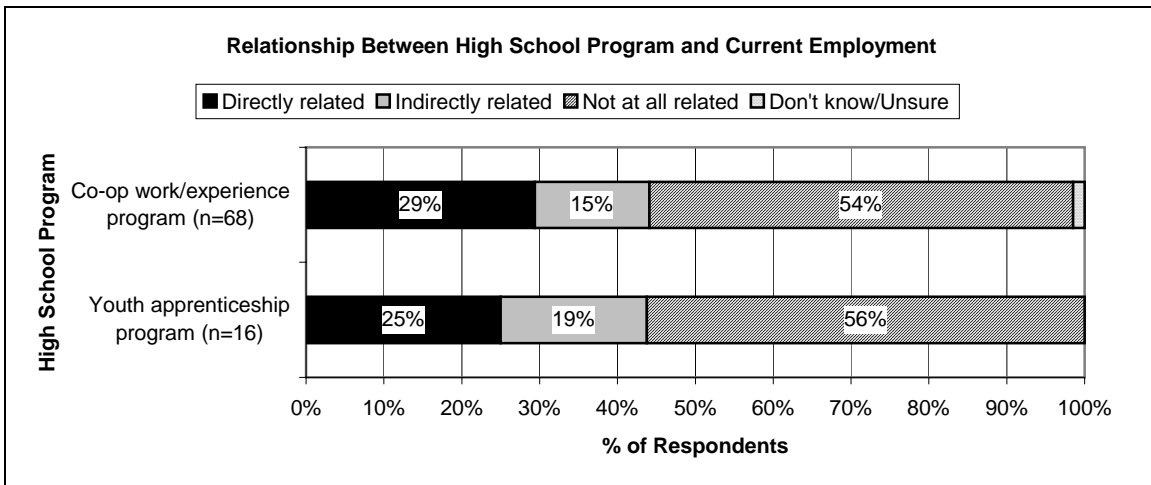
Overall, 54% of all district 14 respondents were not attending a post-secondary institution at the time of this study (207 respondents). Although not attending at that time, 41% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had at least some post-secondary education, 68% reported successfully completing the entire program and 32% reported discontinuing their studies.

During the reference week, 93% of respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 7% were not. Of those respondents in the labour force, 75% were employed (full-time: 92%; part-time: 8%) and 25% were unemployed. It should be noted that respondents who indicated they were on a temporary leave of absence during the reference week were not asked the series of questions regarding the details of their current employment (type of job, number of hours, etc.) and were therefore excluded from the analysis of these questions.



5.1.1 Relationship of Employment to Work Experience Program

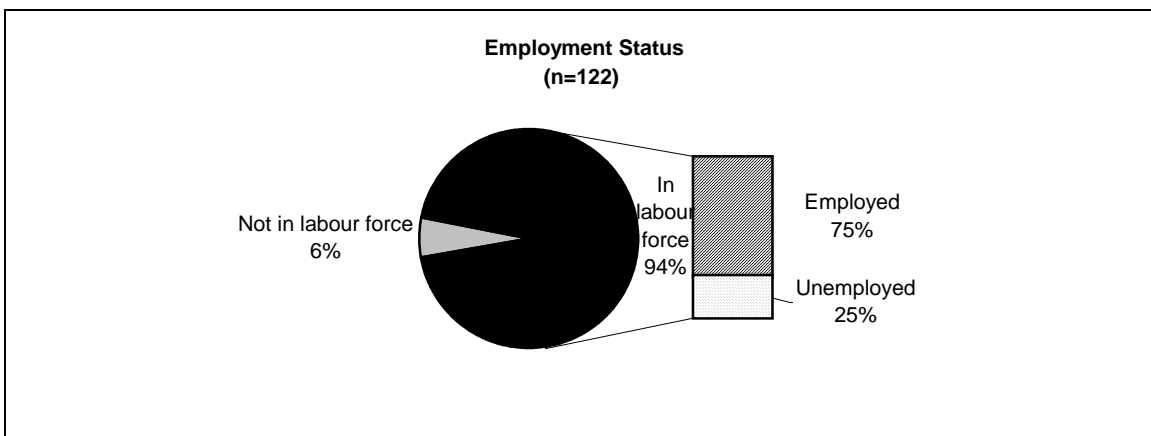
Over half (54%) of employed respondents who had participated in a co-op/work experience program during high school (n=68) indicated that the program was not at all related to their current employment. Similarly, 56% of employed respondents who had participated in a youth apprenticeship program during high school (n=16) indicated that the program was not at all related to their current employment.



5.2 Respondents Who Had Not Yet Attended a Post-Secondary Institution

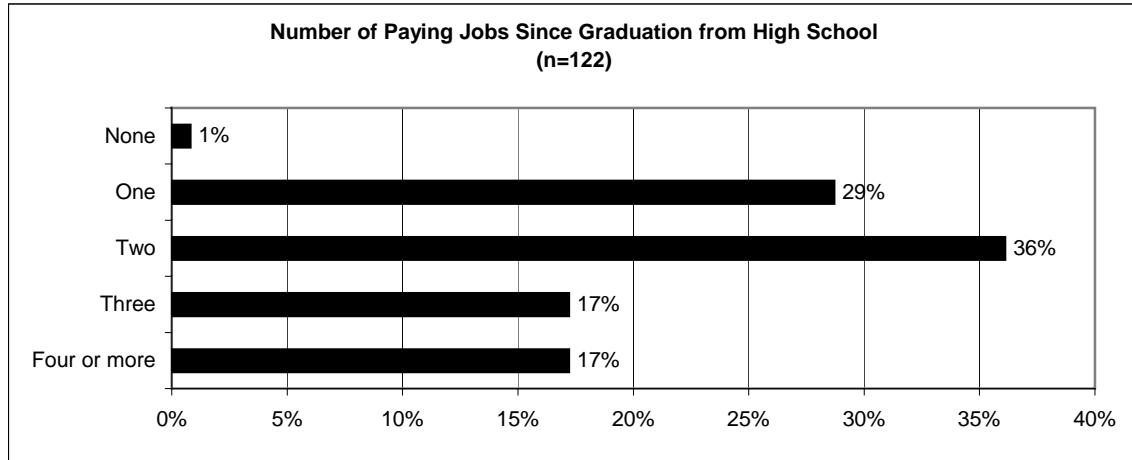
5.2.1 Labour Force and Employment Status

A total of 122 respondents from district 14 (32%) had not yet attended a post-secondary institution at the time of the survey. During the reference week, 94% of these respondents were in the labour force, while 6% were not. Of those in the labour force, 75% were employed (full-time: 92%; part-time: 8%), while 25% were unemployed.



Number of Jobs

On average, respondents who had not yet attended a post-secondary institution reported having 2.3 paying jobs since graduation from high school.

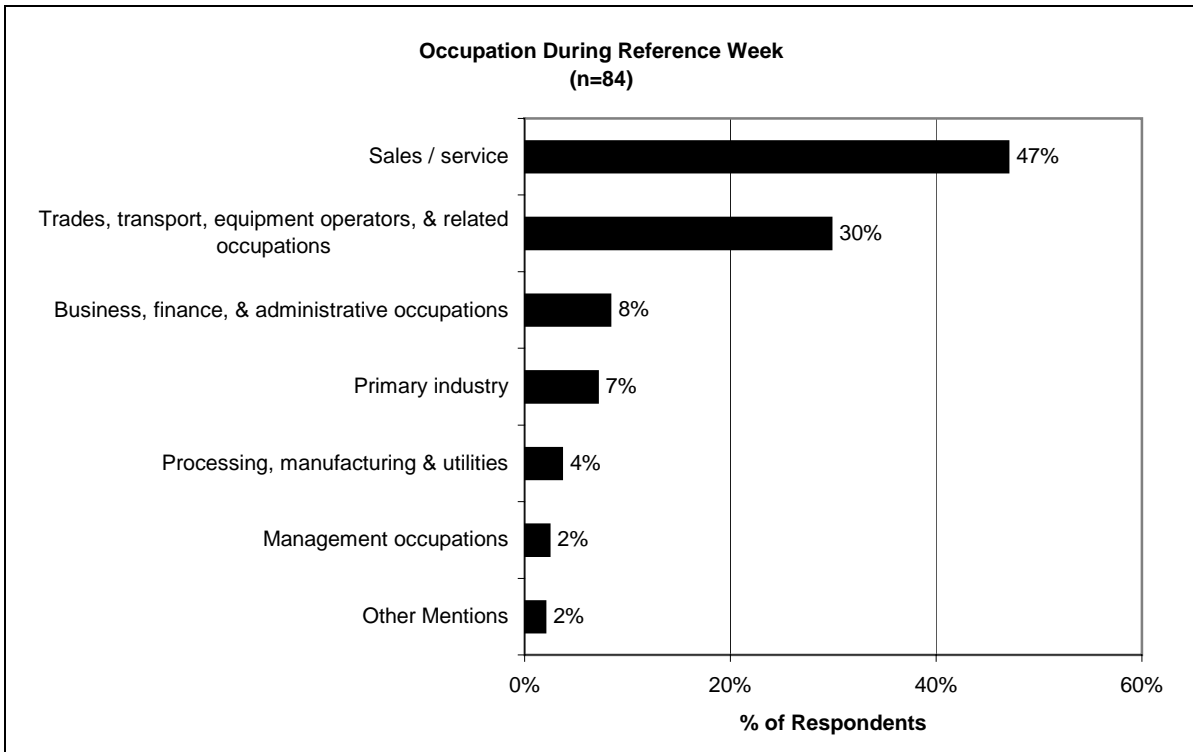


5.2.2 Respondents Working in Reference Week

Of those respondents who had not yet attended post-secondary studies, 69% were employed during the reference week. Only one high school graduate who had not yet attended a post-secondary institution indicated he/she was participating in an apprenticeship program during the reference week.

Occupation

The majority of employed respondents reported working in a sales or service occupation (47%) during the reference week.



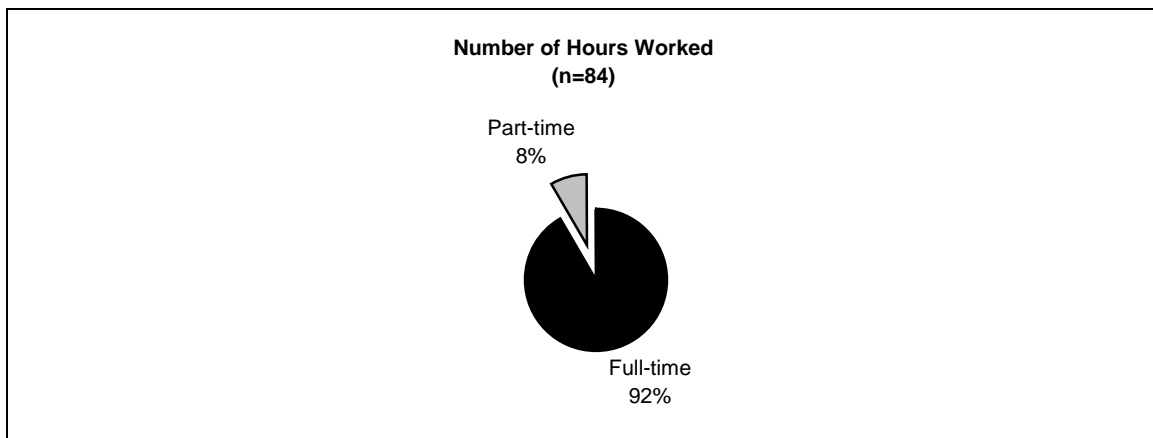
Industry

Most frequently, these working respondents who had never been to post-secondary education or training reported holding positions in the retail industry (41%).

Type of Business, Industry or Service During Reference Week		
	(n=84)	% of Respondents
Retail trade	34	40.5
Accommodations, food services	10	11.9
Manufacturing	9	10.7
Construction	7	8.3
Agriculture, forestry, fishing & hunting	7	8.3
Transportation & warehousing	3	3.6
Other services (except public administration)	3	3.6
Health care & social assistance	3	3.6
Public administration	2	2.4
Management of companies/enterprises	2	2.4
Finance & insurance	2	2.4
Other Mentions	2	2.3

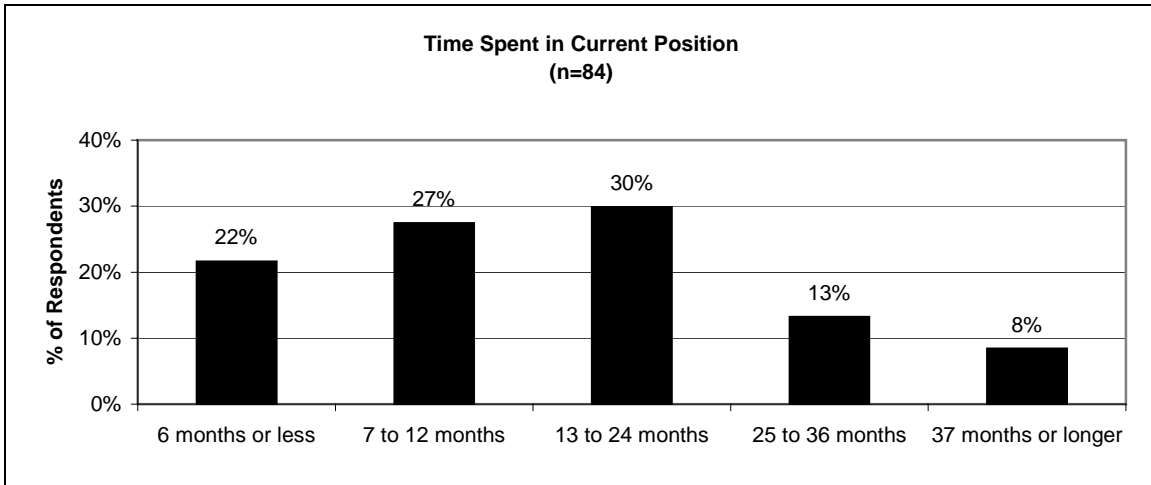
Average Number of Hours Worked & Average Hourly Wage

The majority (92%) of respondents who had not yet attended a post-secondary institution, but who were employed during the reference week, worked full-time. Overall, these respondents worked an average of 39.4 hours during that particular week. Hourly wages ranged from \$6.00 to \$22.00, with a mean hourly wage of \$8.67.



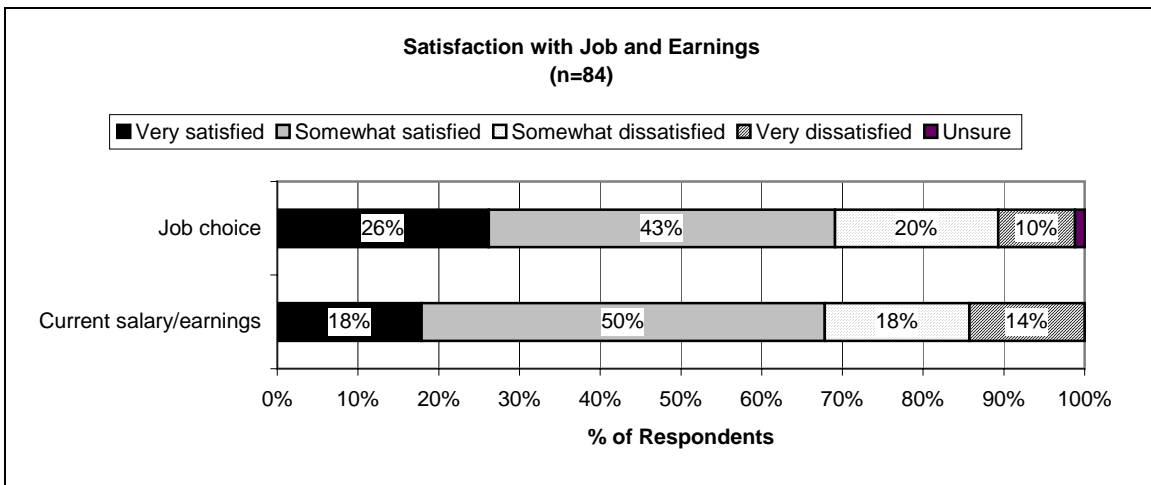
Length of Time Employed in Current Position

Respondents had been employed in their current position for a mean period of 16.5 months at the time of the survey.



Satisfaction with Job Choice and Salary

The majority of employed respondents were at least somewhat satisfied with their current salary or earnings and job choice (68% and 69% respectively).



5.2.3 Respondents Not Working in Reference Week

Respondents Looking for Work & Type of Employment

This section summarizes the findings of those respondents who had not yet attended a post-secondary institution and who were unemployed or not in the labour force during the reference week. Of this segment of respondents, 81% were unemployed and 19% were not in the labour force. Of those unemployed, 79% were looking for employment during the reference week and 21% were waiting for a recall after a layoff. When asked what type of work they were looking for, 52% indicated they were seeking full-time work, 22% were interested in part-time employment, and 26% had no preference.

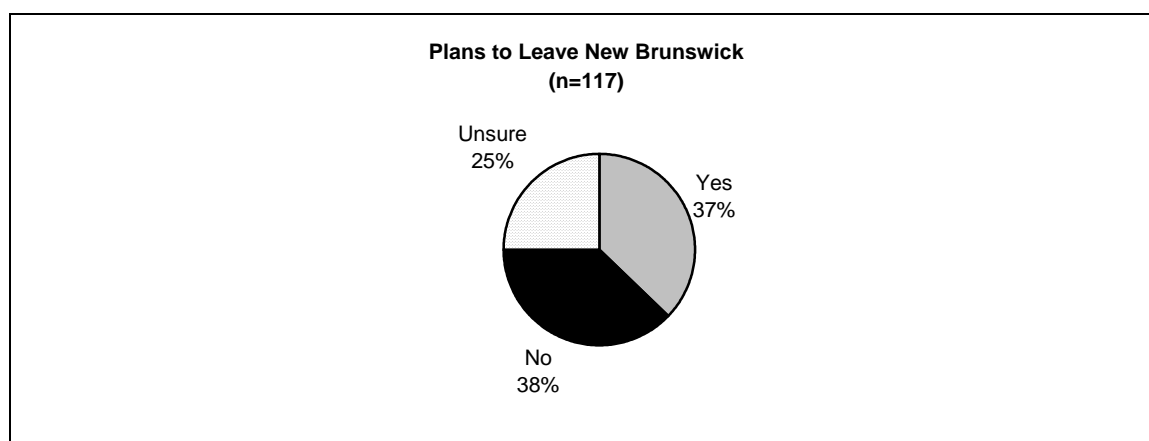
As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=29)	% of Respondents	(n=7)	% of Respondents
Inability to find job related to your training/experience	17	58.7	-	-
Waiting for recall to work after a layoff	6	20.7	-	-
No work available in area/looking for job	3	10.3	-	-
Not working due to personal or family responsibilities (no job waiting)	2	6.9	1	14.3
Not working due to own illness or disability (no job waiting)	1	3.4	1	14.3
Traveling	-	-	2	28.6
Maternity leave	-	-	2	28.6
Seasonal worker	-	-	1	14.2

5.2.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

A majority of respondents who had not yet attended a post-secondary institution reported living in New Brunswick (96%). Of these respondents, 37% anticipated leaving the province in the future.



Of those respondents who anticipated leaving New Brunswick (n=43), 49% planned on leaving within the following year, 44% expected to leave within five years, and 7% anticipated leaving in more than five years.

The most cited reason for leaving New Brunswick was to search for better job opportunities elsewhere (47%).

Reasons for Leaving New Brunswick*		
	(n=43)	% of Respondents
Better job opportunities	20	46.5
Further education	9	20.9
To travel/see other places	4	9.3
Rather live in big city	3	7.0
For a change	2	4.7
Lack of jobs/fewer job opportunities	2	4.7
Lack of jobs in chosen field	1	2.3
Better wages	1	2.3
Personal/family reasons	1	2.3

*Multiple responses allowed

Motivations for Leaving and Expectations for Returning to New Brunswick

The five respondents who no longer resided in New Brunswick attributed their leaving to family or personal reasons (n=3), increased job opportunities outside the province (n=1), a desire to travel (n=1), and other reasons (n=1)¹².

Three of the five respondents who no longer lived in New Brunswick planned to return to the province within the following year. One of the remaining respondents did not anticipate returning and one respondent was unsure of returning. Reasons given by these respondents were a preference to live in a big city (n=1) and other reasons (n=1)¹³.

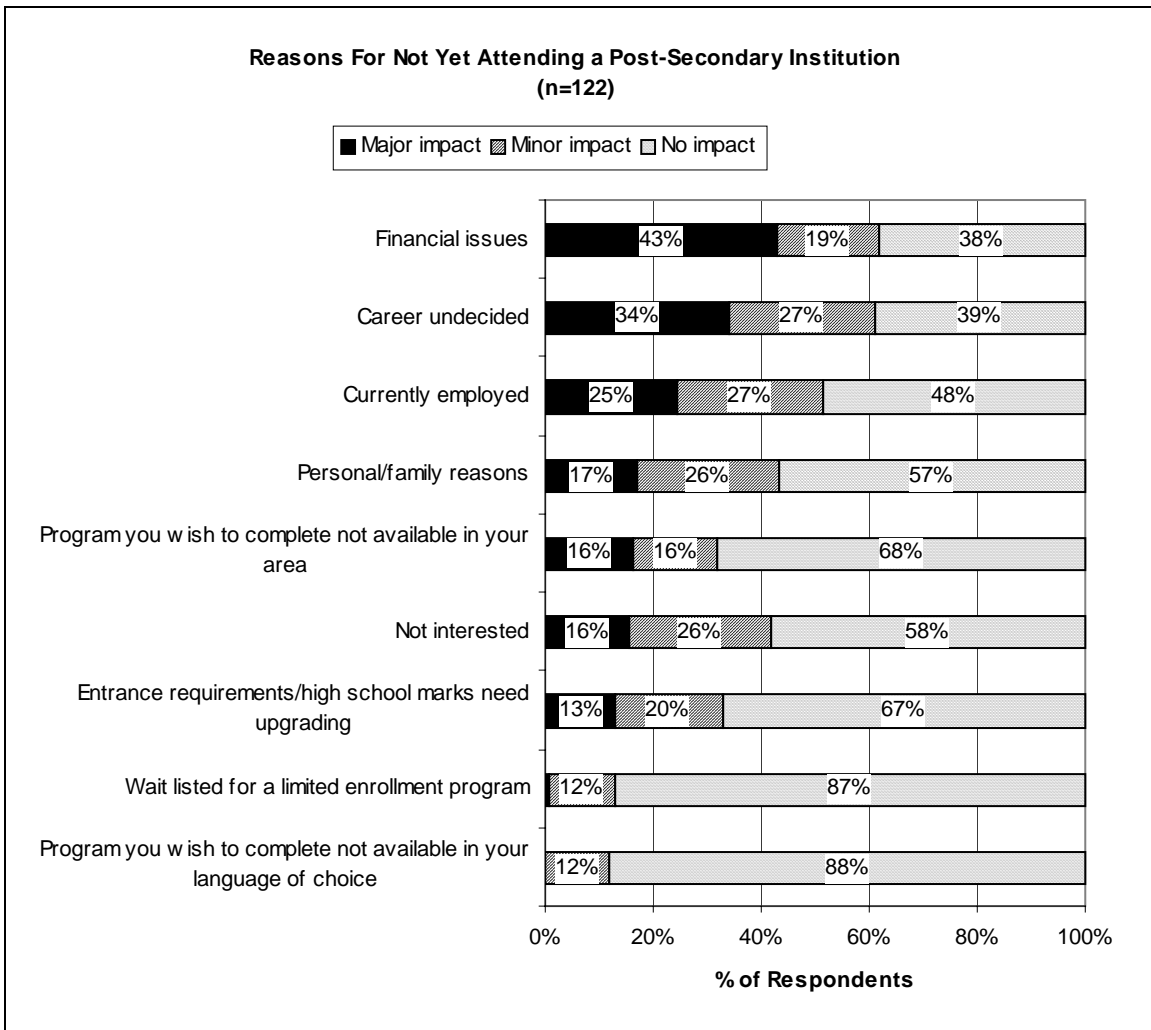
5.2.5 Reasons for Not Yet Attending a Post-Secondary Institution

Nine potential barriers to post-secondary education were presented to the group of respondents who indicated they had not yet attended a post-secondary institution. Each respondent was then asked to rank each factor as having had a major impact, minor impact or no impact at all on their decision not to pursue post-secondary studies at this time. Most frequently, this group of respondents reported that financial issues (62%) was the factor that had the most influence¹⁴ on their decision not to attend a post-secondary institution, followed by not having decided on a career (61%) and being currently employed (52%). Less influential factors included entrance requirements (33%), a desired program not being available in one's area (32%), being wait-listed for a limited enrollment program (13%), and a program of choice not being available in a preferred language (12%).

¹² Multiple responses allowed

¹³ Multiple responses allowed

¹⁴ Influence: Includes "major impact" or "minor impact".



Respondents who cited financial issues, lack of interest, career undecided, entrance requirements, personal/family issues, or current employment as impacting their decision not to attend a post-secondary institution at this time were presented with a list of additional factors specific to each issue. Each graduate was then asked to indicate whether or not any of these particular factors played a part in their decision to not attend a post-secondary institution at this time.

Of those respondents who cited “financial issues” as being a factor in their decision to not attend a post-secondary institution, most indicated that the fear of getting into too much debt (76%) played a part in their decision.

Reasons for Citing FINANCIAL ISSUES		
	(n=76)	% of Respondents
You are afraid of getting into too much debt	58	76.3
You were not able to get enough money to attend	42	55.3
The program you wish to take is too expensive	26	34.2
Other Mentions	2	2.6

Respondents who had reported, “not being interested in attending” as a factor in their decision not to pursue post-secondary education to date claimed that a number of factors had played a part in their decision, including a desire to continue working and making money (96%).

Reasons for Citing NOT INTERESTED		
	(n=51)	% of Respondents
You want to continue working and making money	49	96.1
You wish to attend sometime in the future	42	82.4
You wish to take a break from formal learning	36	70.6
You are planning on doing some traveling before deciding about a post-secondary education	17	33.3
You feel that a post-secondary education will not help you get a job	3	5.9
Other Mentions	3	5.9

Of those respondents who had indicated an “undecided career” was a factor, most (82%) reported that being undecided between more than one career choice had played a part in their decision not to attend a post-secondary institution at this time.

Reasons for Citing CAREER UNDECIDED		
	(n=74)	% of Respondents
You are undecided between more than one career choice	61	82.4
You did not have sufficient information on your post-secondary options	25	33.8
Other Mentions	2	2.7

Those who had cited “entrance requirements” as a factor that had an impact said not meeting the requirements for the institution (48%) or program (45%) they wanted to enter had played a part in their decision not to attend a post-secondary institution.

Reasons for Citing ENTRANCE REQUIREMENTS		
	(n=40)	% of Respondents
You did not meet the entrance requirements for the institution you wished to enter	19	47.5
You did not meet the requirements for the program you wished to enter	18	45.0
The pre-requisite courses were not available at your school	9	22.5
You are currently back in high school upgrading your marks	1	2.5
Other Mentions	3	7.5

Respondents who reported “personal or family reasons” as a factor in their decision to not attend a post-secondary institution indicated, most frequently, that not wanting to leave their community and home had played a role in their decision (32%).

Reasons for Citing PERSONAL/FAMILY REASONS		
	(n=53)	% of Respondents
You don't want to leave your community and home	17	32.1
Your present family commitments	16	30.2
Health reasons prevent you from attending	7	13.2
Lack of family support	4	7.5
Other Mentions	4	7.5

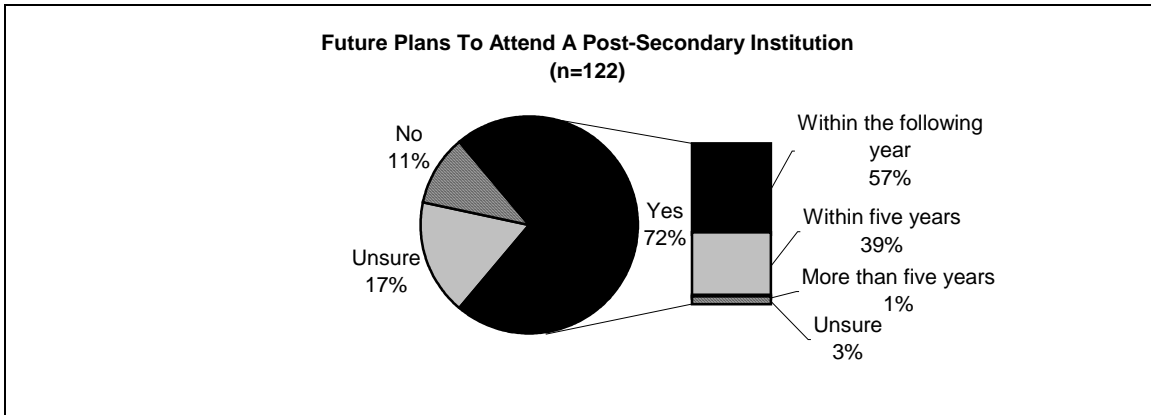
Most frequently, those respondents who indicated their “current employment” was a factor indicated that a need to support themselves (97%) and a desire to work (79%) had played a role in their decision to not attend a post-secondary institution at this time.

Reasons for Citing CURRENT EMPLOYMENT		
	(n=63)	% of Respondents
To support yourself	61	96.8
Working is what you want to do	50	79.4
To earn money for post-secondary education	39	61.9
You believe that your work experience will get you to your career goals	39	61.9
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	38	60.3
You are still undecided on your career path	35	55.6
To support your family	14	22.2
You have started your own business	2	3.2
Other Mentions	1	1.6

5.2.6 Future Plans for Post-Secondary Education

Plans and Timing of Education

Most of the respondents (72%) who had not yet attended a post-secondary institution planned to attend one in the future. The majority (57%) of those respondents who intended to pursue post-secondary education planned to go the following year.



Motivations for Pursuing Education

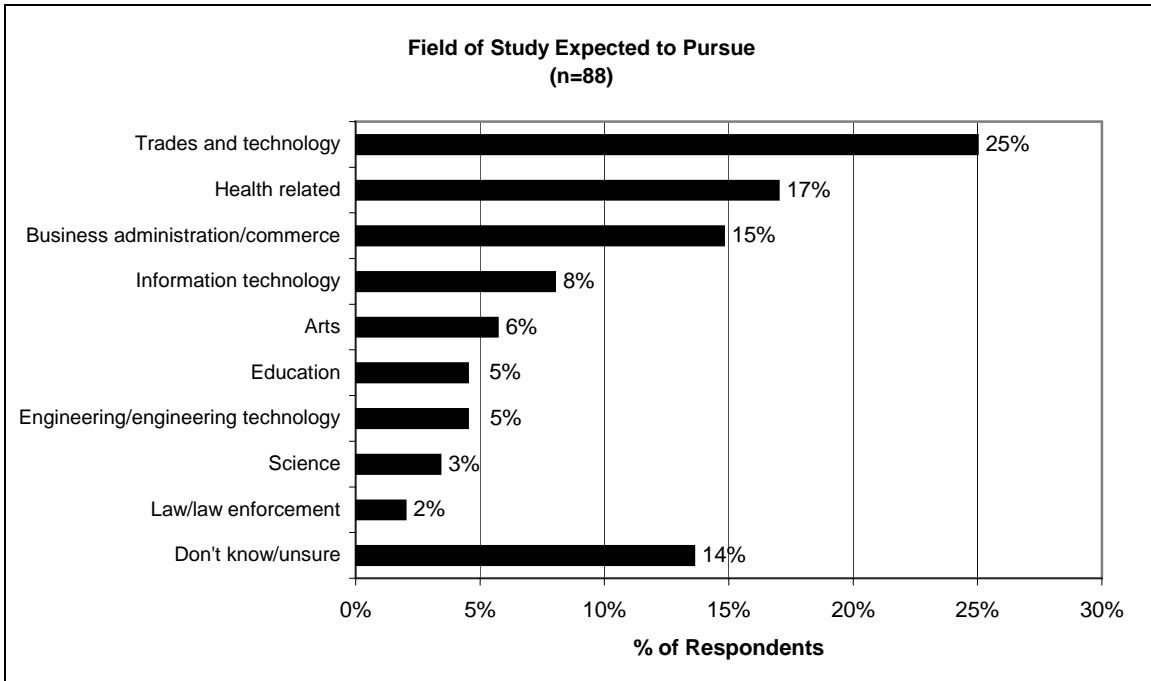
When respondents were asked about their motivations for attending a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently indicated reason (90%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=88)	% of Respondents
To get a better job/further career opportunities	79	89.9
To further education/better myself	4	4.5
Know what I want to do	2	2.3
Other Mentions	3	3.3

*Multiple responses allowed

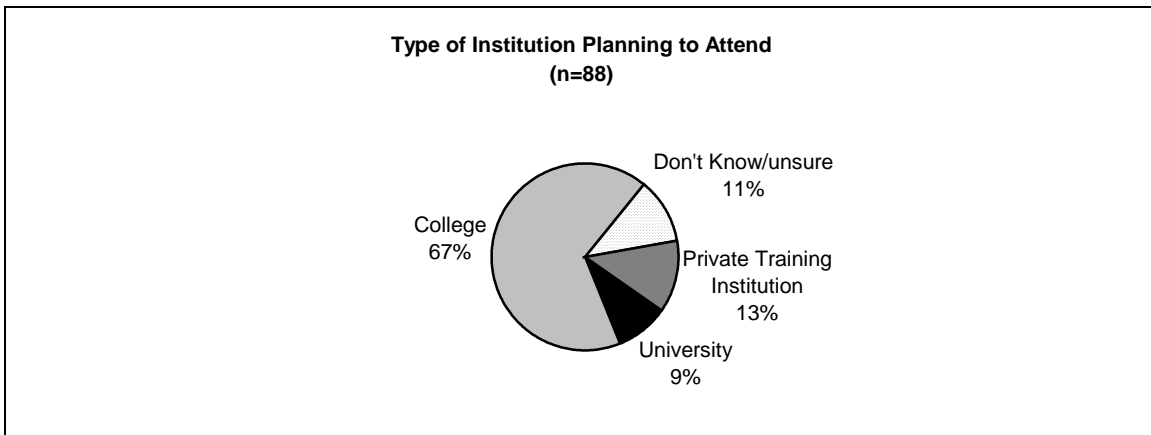
Field of Study

When asked what field of study they planned to pursue, this group of respondents most frequently indicated trades and technology (25%). Approximately 14% of respondents were unsure.



Type of Institution

The majority of these respondents planned on attending a community college (67%).



Name of Institution

Nearly four in ten respondents (38%) were unsure which post-secondary institution they would attend. The remaining respondents mentioned several different institutions, but a New Brunswick Community College was cited most frequently (32%).

Name of Post-Secondary Institution		
	(n=88)	% of Respondents
NBCC/CCNB	28	32.1
University of New Brunswick	4	4.5
Compu College	4	4.5
Holland College	2	2.3
Other Mentions	17	19.1
Unsure	33	37.5

Location & Reasons for Leaving New Brunswick

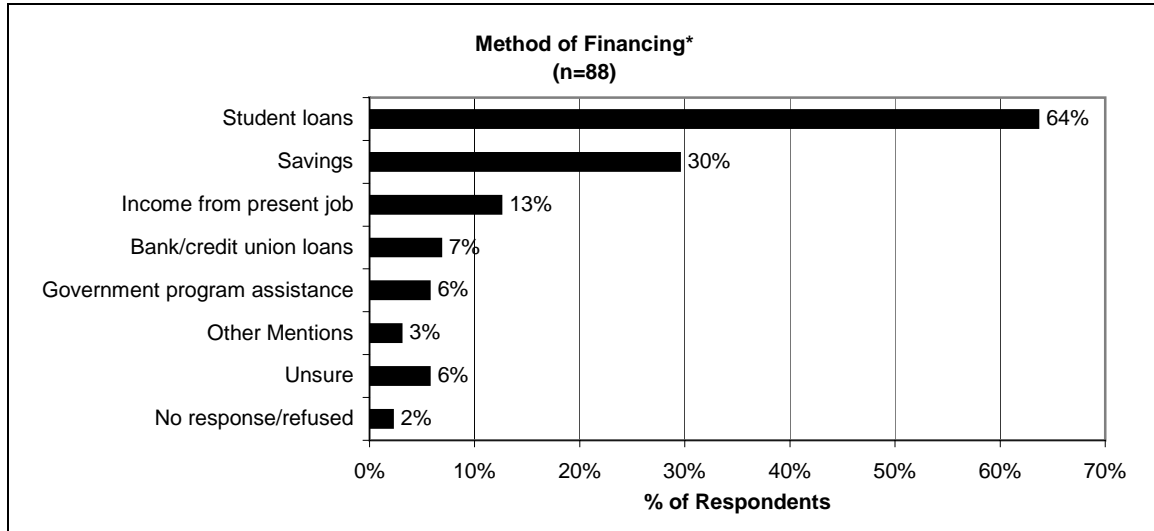
Most of those respondents who planned on pursuing post-secondary education planned to attend an institution in New Brunswick (83%). Those who planned to attend an institution outside the province (n=15) cited several reasons for this decision.

Reasons for Attending a Post-Secondary Institution Outside New Brunswick*		
	(n=15)	% of Respondents
The program I wanted is not offered in the province	6	40.0
Programs are of a higher quality at out of province institutions	5	33.3
Personal/family reasons	2	13.3
Location/convenience	2	13.3
Just wanted to move	1	6.7
No specific reasons	1	6.7

*Multiple responses allowed

Source of Financing

Respondents who were planning to attend a post-secondary institution in the future intended to use a variety of means to finance their studies; however student loans (64%) and personal savings (30%) were the most popular financing methods mentioned.



*Multiple responses allowed

5.3 Respondents Who Had Attended and Discontinued Post-Secondary Studies

Overall, 27 respondents in district 14 (7%) had attended a post-secondary institution since graduation in 2002 but had discontinued their studies before completion. When asked for their main reason for discontinued studies, 30% of the respondents reported that they had taken a break rather than discontinued studies.

Reason for Discontinued Studies		
	(n=27)	% of Respondents
Break in studies, not discontinued	8	29.7
Lost interest in program	7	25.9
Program was not what you expected	4	14.8
Difficulty of program/academic failure	4	14.8
Personal/family/illness issues	1	3.7
Undecided on career	1	3.7
Don't know	2	7.4

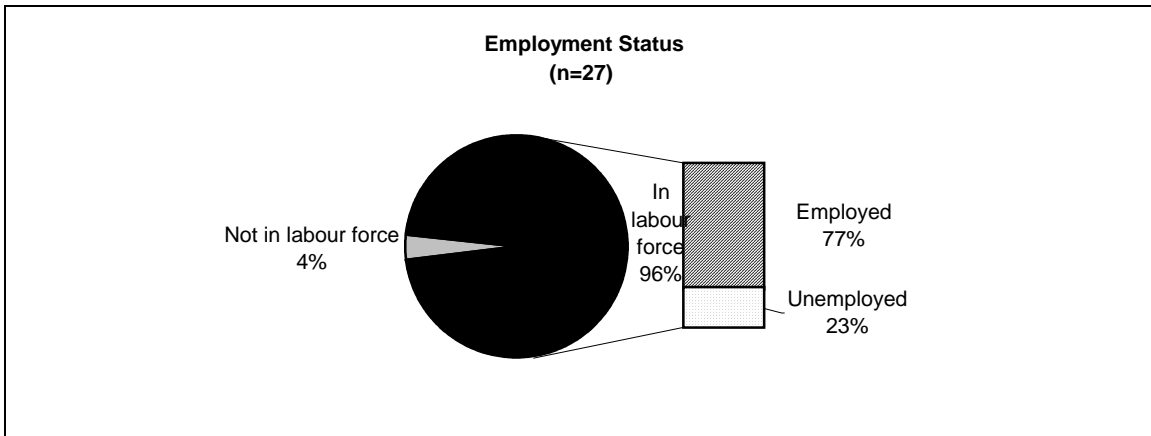
For the most part, the majority of respondents¹⁵ had discontinued their studies during (37%) or at the end (37%) of the first year of their multi-year program. The remaining respondents who had discontinued their studies did so before the completion of a program of one year or less in duration (21%) or during the second year of a multi-year program (5%).

¹⁵ 8 respondents who indicated they took time off from their studies (but did not discontinue their studies) were excluded from this question.

5.3.1 Labour Force and Employment Status

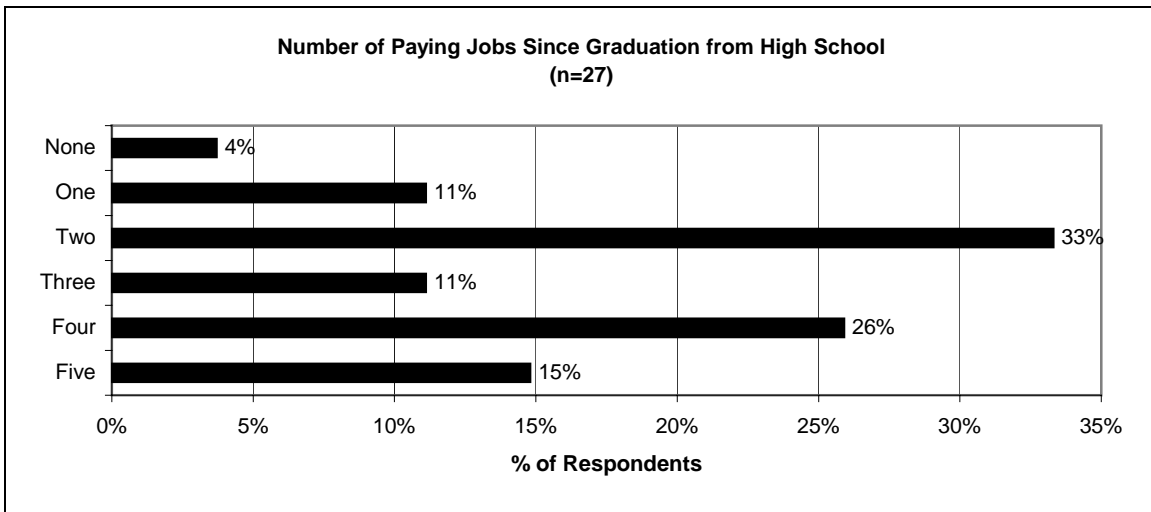
Labour Force and Employment Status

During the reference week, 96% of the respondents who had discontinued their studies were in the labour force, while 4% were not. Of those in the labour force, 77% were employed (full-time: 85%; part-time: 15%), while 23% were unemployed.



Number of Jobs

On average, respondents who had discontinued their studies at a post-secondary institution reported having 2.9 paying jobs since graduation from high school.

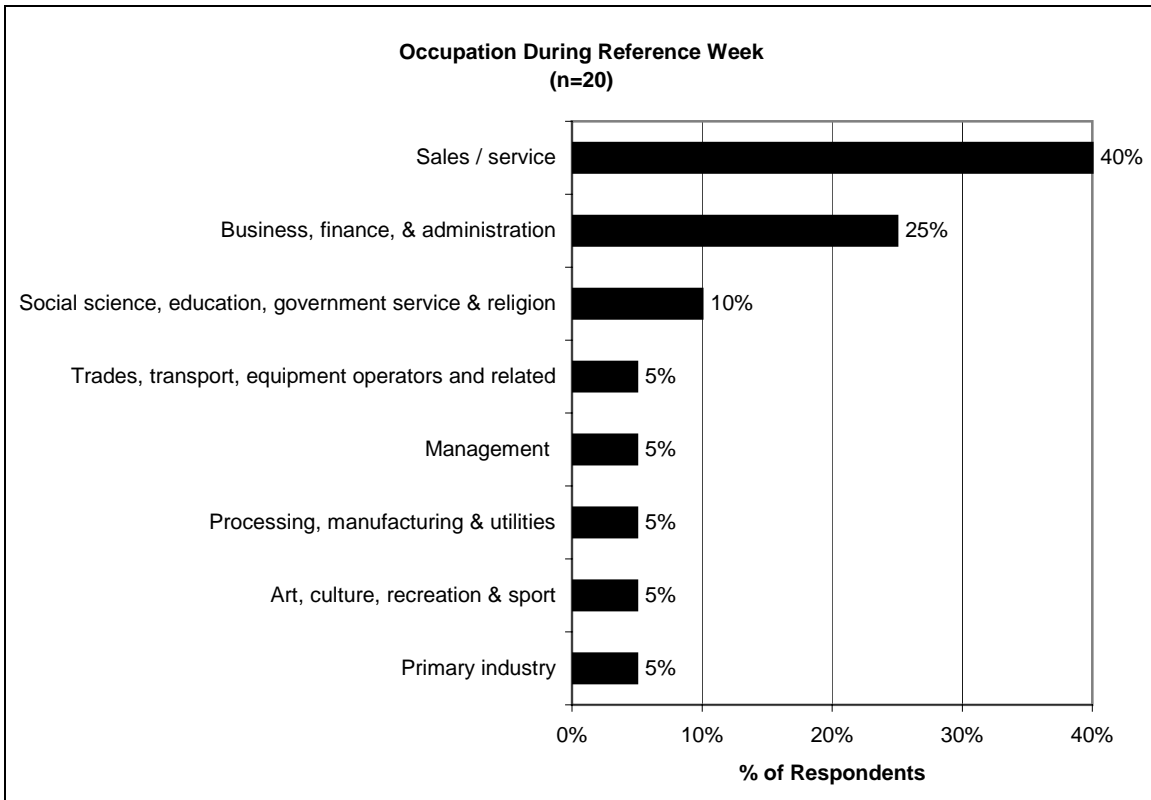


5.3.2 Respondents Working in Reference Week

Approximately three-quarters (74%) of those who had discontinued their post-secondary studies were employed during the reference week. No respondents were participating in an apprenticeship program at the time of this survey.

Occupation

The majority (40%) of these respondents reported working in a sales or service occupation during the reference week.



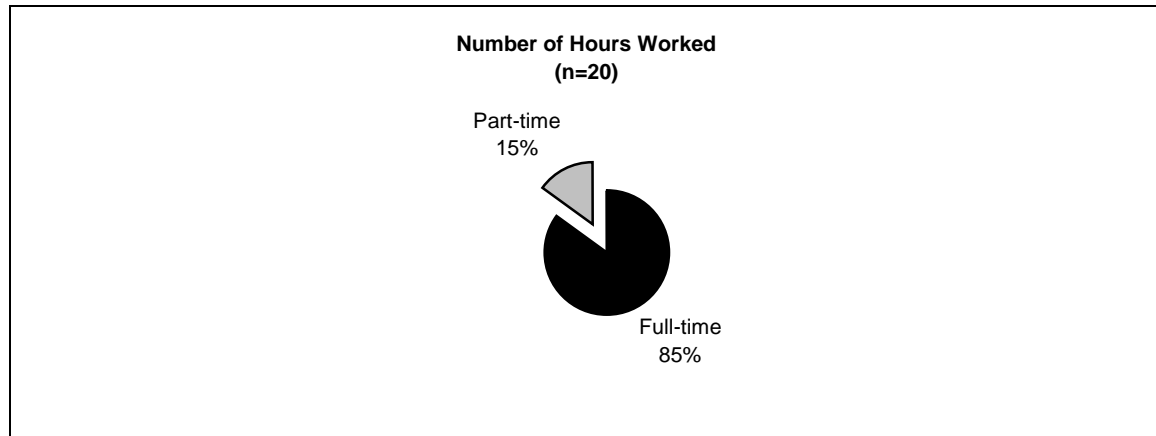
Industry

These working respondents reported holding positions in a variety of industries.

Type of Business, Industry or Service During Reference Week		
	(n=20)	% of Respondents
Retail trade	6	30.0
Accommodations, food services	5	25.0
Administrative support, waste management/ remediation	2	10.0
Agriculture, forestry, fishing & hunting	2	10.0
Arts, entertainment, recreation	1	5.0
Educational services	1	5.0
Health care & social assistance	1	5.0
Information & cultural industries	1	5.0
Construction	1	5.0

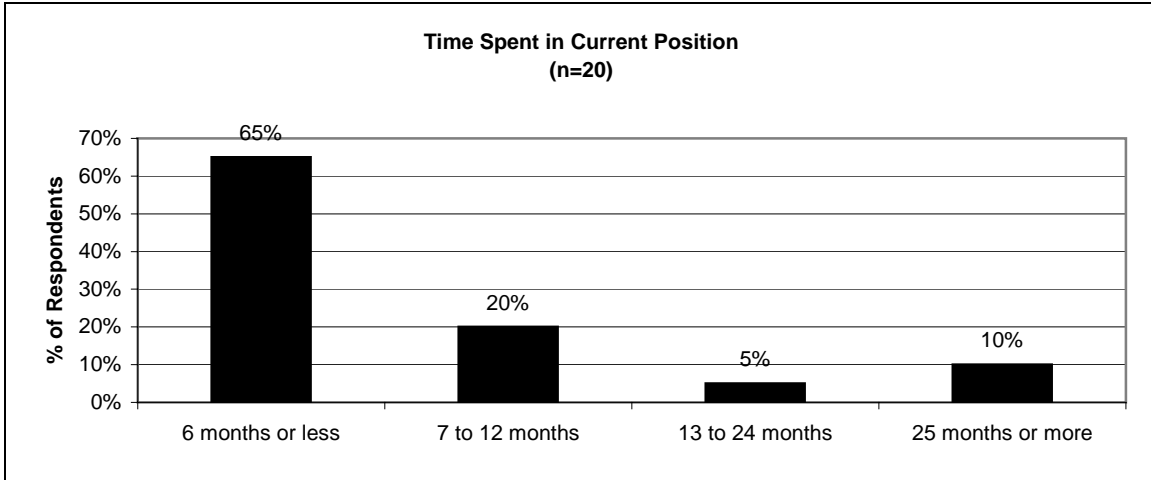
Average Number of Hours Worked & Average Hourly Wage

Respondents who had discontinued their studies but who were employed during the reference week, worked an average of 37.2 hours during that particular week. Overall, 85% worked full-time while 15% worked part-time. Hourly wages ranged from \$6.10 to \$35.00, with a mean hourly wage of \$8.25.



Length of Time Employed in Current Position

On average, this group of working respondents had held their current position for a period of 9.2 months.



Relationship of Post-Secondary Education to Employment

The majority of respondents felt that there was no relationship between their discontinued post-secondary studies and their employment at the time of the survey; of those 20 employed respondents who had discontinued their studies, 90% felt that their post-secondary education was indirectly (5%) or not at all related (85%) to their job. The remaining 10% felt it was directly related to their job.

5.3.3 Respondents Not Working in Reference Week

Percentage Looking for Work & Type of Employment

This section summarizes the findings of those respondents who had discontinued their studies and who were unemployed or not in the labour force during the reference week. Of this segment of respondents, 86% (n=6) were unemployed and 14% (n=1) were not in the labour force. Of those unemployed, 83% were looking for employment during the reference week and 17% were waiting for a recall after a layoff. Of those seeking work, 60% were seeking full-time work and 40% were interested in part-time employment.

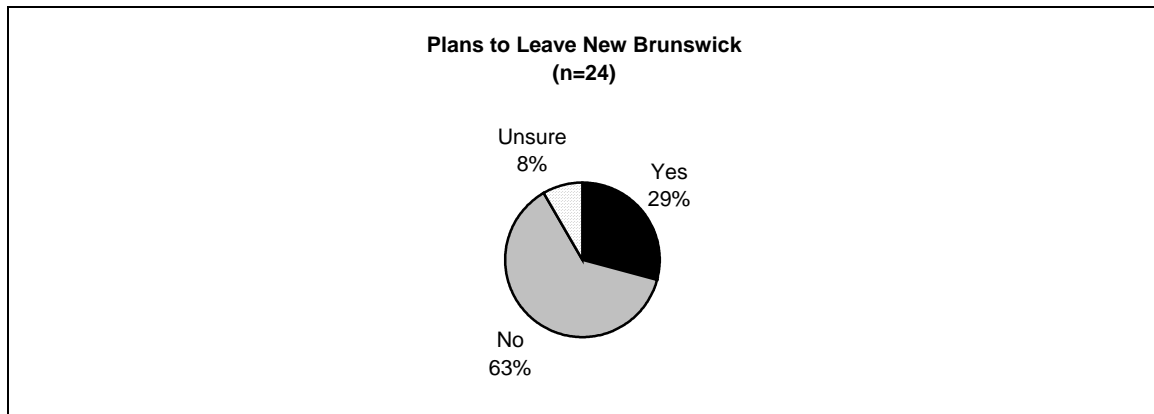
The respondent who was not in the labour force was not working due to maternity leave during that week. Unemployed respondents offered a number of reasons for not working during the reference week, as shown below.

Reason for Unemployment During Reference Week		
	(n=6)	% of Respondents
Inability to find job related to training/experience	3	50.0
Returned to high school to improve marks/get pre-requisite	1	16.7
Waiting for recall to work after a layoff	1	16.7
No work in area/looking for job	1	16.6

5.3.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (89%) of respondents who had discontinued studies at a post-secondary institution reported living in New Brunswick at the time of the survey. Of these students, 29% (n=7) anticipated leaving New Brunswick in the future.



Of those respondents who anticipated leaving New Brunswick (n=7), one planned to leave within the following year, four expected to leave within the next five years, and two anticipated leaving in more than five years.

Respondents who were planning to leave New Brunswick attributed this decision to a desire to travel and see other places (n=3), to search for better job opportunities elsewhere (n=3), or to further education (n=1)¹⁶.

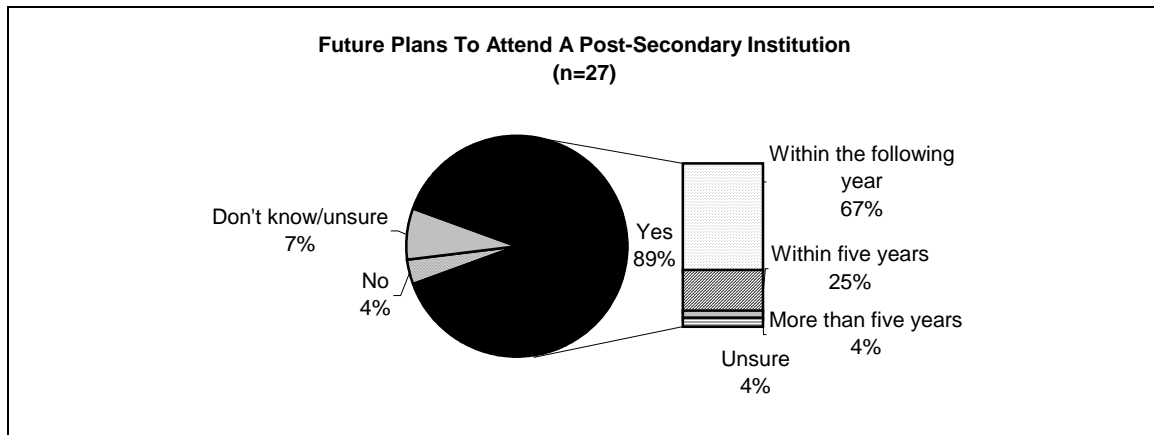
Motivations for Leaving and Expectations for Returning to New Brunswick

The three respondents who no longer resided in New Brunswick attributed leaving to family or personal reasons (n=2) and educational reasons (n=2). Two of the three respondents who no longer lived in New Brunswick planned to return to the province, one within the following year and the other within five years. The remaining respondent was unsure of returning due to fewer job opportunities in the province (n=1).

5.3.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

The majority (89% or n=24) of respondents who had discontinued studies at a post-secondary institution planned to return in the future. Only one respondent did not plan to return, and two were unsure whether they would return.



¹⁶ Multiple responses allowed

Motivations for Pursuing Education

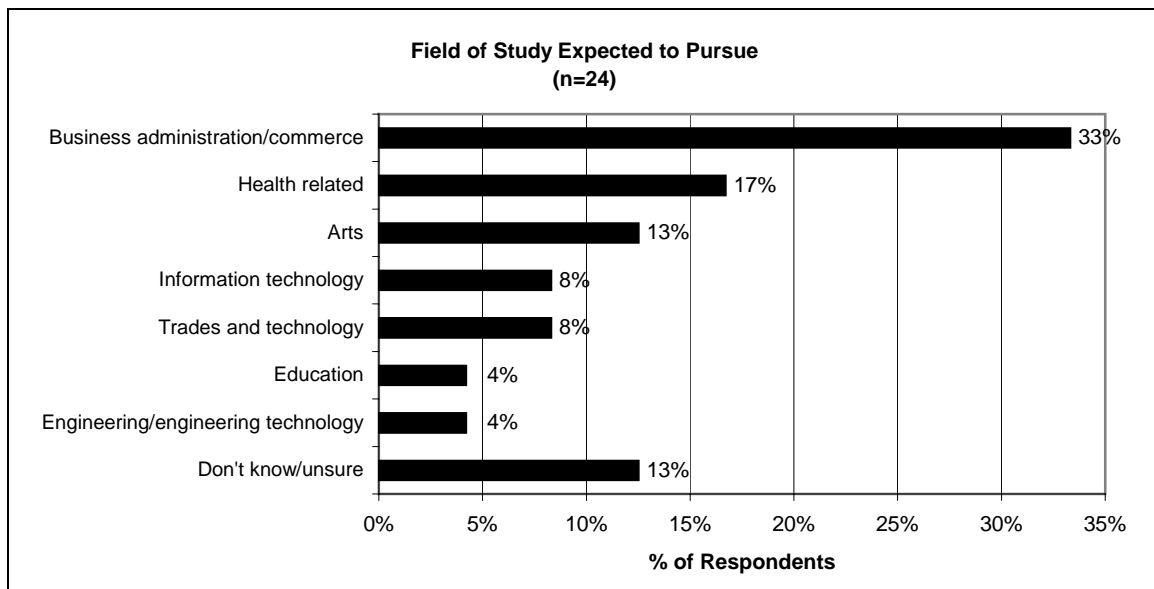
Respondents who indicated that they would resume a post-secondary education or training in the future most frequently attributed the planned return to a desire to get a better job or further career opportunities (83%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=24)	% of Respondents
To get a better job/further career opportunities	20	83.3
You have been accepted in a post-secondary program that you wanted	1	4.2
You will have mature student status	1	4.2
To further education/better myself	1	4.2
You will have sufficient financial resources	1	4.1

*Multiple responses allowed

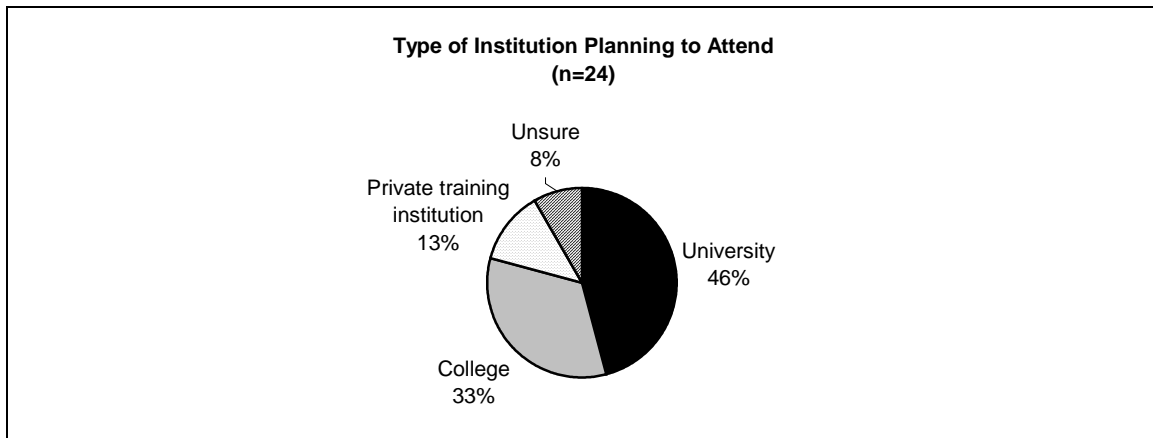
Field of Study

When probed for information regarding their future career plans, the group of respondents who planned to return to post-secondary education most frequently indicated that they were interested in pursuing business administration/commerce (33%).



Type of Institution

Nearly half (46%) of these respondents planned to attend university.



Name of Institution

Half of these respondents anticipated attending either the University of New Brunswick (25%) or a New Brunswick Community College (25%) when they resume their studies.

Name of Post-Secondary Institution		
	(n=24)	% of Respondents
NBCC/CCNB	6	25.0
University of New Brunswick	6	25.0
University of Maine	2	8.3
St. Mary's University	1	4.2
McGill University	1	4.2
Holland College	1	4.2
Algonquin College	1	4.2
Other Mentions	3	12.4
Unsure	3	12.5

Location & Reasons for Leaving New Brunswick

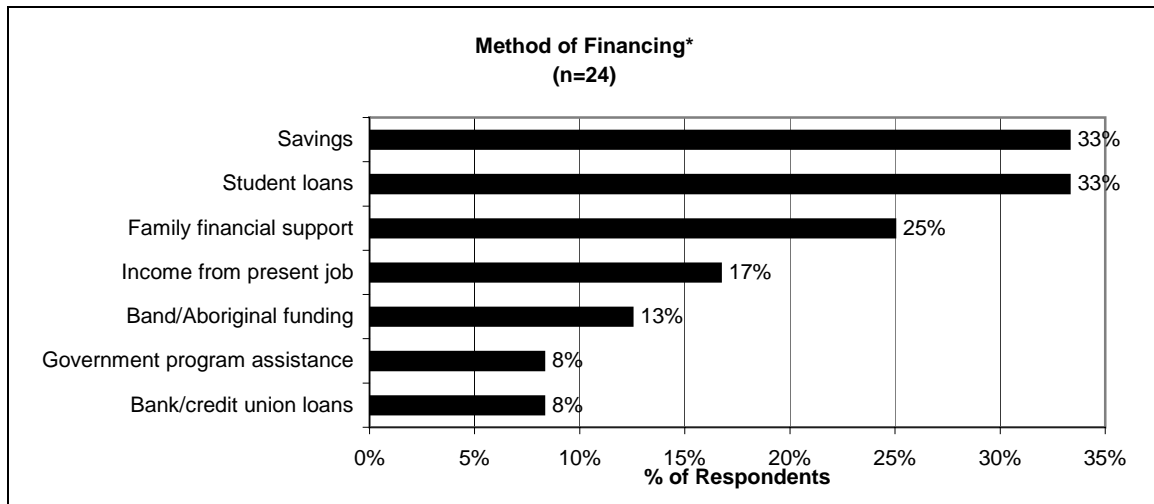
Most of those respondents who had planned to resume post-secondary education planned to attend an institution in New Brunswick (63%). The remaining respondents (38% or n=9) offered several reasons for relocating, including that programs were of higher quality at out of province institutions (44%).

Reasons for Attending an Institution Outside New Brunswick*		
	(n=9)	% of Respondents
Programs are of higher quality at out of province institutions	4	44.4
Desired program not offered in New Brunswick	1	11.1
Personal/family reasons	1	11.1
Living outside of New Brunswick	1	11.1
Location/convenience	1	11.1
There are smaller classes away	1	11.1
No specific reasons	1	11.1

*Multiple responses allowed

Source of Financing

Respondents who had planned to attend a post-secondary institution in the future intended to use a variety of means to finance their studies; however student loans (33%) and personal savings (33%) were the most popular financing methods mentioned.



*Multiple responses allowed

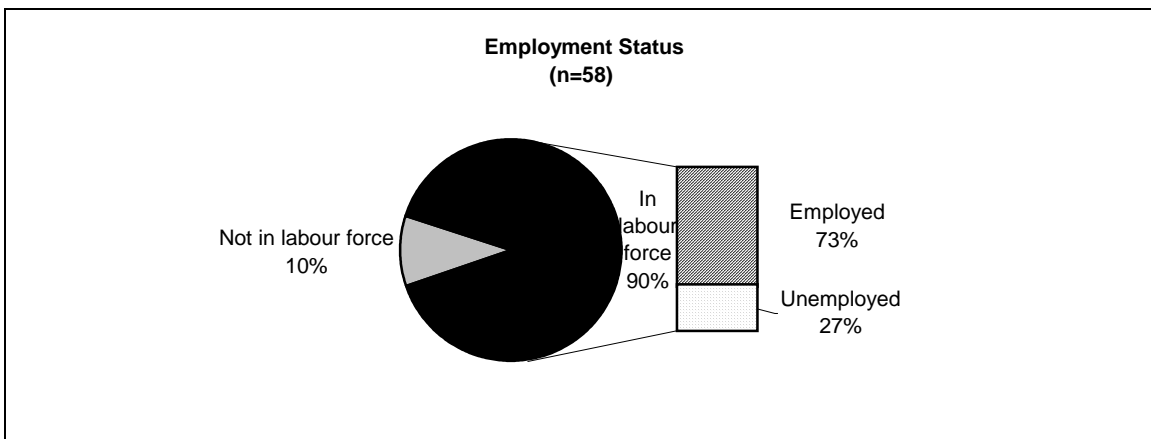
5.4 Respondents Who Had Attended and Completed Post-Secondary Studies

5.4.1 Labour Force and Employment Status

Labour Force and Employment Status

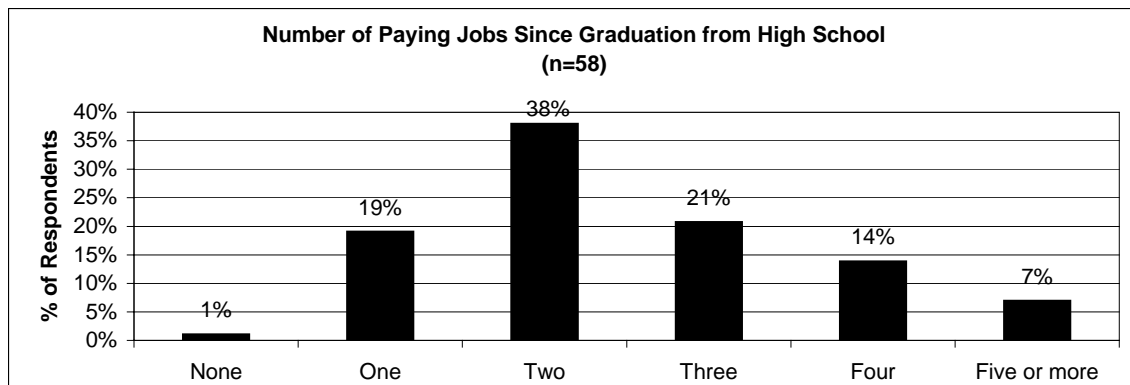
A total of 58 respondents from district 14 (15%) had fully completed their studies at a post-secondary institution since their high school graduation. These respondents had attended either a private training institution (67%) or a community college (33%).

During the reference week, 90% of these respondents were in the labour force, while 10% were not. Of those in the labour force, 73% were employed (full-time: 95%; part-time: 5%), while 27% were unemployed.



Number of Jobs

On average, respondents who had completed their post-secondary studies had held 2.4 paying jobs since graduation from high school in 2002.

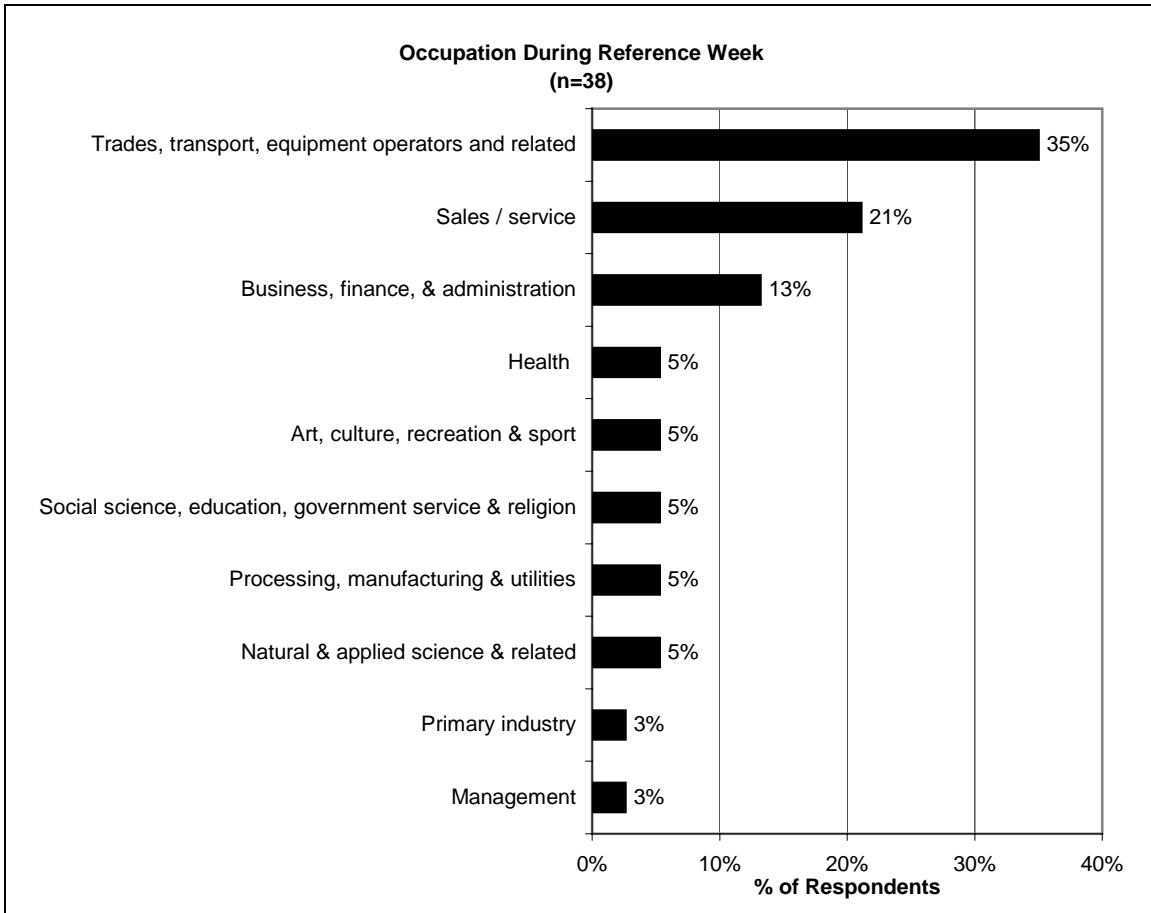


5.4.2 Respondents Working in Reference Week

Of those who had completed their post-secondary studies, 38 respondents (66%) were employed during the reference week. Four employed respondents (11%) were participating in an apprenticeship program at the time of the study.

Occupation

Most respondents reported working in trades and transport occupations (35%).



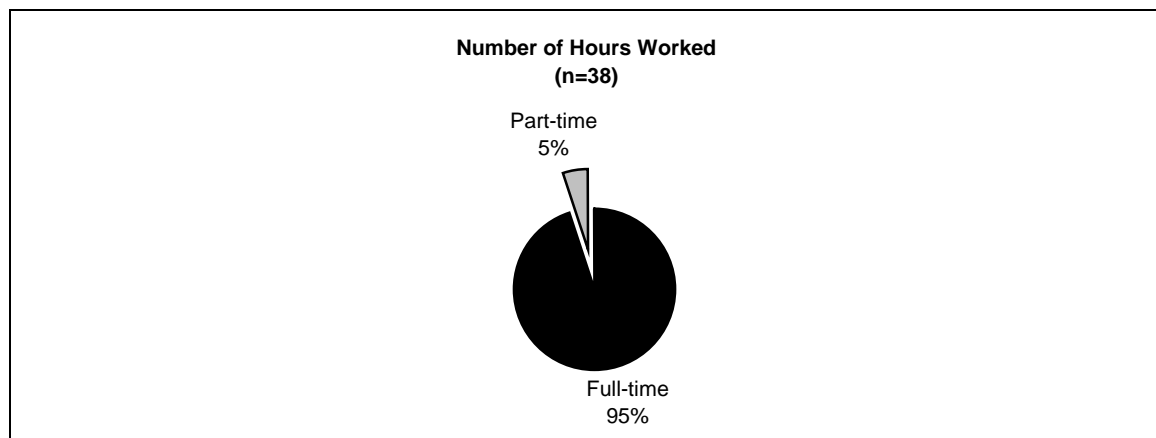
Industry

Respondents reported employment in a wide range of industries during the reference week.

Type of Business, Industry or Service During Reference Week		
	(n=38)	% of Respondents
Other services (except public administration)	8	21.3
Retail trade	4	10.5
Construction	4	10.5
Professional, scientific, and technical services	3	7.9
Health care and social assistance	3	7.9
Accommodations & food services	3	7.9
Information & cultural industries	2	5.3
Educational services	2	5.3
Agriculture, forestry, fishing & hunting	1	2.6
Utilities	1	2.6
Manufacturing	1	2.6
Transportation & warehousing	1	2.6
Finance & insurance	1	2.6
Management of companies/enterprises	1	2.6
Administrative support, waste management & remediation	1	2.6
Arts, entertainment & recreation	1	2.6
Public administration	1	2.6

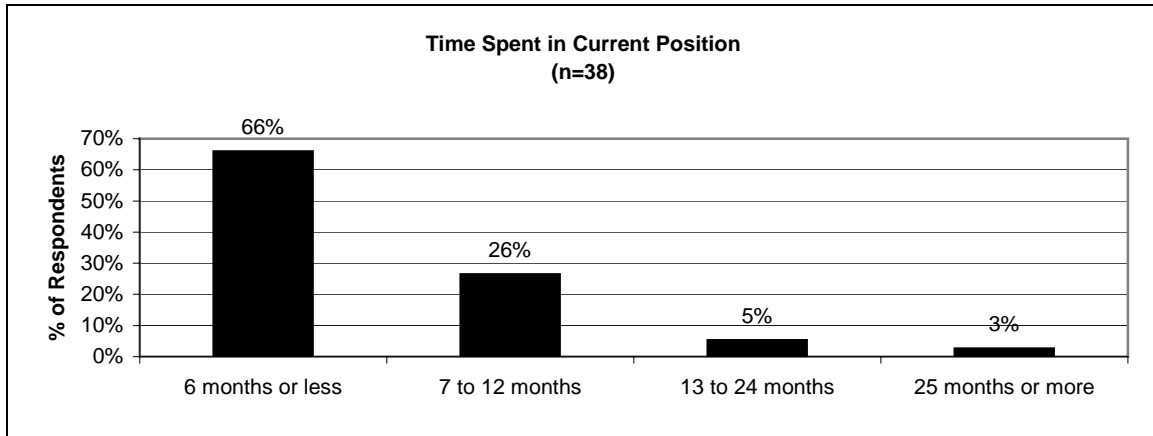
Average Number of Hours Worked & Average Hourly Wage

Respondents who had completed their studies and were employed during the reference week worked an average of 39.5 hours during that particular week. Overall, 95% worked full-time while 5% worked part-time. Hourly wages ranged from \$1.00 to \$16.00, with a mean hourly wage of \$9.55.



Length of Time Employed in Current Position

On average, respondents had held their current position for a period of 5.9 months.



Relationship of Employment to Post-Secondary Studies

The majority of respondents who had finished their post-secondary education or training appeared to have secured employment in jobs related to their post-secondary education. Overall, 69% of these respondents reported there was a direct relationship between their current job and their post-secondary education or training, 13% indicated an indirect relationship, and 18% claimed that the two were not at all related.

5.4.3 Respondents Not Working in Reference Week

This section summarizes the findings of those respondents unemployed or not in the labour force during the reference week. Of this segment of respondents, 70% (n=14) were unemployed and 30% (n=6) were not in the labour force. Of those unemployed, 72% were looking for employment during the reference week, 21% were waiting for a recall after a layoff, and 7% were waiting for a new job to start in the following four weeks. Those seeking work were interested in full-time work (80%) or had no preference between full-time and part-time employment (20%).

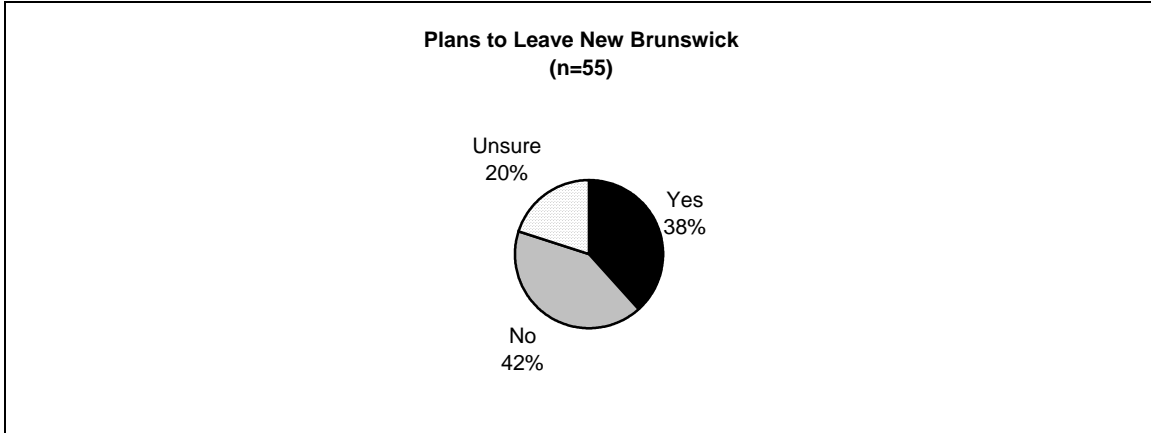
A number of reasons were given for not working during the reference week, as shown below.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=14)	% of Respondents	(n=6)	% of Respondents
Inability to find job related to your training/experience	7	50.1	-	-
Waiting for recall to work after a layoff	3	21.4	-	-
No work available in area/looking for job	1	7.1	-	-
Waiting for a new job to start in next 4 weeks	1	7.1	-	-
Returned to high school to improve marks/get prerequisite	-	-	4	66.7
Traveling	-	-	1	16.7
No response/refused	2	14.3	1	16.6

5.4.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (95%) of respondents who had completed their studies reported living in New Brunswick at the time of the survey; furthermore, 42% did not anticipate leaving the province in the future. However, 38% said they expected to leave New Brunswick in the future and 20% were uncertain.



The respondents who anticipated relocating planned to do so within the next year (n=4), within five years (n=11), or in more than five years (n=5). The remaining respondent was unsure when he/she would relocate.

The most cited reason for leaving New Brunswick was to search for better job opportunities elsewhere (38%).

Reasons for Leaving New Brunswick*		
	(n=21)	% of Respondents
Better job opportunities	8	38.1
To travel/see other places	5	23.8
Personal/family reasons	2	9.5
For a change	2	9.5
Further education	1	4.8
Lack of jobs in chosen field	1	4.8
Better wages	1	4.8
Rather live in big city	1	4.7

*Multiple responses allowed

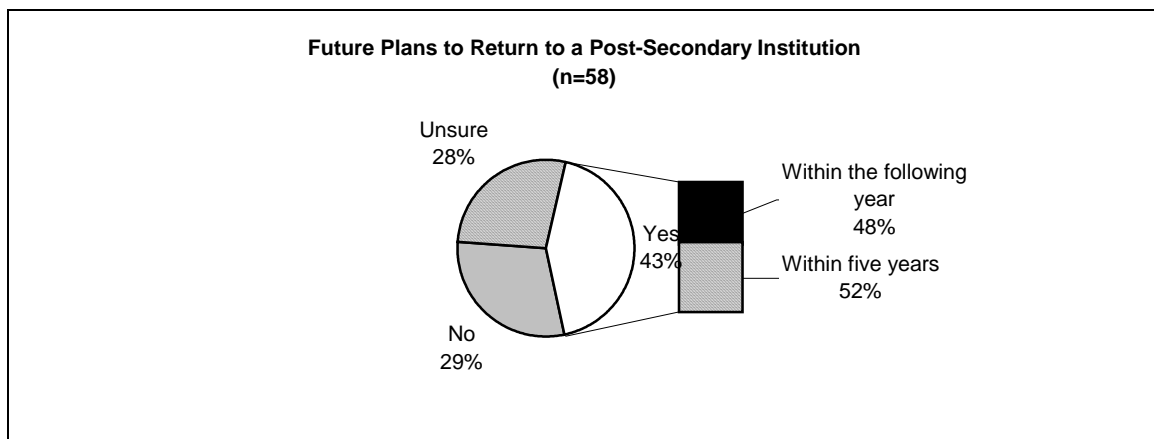
Motivations for Leaving and Expectations for Returning to New Brunswick

The three respondents who no longer resided in New Brunswick identified family or personal reasons (n=2), increased job opportunities outside the province (n=2), and the ability to make more money outside the province (n=1) as reasons for leaving¹⁷. One of these students anticipated returning to New Brunswick within five years, whereas the other two respondents did not expect to return, due to fewer job opportunities in New Brunswick.

5.4.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

When asked about future plans for education, over four in ten (43%) respondents who had completed a post-secondary program indicated that they did plan to return, 29% had no such plans, and 28% were unsure. Of those respondents who intended to pursue further post-secondary education, 48% planned to do so within the following year, while 52% planned to do so within five years.



Motivations for Pursuing Education

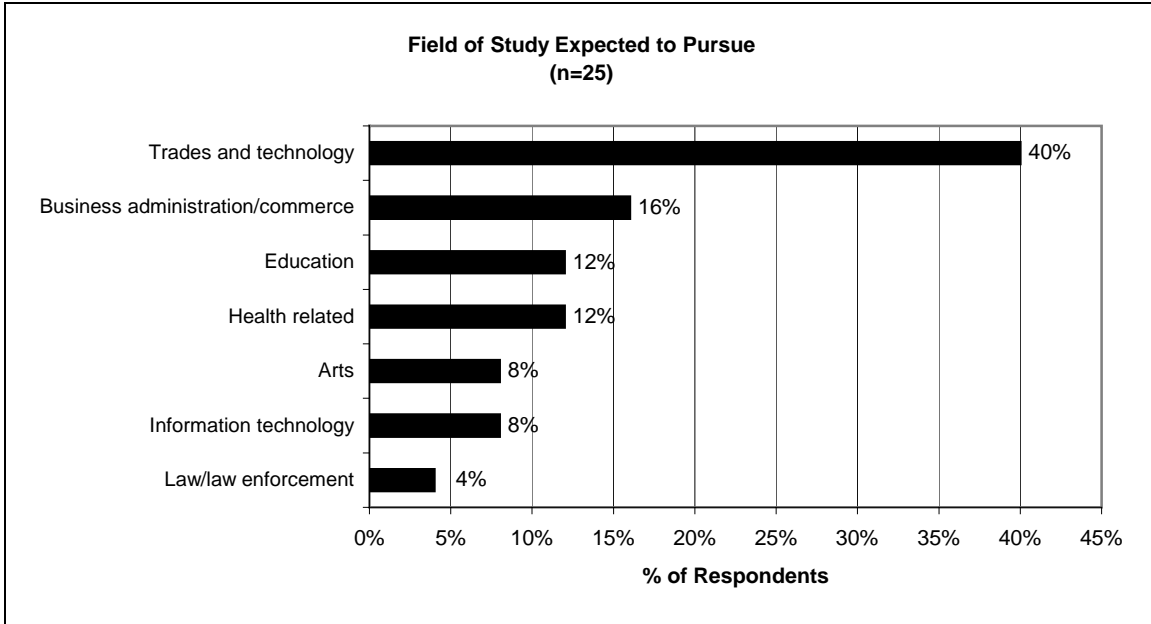
For those who had planned to attend a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently mentioned reason for doing so (72%). Other reasons given included a desire to further education and better themselves (16%), being more aware of what they wanted to do (8%), and being accepted in a desired post-secondary program (4%)¹⁸.

¹⁷ Multiple responses allowed

¹⁸ Multiple responses allowed

Field of Study

Respondents planned to pursue studies in a wide range of fields, with the most common field being trades and technology (40%).



Type and Name of Institution

The majority (40%) of these respondents planned to attend a community college, while 36% expected to attend university, 16% anticipated attending a private training institution, and 8% were unsure what type of institution they would attend. These respondents most frequently cited a New Brunswick Community College as their institution of choice (28%).

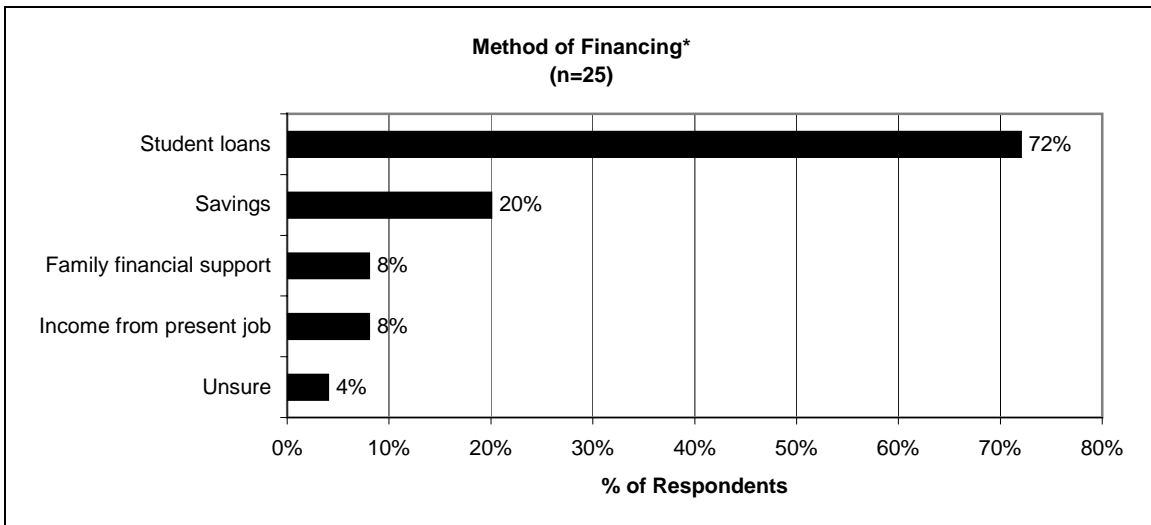
Name of Post-Secondary Institution		
	(n=25)	% of Respondents
NBCC/CCNB	7	28.0
University of New Brunswick	3	12.0
St. Thomas University	1	4.0
Mount Allison University	1	4.0
Atlantic Baptist University	1	4.0
Holland College	1	4.0
Other Mentions	4	16.0
Unsure	7	28.0

Location & Reasons for Leaving New Brunswick

Most of those respondents who planned to resume post-secondary education planned to attend an institution in New Brunswick (76%). Four of the remaining respondents (24% or n=4?), claimed that their program of interest was not offered in New Brunswick, one respondent claimed that programs are of higher quality at out of province institutions, and the remaining respondent did not attribute the move to any specific reason¹⁹.

Source of Financing

Respondents who intended to pursue further studies commonly cited student loans (72%) as a means to finance their education.



*Multiple responses allowed

¹⁹ Multiple responses allowed

6.0 Demographic Profile of 2002 Respondents

The majority (95%) of respondents surveyed in district 14 were 19 or 20 years of age at the time of the survey, with a roughly equal percentage of female and male respondents. The majority of respondents (96%) had siblings, with respondents most commonly reporting one or two siblings (41% and 28%, respectively).

The majority (92%) of respondents from district 14 reported their mother tongue to be English. All respondents chose to have the survey conducted in English when given a choice between completing the survey in English or French.

Approximately one-half (49%) of respondents reported the education level of at least one parent to include some post-secondary²⁰ education. While 37% of respondents were unsure of their household income, 34% reported a household income of \$40,000 and above per year.

Demographic Profile			
	% of Respondents Who Attended a P-S Institution (n=254)	% of Respondents Who Did Not Attend a P-S Institution (n=122)	% Total (n=376)
Age			
19 years	78.3	53.3	70.2
20 years	19.3	36.1	24.7
21 years	2.0	9.0	4.3
22 years	0.4	1.6	0.8
Gender			
Male	44.9	62.3	50.5
Female	55.1	37.7	49.5
Mother Tongue			
English	90.6	93.5	91.5
French	9.1	5.7	8.0
Dutch	0.3	0.8	0.5
Language of Survey			
English	100.0	100.0	100.0
French	-	-	-
Education of Mother or Female Guardian			
Less than high school	5.9	12.3	8.0
Completed high school	38.6	53.3	43.4
Some post-secondary education	5.5	4.1	5.1
Trades certificate or diploma	1.6	0.8	1.3
College certificate or diploma	18.9	9.8	16.0
University certificate or diploma below a bachelor's degree	5.5	0.8	4.0

²⁰ Includes respondents who reported some post-secondary education and above.

Demographic Profile			
	% of Respondents Who Attended a P-S Institution (n=254)	% of Respondents Who Did Not Attend a P-S Institution (n=122)	% Total (n=376)
University degree	15.7	7.4	13.0
No response/refused	0.8	-	0.4
Don't know/unsure	7.5	11.5	8.8
Education of Father or Male Guardian			
Less than high school	13.4	27.0	17.8
Completed high school	31.9	32.8	32.3
Some post-secondary education	2.8	3.3	2.9
Trades certificate or diploma	8.3	3.3	6.6
College certificate or diploma	12.6	8.2	11.2
University certificate or diploma below a bachelor's degree	2.4	1.6	2.1
University degree	20.1	7.4	16.0
No response/refused	1.0	1.6	1.3
Don't know/unsure	7.5	14.8	9.8
Household Income			
Under \$10,000 per year	0.8	1.6	1.1
\$10,000 to \$19,999 per year	3.1	9.8	5.3
\$20,000 to \$39,999 per year	17.7	18.9	18.1
\$40,000 to \$59,999 per year	19.3	8.2	15.7
Over \$60,000 per year	20.9	13.9	18.6
No response/refused	4.3	3.3	4.0
Don't Know/unsure	33.9	44.3	37.2
Number of Siblings			
None	4.3	4.9	4.5
One	42.5	36.1	40.5
Two	29.1	25.4	27.9
Three	14.2	12.3	13.6
Four	6.3	10.7	7.7
Five	2.0	7.4	3.7
Greater than five	1.6	3.2	2.1
Special Populations			
Landed immigrant in Canada	1.2	-	0.8
Aboriginal person	2.4	4.1	2.9
Visible minority	1.2	1.6	1.3
Person with a disability	1.2	1.6	1.3

Indicates significant difference at the 90% confidence level.