

Secondary School Survey

Research Program on Post-Secondary
Education and Training Opportunities
in New Brunswick

Report #3

April 3, 2007

Undertaken by
Prairie Research Associates (PRA) Inc. and
R.A. Malatest & Associates Ltd. with funding provided by
the Canada Millennium Scholarship Foundation and Human
Resources and Social Development Canada, Regional Office.



Acknowledgments

We would like to acknowledge the following organizations that helped make this study possible:

Undertaken by:

- Prairie Research Associates (PRA) Inc.
- R.A. Malatest & Associates Ltd.

Coordinated and funded by:

- Canada Millennium Scholarship Foundation
- Department of Education (ED)
- Department of Post-Secondary Education, Training and Labour (PETL)

Additional funding support:

- Human Resources and Social Development Canada (HRSDC) – Regional Office

Special thanks to:

- Students, parents and school and district staff for their support to make this study possible.
-

Table of Contents

Executive Summary	.1
1.0 Introduction	.5
1.1 Methodology	.5
1.2 District	.5
1.3 School grade	.6
1.4 Language of instruction	.6
1.5 Reporting	.6
2.0 Profile of students	.7
2.1 Personal profile of students	.7
2.2 Academic profile of students	.9
3.0 Attitudes toward school	.12
3.1 Part of the school	.12
3.2 School attendance	.13
3.3 Extracurricular activities	.14
4.0 Education expectation	.16
4.1 Highest education expected	.16
4.2 Decision about post-secondary education	.17
4.3 Activity immediately after high school	.19
4.4 Attitudes about learning and the future	.20
5.0 Decisions about post-secondary education	.23
5.1 Barriers to post-secondary education	.23
5.2 Barriers for senior high students	.23
5.3 Impact of people on post-high school decisions	.25
5.4 Impact of other factors on post-high school decision	.26
5.5 Benefits of post-secondary education	.28
6.0 Post-secondary education	.30
6.1 Location	.30
6.2 Choice of institution	.31
6.3 Attitudes toward financing post-secondary education	.33
6.4 Sources of knowledge about financing assistance	.34
6.5 Funding sources	.36
6.6 Expected cost of post-secondary education	.37
6.7 Sources of funding	.38
7.0 Conclusion	.42

Executive Summary

Introduction

The Canada Millennium Scholarship Foundation, in cooperation with the Government of New Brunswick, conducted a survey of secondary school students focusing on their post-high school expectations. As part of a larger study funded by the Canada Millennium Scholarship Foundation, this research involved the in-class administration of a survey instrument to students in Grades 6 through 12 in New Brunswick.¹ This study was conducted by two independent research companies under contract to the Foundation: PRA Inc. and R.A. Malatest & Associates Ltd.

The in-class survey instrument was designed to collect information about how secondary school students view education, what they know about post-secondary education and the various forms of funding available for attendance at the post-secondary level, and how students envision paying for their potential education. The questionnaire administered to students in Grades 6 to 8 gathered approximately 65 pieces of information, while the questionnaire given to students in Grades 9 to 12 was longer, collecting about 110 pieces of information. To ensure consistent administration of the in-class survey for each student sample, a Survey Administration Guide was developed to provide recommended procedures for survey administration.

The sampling methodology varied by province. In New Brunswick, a census of all students in Grades 6 to 12 was attempted. Schools administered the survey in March 2003. However, schools that did not complete the survey and those that achieved a response rate of less than 50% re-administered the survey in November 2003 and January 2004.

Profile of students

Responding students are fairly evenly distributed between junior high and senior high. Students are also evenly distributed within junior and senior high. About one-third of the junior high students are in each of Grades 6 to 8, and about one-quarter of the senior high students are in each of Grades 9 to 12. About 70% of the students attend English-language schools, and the remaining 30% attend French-language schools.

Students are evenly divided between male and female. Students come from a mix of backgrounds and household types. Three-quarters of students often or always speak English at home, while one-third speak French. Less than 1 in 10 self-identifies as having a disability (7%), being a member of a visible minority (6%), or being an Aboriginal person (6%). While the personal profile of students attending English-language or French-language schools is similar, students who self-identify as visible minorities are slightly more common among junior high students in French-language schools. Additionally, slightly more students attending English-language schools self-identify as Aboriginal people.

While almost 7 students in 10 (69%) live with both their mother and father, just over 1 student in 4 reports living with just one parent (25%) or in other situations (2%). Students attending English-language schools are slightly less likely than those attending French-language schools to be living with both their mother and father.

As would be expected, students report a variety of marks, with over half (53%) of students reporting an average grade of B or higher. As students progress through secondary school, their average grade appears to fall, increasing only in their final year of school (Grade 12). Students attending French-language schools appear to achieve slightly higher marks in junior high, while students attending English-language schools achieve slightly higher marks in senior high.

Attitudes toward school

We asked students several questions about their attitudes toward school and the activities they are involved in.

Most students have a positive attitude toward school, saying that they feel like they belong (68%) and do not feel like an outsider (77%). Of concern is that about 10% of students do not feel like they belong and, consequently, feel like an outsider (8%) and lonely (7%). These feelings appear to be linked to their ability to make friends easily and, interestingly, as students' average marks decrease, students are less likely to either feel like they belong or make friends easily. Students attending English-language and French-language schools have slightly different feelings about school. Students attending French-language schools are more likely to agree that they make friends easily at school. Students attending English-language schools are more likely to feel that they belong; however, they are also slightly more likely to agree that they feel like an outsider.

The majority of students rarely (that is, never or less than once a month) miss a day of school without good reason

¹ Other provinces participating in the research include Newfoundland and Labrador, Manitoba, Alberta, and British Columbia.

(72%), skip classes (71%), or arrive late for school or classes (69%). As students progress through secondary school, they are more likely to skip classes, miss a day of school for no good reason, and arrive late. The lower students' average marks, the more frequent these behaviours are.

Almost all students (85%) report devoting at least some time outside of school to homework or study. In addition, almost two-thirds (62%) report weekly participation in sports or organized activities outside of school, and about half (51%) participate in such activities at school. Less than half work for pay (48%) or do unpaid volunteer work (38%). Paid work (other than chores) is not only more common among senior high students (52%) than among junior high students (44%), but older students also spend more hours working. One-third (33%) of senior high students report working six or more hours per week, compared with just over one-tenth (13%) of junior high students.

As students advance through school, their involvement in sports and other activities outside of school and at school tends to fall. For example, in Grade 6 almost 7 in 10 students (68%) are involved in activities outside of school. This falls to just over half (53%) by Grade 12. Students with higher marks are more likely to be involved in sports and other activities both away from and at school.

Education expectation

We asked students about their post-secondary education expectations.

Most students (84%) believe that they will take some form of post-secondary training, most commonly university (57%). For the most part, students and their parents share the same educational expectations, especially regarding plans to go to university. That said, in all cases, some students, regardless of their own educational aspirations, report that their parents do not expect them to go beyond high school. Indeed, more than half (55%) of the students who think they will not pursue additional education beyond high school report that this is their parents' expectation as well.

As anticipated, the higher students' current marks, the more likely they are to report plans to complete post-secondary training. That said, even among those with low average marks (D or E), a majority (65%) expect to complete some form of post-secondary education.

Most students (64%) expect to begin a post-secondary program immediately after high school. Most others are split between either planning to work but take additional

studies later (17%) or take time off (10%). Plans to begin post-secondary studies immediately after high school remain fairly steady between Grades 6 and 12. Students' marks also play a role in planning their post-secondary education. The higher their marks, the more likely students are to plan to go immediately into a post-secondary program. Conversely, the lower their marks, the more likely students are to plan to begin work or take time off immediately after high school. Students' plans after high school can also differ slightly depending on whether students attend an English-language or French-language school. Students attending English-language schools are more likely to plan to take time off immediately after finishing high school, while students attending French-language schools are slightly more likely to plan to begin university or college immediately after graduating high school.

Most students have positive attitudes about their future and think that their current education will contribute to that success. Most agree that it is important to learn what is taught in school (73%) and that what they are learning will be needed for success in later life (70%). Most also think that they will have a rewarding career (78%) and will be financially successful (72%). Students attending French-language schools are more likely than their English-language counterparts to agree that they will have a rewarding career and that they are learning the skills they will need for success later in life. As students progress through secondary school, they become more skeptical about most of these, especially about what they are being taught.

Decisions about post-secondary education

We asked students a series of questions about potential barriers to achieving their post-secondary goals, as well as the people and factors that might influence their decisions after high school.

Senior high students identify money or academic performance as the most common barriers to furthering their education after high school. The financial barriers include not having enough money to pay for education and training (62%), having to pay for living expenses away from home (55%), and fear of going into debt (51%). More than half (53%) of senior high students identified poor school marks as a barrier. Most students (69%) identified at least one barrier that they believe is significant or major in preventing them from furthering their education. Senior high students attending English-language schools (25%) are more likely than senior high students attending French-language schools (15%) to say that having to leave family

and friends is a major or significant barrier to furthering their education.

Half the senior high students (51%) report that their parents are the single most important influence on their decision of what to do after high school. That said, almost half (47%) of senior high students can identify at least two people who have a strong influence on them; often such people are a role model they admire or their siblings.

Senior high students also identify a number of factors that will have an impact on their decision of what to do after high school. The most common factor is their personal interest (69% of students say that this will have a relatively or very strong impact on their decision). However, other factors that will have a strong impact on a majority of students are their success (49%) or enjoyment (46%) of a course at school. For most students (77%), multiple factors will play an important role in their decision.

Most students agree that there are benefits to post-secondary education. A majority agrees that a post-secondary education is needed to get a good job (66%) and that there are benefits to post-secondary education besides job preparation (63%). Students' perceptions of benefits are highly correlated to how far they expect to go in school (those planning to complete high school and stop are not convinced of the benefits of post-secondary training). Similarly, the lower their current marks, the less likely students are to agree with any of these benefits.

Location of post-secondary education

More than one-quarter (28%) of senior high students do not know (or have no plans – 3%) where they would be most interested in pursuing post-secondary education. As students progress through secondary school, they are more likely to have given this some thought, although by Grade 12, more than one-tenth (15%) still do not know. As students advance, they are more likely to say that they are most interested in attending a post-secondary institution in New Brunswick. Indeed, 55% of Grade 12 students plan to pursue a post-secondary program in New Brunswick. About 17% of students say that the English-language campus of New Brunswick Community College or the University of New Brunswick is the best choice for them. Some 10% say that the Université de Moncton is the best choice. As would be expected, students in the respective language programs are most likely to plan to attend a post-secondary institution that offers education in that same language.

Financing of post-secondary education

Students are not well versed in how to finance their post-secondary education. Many do not appear to consider this issue until later (i.e., Grade 12 or later). While their parents may be making provisions for them, students themselves appear to have little knowledge of what is involved in financing post-secondary education.

That said, students have opinions on financing their education. Many (41%) students agree that their parents should provide financial support for their post-secondary education. Many also agree that they would rather take time to work than take out loans for their education (33%). While many (37%) agree that post-secondary education is accessible to everyone who is qualified and everyone who wants it, some 28% disagree that this is the case. Few (15%) agree that the cost of post-secondary education is fair.

Students do not appear to be very knowledgeable about financial assistance available to help them pursue further education after high school. Currently, students are getting most of their knowledge about financing from family members, and even in this case, less than half of students (47%) report that they have learned at least a fair amount from this source.

Most students (62%) rate family members as a good way to provide information about financial assistance available to pursue further education. That said, institutional sources, such as teachers (54%), guidance counsellors (53%), and representatives from post-secondary institutions (52%) are also perceived as good sources by more than half the students. As students progress through high school, they are more likely to report that guidance counsellors and representatives from post-secondary institutions are good sources of financial information.

Students' self-assessed knowledge of various funding options for post-secondary education appears to be limited. Of seven funding options tested, less than 20% of students say that they know at least a fair amount about any of them. This may suggest that most students are relying on their parents and themselves (through work and savings) to pay for most of their education.

About one-third (33%) of senior high students do not have any idea what they might be expected to pay for tuition and fees each year for post-secondary education. Among those who estimate the cost, 56% expect to be paying over \$8,000 annually. That said, as students progress through secondary school, they are more likely to be able to estimate the annual cost, and these costs tend to be lower.

In Grade 9, only 54% of students can estimate the annual cost and among them, 35% say it will be \$8,000 or less. By Grade 12, 82% of students can estimate the cost, and 56% say it will be \$8,000 or less.

Students appear to believe that they will tap into a wide variety of funding sources (although most do not know much about many of these sources). Personal sources of funding are the most common. More than 7 students in 10 cite their parents (75%), jobs (summer – 79% or year round – 69%), and personal savings (69%) as contributors. About 6 in 10 (60%) expect to get scholarships and bursaries. Many also expect to go into debt through repayable student loans (52%) or personal loans (41%). Of the 11 sources tested, most (67%) students expect to tap into five or more.

Conclusion

Although most students have a positive attitude toward school, their impressions of post-secondary education are mixed. While 8 secondary students in 10 in New Brunswick expect to further their education after high school, fewer know why furthering their education is important.

The most common barriers to post-secondary education relate to money and academic performance. As expected, the more poorly students perform academically, the less likely they are to expect to further their education after high school. Similarly, those who lack interest in school (as demonstrated by skipping classes, missing school days, or arriving late) are less likely to plan to further their education. That said, even among those who expect to go no further than high school, most have not made up their minds or expect to try (if not complete) post-secondary training.

It appears that many students who are about to graduate from high school are not fully aware of the options available to them, and they are not knowledgeable of the potential costs and methods of financing their post-secondary education. This is not surprising as most senior high students appear to have priorities other than post-secondary education, and although they expect that they will continue their education, they have left the details to others.

1.0 Introduction

The Canada Millennium Scholarship Foundation, in cooperation with the Government of New Brunswick, undertook to conduct a survey of secondary school students, focusing on their post-high school expectations.

This report is designed to provide an overview of the findings from this survey.

1.1 Methodology

As part of a larger study funded by the Canada Millennium Scholarship Foundation, this research involved the in-class administration of a survey instrument to students in Grades 6 through 12 in New Brunswick.² This study was conducted by the Government of New Brunswick and two independent research companies under contract to the Canada Millennium Scholarship Foundation: Prairie Research Associates (PRA) Inc. and R.A. Malatest & Associates Ltd.

- R.A. Malatest & Associates Ltd. was responsible for the front end of the research, including developing the survey instrument and preparing a Survey Administration Guide with instructions for individual schools/teachers.
- The Government of New Brunswick distributed the surveys to individual schools, collected and scanned completed surveys, and created the SPSS files containing the survey responses.
- PRA was responsible for cleaning the data supplied by the Government of New Brunswick, preparing summary data files, and the drafting of reports.

1.1.1 Development, translation, and field testing of survey instrument

The in-class survey instrument was designed to collect information about how secondary school students view education, what they know about post-secondary education and the various forms of funding available for attendance at the post-secondary level, and how students envision paying for their potential education. The survey instrument was designed in collaboration with the Canada Millennium Scholarship Foundation and provincial representatives. The final survey instrument contained questions organized into the following survey modules:

- demographic information

- academic history
- school experiences
- after high school.

The questionnaire administered to students in Grades 6 to 8 gathered approximately 65 pieces of information, and the questionnaire given to students in Grades 9 to 12 collected about 110 pieces of information. Both the survey instrument and the field guide were translated into French (facilitated by the Canada Millennium Scholarship Foundation and the Government of New Brunswick). The survey instrument was field tested with a group of 180 anglophone and 116 francophone students in New Brunswick, and on the basis of the pre-test, several changes were made to the survey.

1.1.2 Survey Administration Guide

To ensure consistent administration of the in-class survey for each student sample, a Survey Administration Guide was developed to provide recommended procedures for survey administration. The administration guide recommended that teachers read each question aloud to ease classroom management, and to ensure that if a student had a question about the survey, all students would hear the question at the same point in completing the survey. The administration guide also provided definitions and clarifications that the teacher could use as needed to respond to student questions.

1.1.3 Sampling methodology

The sampling methodology varied by province. In New Brunswick, a census of all students in Grades 6 to 12 in all school districts was attempted.

1.1.4 Survey administration

Schools administered the survey in March 2003. However, schools that did not complete the survey and those that achieved a response rate of less than 50% re-administered the survey in November 2003. Additionally, alternate sites were surveyed in January 2004.

1.2 District

Table 1 shows the distribution of the sample across New Brunswick's school districts.

² Other provinces participating in the research include Newfoundland and Labrador, Manitoba, Alberta, and British Columbia.

Table 1: School district

District	Junior (Grades 6 to 8) (n=23,761)	Senior (Grades 9 to 12) (n=26,870)	Total (n=50,631)
District 1	6%	4%	5%
District 2	13%	14%	14%
District 3	7%	8%	8%
District 5	6%	2%	4%
District 6	9%	10%	10%
District 8	11%	11%	11%
District 9	7%	6%	7%
District 10	4%	4%	4%
District 11	6%	7%	6%
District 14	7%	7%	7%
District 15	4%	4%	4%
District 16	6%	6%	6%
District 17	5%	5%	5%
District 18	10%	11%	11%
Other location	<1%	<1%	<1%
Total	101%	101%	102%

Note: Columns may not sum to 100% due to rounding.

1.3 School grade

Table 2 shows the distribution of students across grade level.

- Junior high students are evenly distributed, with one-third in each of the three grades.
- Senior high students are also evenly distributed, with about one-quarter in each grade.

Table 2: School grade
A1. What grade are you in?

	All students (n=50,631)	Junior (n=23,761)	Senior (n=26,870)
Grade 6	16%	33%	-
Grade 7	16%	33%	-
Grade 8	15%	33%	-
Grade 9	14%	-	26%
Grade 10	14%	-	26%
Grade 11	13%	-	24%
Grade 12	12%	-	23%
Alternative setting	<1%	<1%	<1%

Note: Those who did not provide answers to particular questions are not shown but are included in the calculation.

1.4 Language of instruction

About 70% of students attend English-language schools, and the remaining 30% attend French-language schools.

The distribution of students by English-language and French-language schools is shown in Table 3.

Table 3: School grade by language

	English (n=35,882)	French (n=14,745)
Grade 6	15%	17%
Grade 7	15%	17%
Grade 8	15%	17%
Grade 9	15%	12%
Grade 10	14%	13%
Grade 11	13%	13%
Grade 12	12%	12%
Alternative setting	<1%	<1%
Not known	1%	1%
Total	100%	102%

Note: Columns may not sum to 100% due to rounding.

1.5 Reporting

Throughout this report, we present findings by students overall as well as by junior and senior students. We selectively show results for English-language and French-language schools to illustrate similarities and differences. Results by grade are presented where differences exist. Details of the findings by grade, school district, and language of instruction can be found appended to the report.

2.0 Profile of students

This section provides a profile of the students who participated in the survey. We report that:

- Students are evenly divided between male and female. Students come from a mix of backgrounds and household types. Three-quarters of students often or always speak English at home, while one-third speak French. Less than 1 in 10 self-identifies as having a disability, being a member of a visible minority, or being an Aboriginal person.
- While almost 7 students in 10 live with both their mother and father, the remaining students report living with just one parent or in other situations.
- As would be expected, students report a variety of marks with just over half reporting an average grade of B or higher. As students progress through secondary school, their average grade appears to fall, increasing only slightly in their final year of school (Grade 12).

2.1 Personal profile of students

Table 4 provides a profile of the students who participated in this research.

- As would be expected, students are evenly divided between males and females.
- Three-quarters of students often or exclusively speak English in their homes. One-third often or exclusively speak French.
- The vast majority of students (97%) report being Canadian born.
- About 7% self-report having some sort of disability.
- Some 6% of students self-identify as an Aboriginal person.
- As many (6%) self-report being a visible minority.

Table 4: Personal profile			
A2. In what country were you born?			
A3. Are you male or female?			
A4. Do you have a disability (intellectual, physical, or learning)?			
A5. Are you an Aboriginal person?			
A6. Are you a member of a visible minority group?			
A7. What language(s) do you speak at home most or all of the time?			
	All students (n=50,631)	Junior (n=23,761)	Senior (n=26,870)
Gender			
Male	50%	50%	50%
Female	50%	50%	50%
Language spoken*			
English	76%	76%	76%
French	33%	36%	31%
Other	3%	3%	4%
Country of origin			
Canada	97%	97%	97%
Other	3%	2%	3%
Disability			
Yes	7%	7%	7%
Aboriginal			
Yes	6%	6%	6%
Visible minority			
Yes	6%	6%	6%
Note: Those who did not provide answers to particular questions are not shown but are included in the calculation.			
*Note: Respondents could provide more than one answer. Totals may sum to more than 100%.			

As shown in Table 5, whether students are attending English-language or French-language schools, their personal profile is similar. That said, slightly more students attending English-language schools self-identify as Aboriginal. This is especially true in junior high. Students who self-identify as visible minorities are slightly more common among junior high students in French-language schools.

Table 5: Personal profile by language				
A2. In what country were you born?				
A3. Are you male or female?				
A4. Do you have a disability (intellectual, physical, or learning)?				
A5. Are you an Aboriginal person?				
A6. Are you a member of a visible minority group?				
A7. What language(s) do you speak at home most or all of the time?				
	Junior		Senior	
	English (n=16,178)	French (n=7,429)	English (n=19,382)	French (n=7,194)
Gender				
Male	50%	50%	51%	48%
Female	50%	50%	49%	51%
Country of origin				
Canada	97%	98%	97%	98%
Other	3%	1%	3%	1
Disability				
Yes	7%	7%	7%	5%
Aboriginal				
Yes	7%	4%	6%	5%
Visible minority				
Yes	5%	8%	6%	5%
Note: Those who did not provide answers to particular questions are not shown but are included in the calculation.				

Table 6 presents students' living arrangements.

- Almost 7 students in 10 report living with both their mother and father.
- One-quarter of students come from homes with a single parent, most often living with their mothers.
- Most also come from households with siblings. While one-fifth of students are currently the only children in the household, over three-quarters of students have at least one sibling, and one-third have two or more.

Table 6: Living arrangements			
A8. With whom do you live most or all of the time?			
A9. How many other children live at home with you?			
	All students (n= 50,631)	Junior (n= 23,761)	Senior (n= 26,870)
Person(s) living with			
Both mother and father	69%	70%	69%
Mother	20%	21%	19%
Father	5%	4%	5%
Guardian	2%	1%	2%
Other (group home, living alone)	<1%	1%	-
Other children in home			
None	20%	17%	23%
One	44%	47%	42%
Two	22%	23%	21%
Three or more	11%	11%	10%
Note: Those who did not provide answers to particular questions are not shown but are included in the calculation.			

As demonstrated in Table 7, there is little difference in the living arrangements of students attending English-language or French-language schools. That said, students attending English-language schools are slightly less likely to be living with both their mother and father.

Table 7: Living arrangements by language				
A8. With whom do you live most or all of the time?				
A9. How many other children live at home with you?				
	Junior		Senior	
	English (n= 16,178)	French (n= 7,429)	English (n= 19,382)	French (n= 7,194)
Person(s) living with				
Both mother and father	69%	73%	67%	73%
Mother	22%	19%	20%	17%
Father	4%	4%	6%	5%
Guardian	2%	1%	2%	1%
Other (group home, living alone)	1%	1%	<1%	-
Other children in home				
None	15%	20%	23%	25%
One	46%	50%	41%	47%
Two	25%	20%	22%	17%
Three or more	12%	9%	11%	7%
Note: Those who did not provide answers to particular questions are not shown but are included in the calculation.				

According to students, their mothers and fathers are equally as likely to have at least some post-secondary education.

As shown in Table 8, as far as these students know:

- About 6 students in 10 report that their mothers are high school graduates, including almost 1 in 3 whose mothers have at least some post-secondary education. About 1 in 10 indicated that his/her mother had not graduated from high school. Almost one-third did not know the highest level of education achieved by their mothers.
- Over half of the students report that their fathers are high school graduates, including one-third who report that their fathers have at least some post-secondary education. About one-third did not know the highest level of education achieved by their fathers.

Table 8: Parents' education A10. Which of the statements below describes your mother's and father's education?		
Education	All students	
	Mother (n=50,367)	Father (n=49,644)
Did not complete high school	12%	18%
Completed high school	26%	18%
Some/completed apprenticeship	2%	7%
Some college/university	3%	2%
Completed college	9%	8%
Completed university	18%	16%
Don't know/no response	29%	32%
Total	99%	101%

Note: Columns may not sum to 100% due to rounding.

As shown in Table 9, students attending French-language schools are more likely than students attending English-language schools to report that their mothers or fathers did not complete high school.³

³ One school was not identified as English-language or French-language. In this case, students who most often speak English at home (QA7) were placed in the English school category and students who most often speak French at home were placed in the French-language category. Students who speak both English and French at home (n=4) were excluded from the language analysis.

⁴ This is based on a simple calculation. Generally, this involved adding up the grades in the four subject areas and dividing by four. In some cases, where grades for a specific course were not supplied, they were not included in the calculation. The total was then divided by the number of courses for which grades were supplied.

Table 9: Parents' education A10. Which of the statements below describes your mother's and father's education?				
Education	Mother		Father	
	English (n=35,680)	French (n=14,684)	English (n=35,154)	French (n=14,487)
Did not complete high school	10%	16%	15%	24%
Completed high school	28%	22%	19%	14%
Some/completed apprenticeship	2%	3%	6%	7%
Some college/university	3%	3%	2%	2%
Completed college	9%	9%	8%	7%
Completed university	19%	18%	16%	14%
Don't know/no response	29%	29%	33%	32%
Total	100%	100%	99%	100%

Note: Columns may not sum to 100% due to rounding.

2.2 Academic profile of students

Table 10 shows the average grades of junior and senior high students across four subject areas.⁴

- About 1 student in 6 reports a grade of "A" in all four subjects: Mathematics, English/Français, Science, and Social Studies. However, this ranges from about one-fifth of junior high students to one-tenth of senior high students.
- Almost 4 students in 10 report an average grade of "B" across all four subjects. Again, this is more common in junior than in senior high.
- Some 3 students in 10 report an average grade of "C" across all four subjects. This grade is more common in senior high than in junior high.
- About 1 student in 6 reports a grade of "D" or "E." Again, these grade averages are less common among junior high students than among senior high students.

Table 10: Average grade across four subjects
 B1. What are your current grades in the following subjects? If you receive numerical grades, please use this guide: A = 85% or above, B = 75-84%, C = 65-74%, D = 50-64%, E = below 50%.

Academic grade	All students (n=49,670)	Junior (n=23,047)	Senior (n=26,623)
A	16%	20%	12%
B	37%	44%	32%
C	31%	27%	34%
D	14%	8%	19%
E	3%	2%	4%
Total	101%	101%	101%

Note: Columns may not sum to 100% due to rounding.

Table 11 shows that students' average grades are similar, regardless of whether they attend an English-language or French-language school.

However, it appears that students attending French-language schools achieve slightly higher marks in junior high, and students attending English-language schools achieve slightly higher marks in senior high.

Table 11: Average grade across four subjects by language
 B1. What are your current grades in the following subjects? If you receive numerical grades, please use this guide: A = 85% or above, B = 75-84%, C = 65-74%, D = 50-64%, E = below 50%.

Academic grade	Junior		Senior	
	English (n=16,056)	French (n=6,991)	English (n=19,304)	French (n=7,221)
A	20%	20%	12%	10%
B	43%	47%	33%	30%
C	28%	25%	34%	32%
D	8%	7%	17%	24%
E	2%	2%	4%	4%
Total	101%	101%	100%	100%

Note: Columns may not sum to 100% due to rounding.

2.2.1 Average grade by grade level

As shown in Figure 1, student grades fall almost steadily after Grade 6 through to Grade 11.

Percent with an A or B average grade
 (Average based on four subjects)

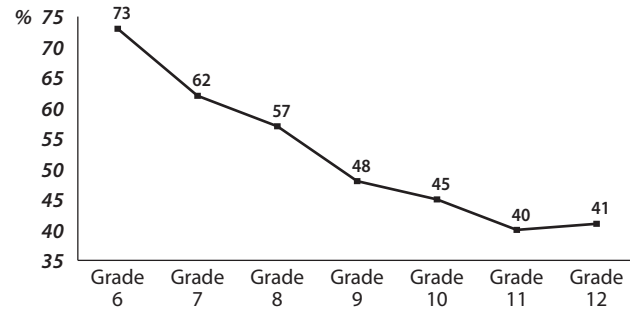


Figure 1

2.2.2 Academic grades by demographic factors

Students' academic grades can be influenced by demographic factors.

- In particular, students living with both parents (58%) are more likely to report an A or B average than students living with only one parent. See Table 12.

Table 12: Students' academic grade by living arrangements

Living Arrangement	Average grade A or B %
Live with both parents	58%
Live with mother only	44%
Live with father only	38%

2.2.3 Grades in specific subject areas

Table 13 shows the grades for each of the four subjects. As mentioned, grades tend to be higher among junior high students than among senior high students.

- Almost three-quarters of junior high students report a current grade of B or A in English/Français. About 7 junior high students in 10 report such grades in Mathematics, Science, and Social Studies.
- Almost 6 senior high students in 10 report these grades for English/Français and Social Studies. Just over half report such grades in Science and Mathematics.

Table 13: Current grades
 B1. What are your current grades in the following subjects? If you receive numerical grades, please use this guide: A = 85% or above, B = 75-84%, C = 65-74%, D = 50-64%, E = below 50%.

Academic grade	All students (n= 50,631)	Junior (n= 23,761)	Senior (n= 26,870)
Mathematics			
A	33%	40%	27%
B	27%	30%	25%
C	20%	17%	22%
D	12%	6%	18%
E	4%	2%	6%
English/Français			
A	33%	40%	27%
B	33%	34%	31%
C	19%	15%	23%
D	8%	4%	12%
E	3%	2%	4%
Science			
A	32%	38%	27%
B	29%	31%	27%
C	19%	17%	22%
D	10%	6%	14%
E	3%	2%	4%
Social Studies			
A	34%	39%	29%
B	29%	30%	27%
C	17%	15%	19%
D	9%	6%	11%
E	3%	3%	4%

Note: Those who did not provide answers to particular questions are not shown but are included in the calculation of percentages.

Students attending English-language and French-language schools report similar grades for each subject. That said, senior high students attending French-language schools appear to receive slightly lower grades in English/Français, Science, and Social Studies. See Table 14.

Table 14: Average grade across four subjects by language
 B1. What are your current grades in the following subjects? If you receive numerical grades, please use this guide: A = 85% or above, B = 75-84%, C = 65-74%, D = 50-64%, E = below 50%.

Academic grade	Junior		Senior	
	English (n= 16,178)	French (n= 7,429)	English (n= 19,382)	French (n= 7,194)
Mathematics				
A	40%	41%	27%	26%
B	30%	31%	25%	25%
C	19%	14%	22%	22%
D	6%	5%	17%	20%
E	3%	2%	6%	6%
English/Français				
A	41%	36%	29%	23%
B	34%	35%	32%	30%
C	15%	14%	22%	26%
D	4%	4%	11%	16%
E	2%	1%	4%	3%
Science				
A	39%	36%	28%	24%
B	31%	32%	28%	24%
C	17%	15%	21%	24%
D	6%	6%	12%	19%
E	3%	2%	4%	4%
Social Studies				
A	40%	39%	31%	26%
B	31%	30%	28%	26%
C	16%	14%	18%	22%
D	6%	6%	10%	15%
E	3%	2%	4%	3%

Note: Those who did not provide answers to particular questions are not shown but are included in the calculation of percentages.

Female students (74%) are more likely than male students (58%) to report receiving at least a B in English/Français.

3.0 Attitudes toward school

In this section, we review students’ attitudes toward school and the activities they are involved in. We report that:

- Most students have a positive attitude toward school, saying that they feel like they belong and do not feel like an outsider. Of concern is that about 1 student in 10 does not feel like he/she belongs and, consequently, feels like an outsider and lonely. These feelings appear to be linked to their ability to make friends easily and, interestingly, as students' average marks decrease, students are less likely to either feel like they belong or make friends easily.
- While the majority of students rarely miss a day of school without good reason or skip classes, many report that arriving late for school or classes is fairly common. Overall, almost 3 students in 10 arrive late for school or classes at least monthly. As students progress through secondary school, they are more likely to skip classes, miss a day of school for no good reason, and arrive late. The lower students' average marks, the more frequent these behaviours are.
- Almost all students report devoting at least some time outside of school to homework or study. In addition, almost 2 students in 3 report weekly participation in sports or organized activities outside of school, and half participate in such activities at school. Fewer than 4 in 10 work for pay or do unpaid volunteer work.
- Not only is paid work (other than chores) more common among senior high students than among junior high students, but older students also spend more hours working. One-third of senior high students report working six or more hours per week, compared to just over one-tenth of junior high students.
- As students advance in school, their involvement in sports and other activities outside of and at school tends to fall. For example, in Grade 6 almost 7 in 10 students are involved in activities outside of school. This falls to just over half by Grade 12.
- Students with higher marks are more likely to be involved in sports and other activities both away from and at school.

3.1 Part of the school

Students were asked whether they agree or disagree with a series of statements about their feelings of integration in their school. Most students feel a sense of belonging and report that they make friends easily.

About 3 students in 4 agree that at school they:

- Make friends easily, including 29% who strongly agree. About 8% disagree with this statement.

Almost 7 students in 10 agree that at school they:

- Feel like they belong, including 26% who strongly agree. About 10% disagree with this statement.

Conversely, less than 1 student in 10 agrees that at school they:

- Feel like an outsider, including 3% who strongly agree. Some 77% disagree with this statement, including 48% who strongly disagree.
- Feel lonely, including 3% who strongly agree. About 82% disagree, including 56% who strongly disagree. See Table 15.

Table 15: Feelings at school
C1. How do you feel at your school?

Strongly agree/agree	All students (n=50,631)	Junior (n=23,761)	Senior (n=26,870)
Positive statements			
At my school I make friends easily.	75%	74%	76%
At my school I feel like I belong.	68%	70%	67%
Negative statements			
At my school I feel like an outsider.	8%	8%	8%
At my school I feel lonely.	7%	7%	6%

Students attending English-language schools and French-language schools have slightly different feelings about school.

- Students attending French-language schools – whether in junior or senior high – are slightly more likely to agree that they make friends easily at school.
- While students attending English-language schools are more likely to agree that they feel like they belong, they are also slightly more likely than French-language students to agree that they feel like an outsider.

See Table 16.

Table 16: Feelings at school
C1. How do you feel at your school?

Strongly agree/ agree	Junior		Senior	
	English (n=16,178)	French (n=7,429)	English (n=19,382)	French (n=7,194)
Positive statements				
At my school I make friends easily.	72%	79%	74%	82%
At my school I feel like I belong.	71%	66%	70%	62%
Negative statements				
At my school I feel like an outsider.	9%	5%	8%	5%
At my school I feel lonely.	7%	6%	7%	5%

As might be expected, there is a high correlation between making friends easily and a feeling of belonging. Some 86% of those who agree that they feel as if they belong also report making friends easily. Similarly, those who feel lonely (45%) or like an outsider (42%) are more likely to report that they do not make friends easily.

Students' marks appear to be synchronized with these feelings. The higher students' marks, the more likely they are to agree that they feel as if they belong and that they make friends easily.

- Some 68% of students with marks averaging a D or E report making friends easily. This compares to 81% of students reporting an A average.
- About 56% of students with marks averaging a D or E say that they feel like they belong at their school. This compares to 79% of students with an A average.

See Figure 2.

Feelings of belonging by academic grade
(Agree/strongly agree - n=49,670)

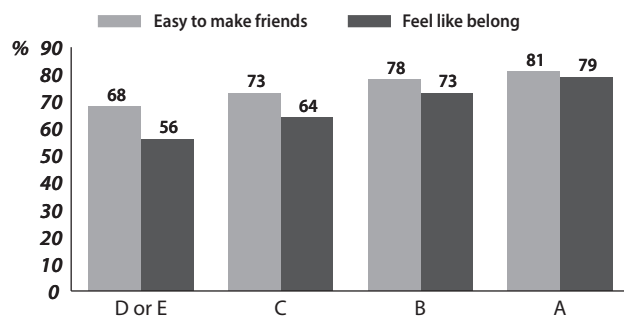


Figure 2

3.2 School attendance

Most students report regular attendance at school and in classes, although this tends to vary by grade.

Junior high students are much less likely than senior high students to arrive late or miss a day of school.

- Over 9 junior high students in 10 report never or rarely arriving late for school or classes. Senior high students are much more likely to be late, with only half saying they are rarely or never late.
- About 8 junior high students in 10 report that they never or rarely miss a day of school without good reason. Two-thirds of senior high students report the same.

Conversely, senior high students are less likely than junior high students to skip classes.

- Almost 2 junior high students in 3 report that they never or rarely (less than once a month) skip classes. Over three-quarters of senior high students say the same.

See Table 17.

Table 17: School attendance
C3. About how often do you ...

Never/less than once a month	All students (n=50,631)	Junior (n=23,761)	Senior (n=26,870)
a. Miss a day a school without a good reason	72%	79%	66%
b. Skip classes	71%	63%	77%
c. Arrive late for school or classes	69%	91%	50%

3.2.1 Missing school more common in higher grades

As mentioned, as students advance through secondary school, they are more likely to miss classes.

- In Grade 6, more than 1 student in 7 reports missing school days for no reason at least monthly. This increases steadily until Grade 12, when almost 4 in 10 regularly miss school.
- Few students in junior high report arriving late for school or class. In Grade 6, 3% report doing so at least once a month. This increases slightly to 7% by Grade 8. However, when students enter senior high (Grade 9), this increases significantly, to 44%. About half report this behaviour in Grades 10 to 12.
- Junior high students are much more likely than senior high students to skip classes. Almost 3 students in 10 in Grade 6 report skipping classes (at least once a month or more). This increases to 38% by Grade 8. It drops significantly upon entering senior high (Grade 9) with 14% reporting such behaviour, but increases steadily throughout senior high to reach 29% in Grade 12.

See Figure 3.

Missing school by grade level
(Once/twice a month or more - n=50,186)

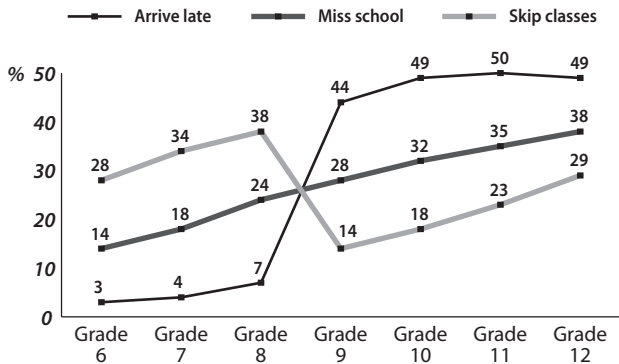


Figure 3

3.2.2 Missing school and academic performance

Academic performance is inversely related to missing school behaviours. The higher students' average academic grades, the less likely they are to miss school days for no reason, skip classes, or arrive late.

- Students reporting an average grade of A across the four subjects tested are the least likely to report regularly missing school days (11%), arriving late (15%), or skipping classes (17%).
- This compares with students with an average grade of D or lower, who are the most likely to report regularly missing school days (47%), arriving late (47%), or skipping classes (37%).

See Figure 4.

Missing school by academic grade
(Once/twice a month or more - n=49,670)

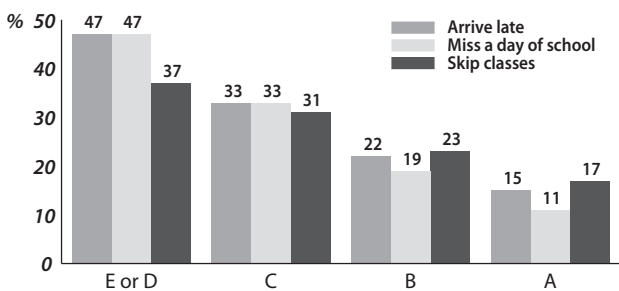


Figure 4

3.3 Extracurricular activities

Students were asked to record how many hours per week they spend on various extracurricular activities.

- Over 8 students in 10, regardless of grade, report that they spend at least an hour a week on study and homework.

- About 6 students in 10, regardless of grade, spend at least an hour a week on sports or organized activities outside of school.
- About half, regardless of grade, spend at least an hour a week on sports or organized activities at school.
- Almost as many (48%) report participating weekly in unpaid volunteer work.
- Some 4 students in 10 work (at least one hour a week) for money (not including chores).

See Figure 5.

Time spent on various activities
(At least some hours per week - n=50,631)

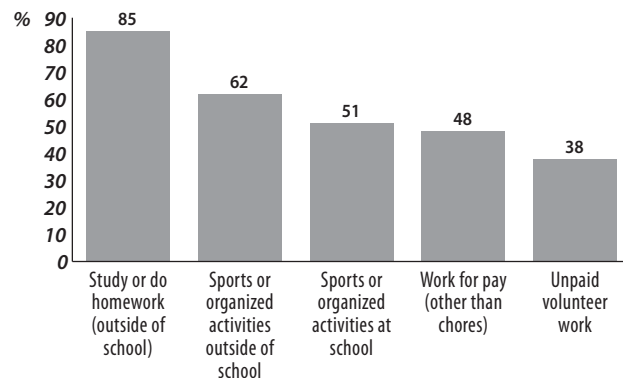


Figure 5

The amount of time students spend on these activities varies.

- While about 2 students in 3 (64%) spend one to five hours a week on study and homework, 1 in 5 spends more than six hours (20%), including some who spend over 10 hours a week (5%).
- About 1 student in 3 spends about one to five hours a week on sports or organized activities outside of school. Just over 1 in 4 spends more than five hours on this activity, including 12% who spend over 10 hours on such activities.
- About 3 students in 10 spend one to five hours a week on sports and organized activities at school. One-fifth spend more than six hours per week on this activity, including 8% who spend over 10 hours per week.
- Paid work is slightly more common among senior high students (54%) than among junior high students (48%), and older students work more hours. While 30% of junior high students report working one to five hours per week, only 13% work more than five hours. With senior high students, 19% work one to five hours, but 33% work six or more hours per week. Indeed, 22% of senior high students work over 10 hours a week, compared with just 5% of junior high students.
- About 3 students in 10 spend between one and five hours per week doing volunteer work, including 7% who spend six hours or more. Few students (3%) spend more than 10 hours per week on this activity.

See Table 18.

Table 18: Time spent on various activities			
C2. Approximately how many hours per week do you ...			
Hours per week	All students (n=50,631)	Junior (n=23,761)	Senior (n=26,870)
Study or do homework (outside of school)			
None	13%	10%	15%
1 to 5 hours	64%	66%	63%
6 or more	20%	20%	21%
Sports or organized activities outside of school			
None	35%	28%	42%
1 to 5 hours	34%	38%	32%
6 or more	28%	31%	25%
Sports or organized activities at school			
None	46%	39%	52%
1 to 5 hours	31%	38%	25%
6 or more	20%	19%	21%
Work for pay (other than chores)			
None	49%	52%	46%
1 to 5 hours	24%	30%	19%
6 or more	24%	13%	33%
Unpaid volunteer work			
None	59%	56%	62%
1 to 5 hours	31%	31%	30%
6 or more	7%	8%	7%
Those who did not provide answers to particular questions are not shown but are included in the calculation.			

3.3.1 Higher grade level means more involvement in work

As students progress through school, their involvement in sports and other organized activities decreases and their involvement in work increases.

- Students' involvement in sports and other activities outside of school falls almost steadily after Grade 6. In their first secondary school year (Grade 6), almost 7 students in 10 report being involved in sports and other activities outside school; this falls to about half by their last year (Grade 12).
- Students' involvement in sports and other activities at school is fairly consistent throughout junior high (ranging from 56% to 58%) but falls at the beginning of senior high school. In Grade 9, only 43% of students report involvement. However, involvement in sports and other activities at school increases slightly throughout senior high, reaching 51% by Grade 12.
- Students' involvement in work increases steadily throughout junior high. In Grade 6, 33% of students report working at least one hour per week. This

increases to half by Grade 8. In Grade 9, the percentage of students who report working falls slightly to 44% but then climbs steadily to 64% by Grade 12.

See Figure 6

Work and involvement in sports/activities by school grade
(An hour or more per week - n=50,186)

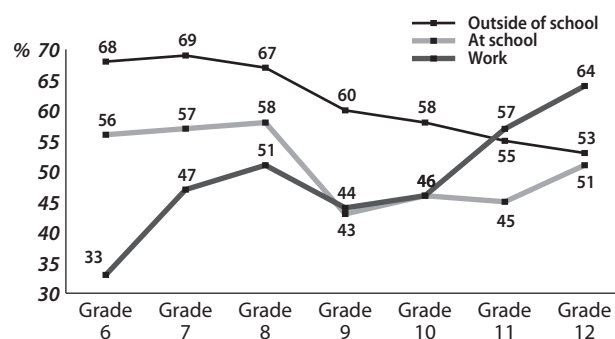


Figure 6

3.3.2 Higher academic grade associated with more activity

The higher a student's average academic grade, the more involved the student appears to be in extracurricular activities.

- Students with an A average are the most likely to be involved in sports or organized activities both at and outside school.
- Students with an E or D average are the least likely to be involved in sports or organized activities at or outside school.
- Similarly, students with higher grades are more likely to report spending time studying or doing homework.

Figure 7 shows these results.

Activities by average grade
(An hour or more per week - n=49,670)

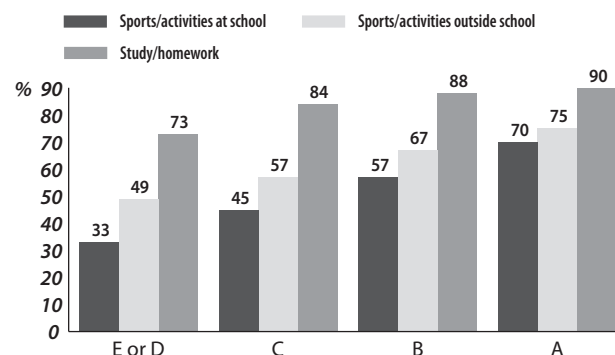


Figure 7

4.0 Education expectation

In this section, we report on students' expectations of post-secondary education. We report that:

- Most students (84%) expect to take some form of post-secondary training, most commonly university. For the most part, students and their parents share the same educational expectations, especially regarding plans to go to university. That said, in all cases some students, regardless of their own expectations, report that their parents do not expect them to go beyond high school. Indeed, more than half of the students who say that they expect to go no further than high school report that this is their parents' expectation as well.
- The higher students' current marks, the more likely they are to report plans to complete post-secondary training. That said, even among those with low marks (D or E), a majority expect to complete some form of post-secondary education.
- Most students (64%) expect to begin a post-secondary program immediately after high school. The remaining students are split between either planning to work or taking time off and beginning post-secondary studies at a later date. Plans to begin post-secondary studies immediately after high school remain fairly steady between Grades 6 and 12. As might be expected, students' marks play a role in their post-secondary school decisions. The higher their marks, the more likely students are to plan to go immediately into a post-secondary program. Conversely, the lower their marks, the more likely students are to plan to begin work or take time off immediately after high school.
- Most students have positive attitudes about their future and think that their current education will contribute to that success. Most agree that it is important to learn what is taught in school and that what they are learning will be needed for success in later life. Most also think that they will have a rewarding career and will be financially successful. As students progress through secondary school, they become more skeptical, especially about what they are being taught.

4.1 Highest education expected

Students' expectations of how far they will go in school remain remarkably consistent across grades. As well, according to students, their parents share the same expectations when it comes to education.⁵

⁵ The questions asked were: D1. How far do you expect to go in school? D2. How far do you think your parents expect you to go in school?

As Figure 8 shows:

- Over 8 students in 10 expect to take some form of post-secondary training. Most commonly, this involves a university degree (57%).
- About 1 student in 10 expects to complete high school and has no further educational expectations.

Expectation of highest level of education
(*n*=50,631)

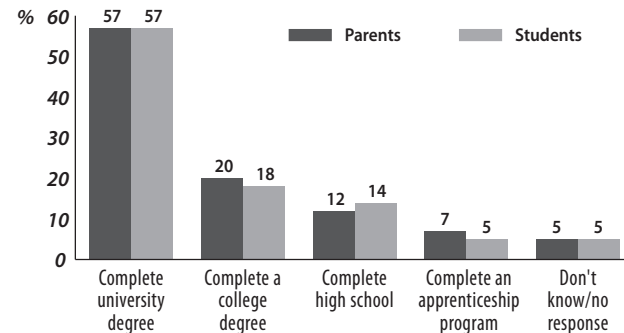


Figure 8

While it appears that parent and student expectations are in lockstep, this belies the fact that students' personal expectations sometimes conflict with those of their parents. According to these students, in most cases, the educational expectations of their parents are very similar to their own. This is especially true if students expect to complete a university degree.

- Some 86% of students who expect to complete university say that their parents have that same expectation of them.

A majority of parents also share their children's expectation of completing a college or technical school certificate of diploma. Similarly, those expecting to complete an apprenticeship program more often than not share those expectations with their parents.

- Some 50% of students who expect to complete a college or technical institute diploma or certificate share this expectation with their parents. However, some 17% say that their parents expect them to complete a university degree.
- Some 55% of students who expect to complete an apprenticeship program say that their parents have the same expectation. That said, just over one-quarter report that their parents expect them to go to college or university.
- More than half the students (55%) expecting to go no further than high school report that their parents also expect them to go no further after graduating secondary school. However, 41% say that their parents expect

them to complete some post-secondary education (most often a university degree).

See Table 19.

Parents' expectations	Students' expectations			
	University (n=28,742)	College (n=10,240)	Apprenticeship (n=3,320)	High school (n=5,842)
University	86%	17%	20%	27%
College	4%	66%	11%	11%
Apprenticeship	1%	3%	50%	3%
High school	7%	12%	16%	55%
No response	2%	3%	3%	4%

4.1.1 Grades and expectations

Perhaps not surprisingly, the higher students' academic grades, the more likely they are to expect to continue their education after high school. That said, regardless of their current academic grades, most students plan to take some form of post-secondary training. However, the lower the average grade, the less likely they are to plan to complete a university degree.

- Over 90% of students with an A average expect to take post-secondary training, most commonly completing a university degree (80%).
- Among those with low average grades (E or D), over one-quarter (28%) expect that their highest level of education will be to complete high school. That said, even among these students, most (65%) plan to complete post-secondary training and are more often considering alternatives to university.

See Figure 9.

Expectation of schooling by academic grade
(n=49,670)

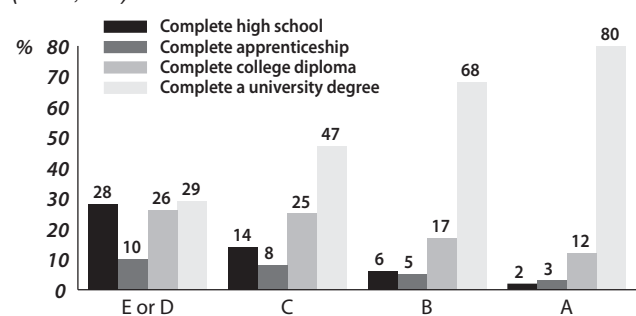


Figure 9

4.1.2 Expectations and student profile

There are few demographic differences among students and their expectations of how far they will go in school.

- Male students (11%) are more likely than female students (3%) to expect to complete an apprenticeship program, while females (69%) are more likely than males (51%) to expect to complete a university degree.
- Students with a disability (69%) are less likely to expect to pursue additional education beyond high school compared to students without a disability (89%).

Students' school attendance also appears to be correlated to educational expectations. Students who expect to go no further than high school are more likely than others to miss school days for no good reason (44%), skip classes (38%), and arrive late (38%). See Table 20.

At least once a month	Students expect to complete ...			
	University (n=28,742)	College (n=10,240)	Apprenticeship (n=3,320)	High school (n=5,842)
Miss school	21%	29%	33%	44%
Skip class	23%	27%	33%	38%
Arrive late	25%	31%	33%	38%

4.2 Decision about post-secondary education

While most students have expectations for their educational attainment, many students have not made a decision about their post-secondary education. Overall, almost one-quarter of students report that they have not made a final decision about post-secondary education. As would be expected, this is slightly more common among junior high students (27%) than among their senior high counterparts (22%).

While most students claim to have decided already, their decision can change over time.

- About two-thirds of junior high students claim that they have made a final decision about participating in some form of post-secondary education. This includes 44% who claim to have made the decision in Grade 6 or earlier.
- Three-quarters of senior high students claim that they have made a final decision about participating in some form of post-secondary education. Over one-third decided in junior high.
- It appears that students reassess their options throughout their secondary school life. Only 21% of senior high students say that they made their decision in Grade 6 or earlier (compared with 44% of junior high students), which suggests that many of the junior high students will re-evaluate their "final" decision about post-secondary education throughout junior and senior high.

See Table 21.

Table 21: Decision about post-secondary education			
D4. If you have made a final decision about whether you will participate in some form of post-secondary education, in what grade did you make this decision?			
Grade	All students (n=50,631)	Junior (n=23,761)	Senior (n=26,870)
Grade 6 or earlier	32%	44%	21%
Grade 7	10%	15%	5%
Grade 8	9%	7%	10%
Grade 9	8%	-	14%
Grade 10	6%	-	11%
Grade 11	5%	-	9%
Grade 12	3%	-	5%
Have not made a decision	24%	27%	22%
No response	5%	6%	3%

Note: Columns may not sum to 100% due to rounding.

Senior high students attending English-language schools (40%) are more likely than those attending French-language schools (26%) to have made a final decision about their post-secondary education in junior high. Conversely, students in French-language schools (46%) are more likely than those in English-language schools (36%) to have made their decision in senior high.

While some English-language students make this decision sooner than their French-language counterparts, more French-language students (20%) attending English-language schools still have not decided compared with those attending French-language schools (25%). See Table 22.

Table 22: Decision about post-secondary education by school language				
D4. If you have made a final decision about whether you will participate in some form of post-secondary education, in what grade did you make this decision?				
	Junior		Senior	
	English (n=16,178)	French (n=7,429)	English (n=19,382)	French (n=7,194)
Grade 6 or earlier	45%	43%	24%	12%
Grade 7	14%	18%	6%	5%
Grade 8	7%	8%	11%	9%
Grade 9	-	-	14%	16%
Grade 10	-	-	11%	12%
Grade 11	-	-	8%	11%
Grade 12	-	-	4%	7%
Have not made a decision	27%	27%	20%	25%
No response	7%	4%	3%	3%

Note: Columns may not sum to 100% due to rounding.

As Table 23 shows, how far students expect to go in school is not finalized. Many students still have to decide.

- Those students who are expecting to complete university are the most decisive at an earlier age. About 6 students in 10 who say that they expect to complete university made this decision in junior high. That said, almost 1 in 5 admit that although they expect to complete university, they have not really decided yet.
- About 1 student in 5 who is expecting to complete a college or technical school diploma or certificate has not yet made a final decision about his/her post-secondary education. Some 3 in 10 did not decide until senior high.
- About 1 student in 4 who is expecting to complete an apprenticeship program has not really decided what his/her post-secondary education will be. Again, 3 in 10 did not decide on an apprenticeship program until senior high.
- Over half of those who say that they will complete high school but have no expectations of going into post-secondary, really have not made up their minds. As we will see below, many who say that they expect to only complete high school admit that after doing so, they might become involved in additional education.

Table 23: Decision about post-secondary education
 D4. If you have made a final decision about whether you will participate in some form of post-secondary education, in what grade did you make this decision?

Decision made in...	Students expect to complete...			
	University (n= 28,742)	College (n= 10,240)	Apprentice-ship (n=3,320)	High school (n= 5,842)
Junior high	60%	43%	42%	23%
Senior high	18%	30%	29%	15%
Not made yet	18%	22%	25%	55%
No response	4%	4%	5%	8%
Total	100%	99%	101%	101%

Note: Columns may not sum to 100% due to rounding.

4.3 Activity immediately after high school

While most students expect to pursue post-secondary education, many do not plan to do so immediately after high school.

- Almost two-thirds of students plan to go immediately into some post-secondary program after completing high school. Most commonly, they plan to begin university (43%).
- About one-fifth plan to work immediately after high school, although most (17%) plan to continue their education at some future date.
- About one-tenth plan other activities, most commonly taking time off from work and studies (10%).

See Figure 10.

Most likely to do when finished high school
 (n=50,631)

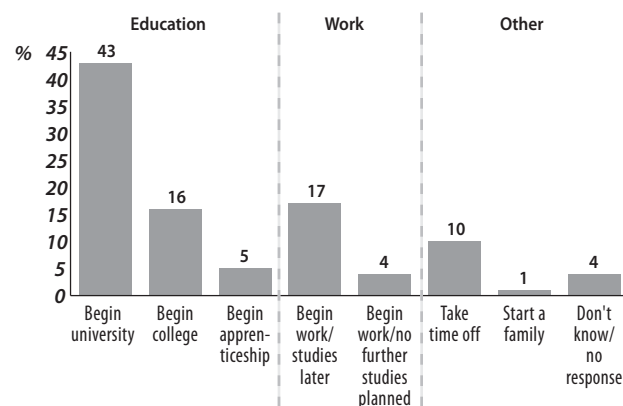


Figure 10

Students' plans after high school can differ slightly depending on whether students attend an English-language or French-language school.

- Students attending English-language schools (at both junior and senior level) are more likely to plan to take time off immediately after finishing high school.
- Students attending French-language schools (at both junior and senior level) are slightly more likely to plan to begin university or college immediately after graduating high school.

See Table 24.

Table 24: Plans after high school by language
 D3. What do you think you are most likely to do when you finish high school?

	Junior		Senior	
	English (n= 16,178)	French (n= 7,429)	English (n= 19,382)	French (n= 7,194)
Education				
Begin university	41%	48%	43%	46%
Begin college	16%	16%	14%	22%
Begin apprenticeship	4%	6%	5%	3%
Work				
Begin work, studies later	15%	15%	19%	18%
Begin work, no further studies	4%	5%	4%	4%
Other				
Take time off	15%	5%	11%	3%
Start a family	-	-	2%	1%
Don't know/no response	5%	5%	2%	3%

4.3.1 Plans across time

As Figure 11 shows, plans remain fairly stable across time. That said, students in Grade 12 are slightly more likely than other senior high students to plan to attend an apprenticeship or college program or begin working immediately after graduating.

- Plans to immediately go into post-secondary decrease throughout junior high but increase throughout senior high.
- Plans to go immediately to university after high school remain fairly stable throughout high school.
- Conversely, plans to go immediately to college or technical school fall slightly throughout junior high and then increase throughout senior high.
- Plans to defer study and work immediately after graduation increase steadily throughout high school.

Activity immediately after high school
(n=50,186)

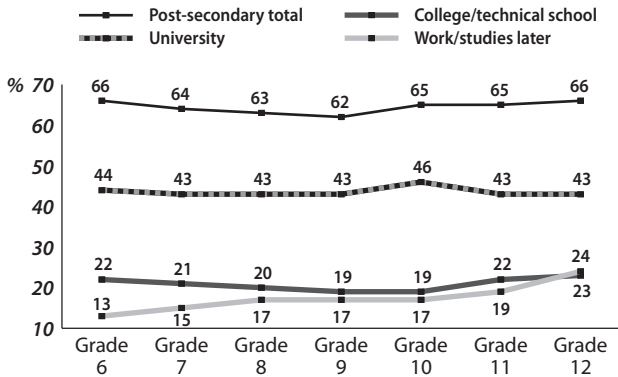


Figure 11

4.3.2 Plans by academic grade

Students' plans immediately after graduating from high school also vary depending on students' academic success.

- More than 8 students in 10 who currently have an academic grade of A plan to go immediately into post-secondary training, most often to university.
- As students' grades fall, so do their plans to immediately go to post-secondary education. The lower their grades, the more likely students are to plan to work immediately after graduating from high school. Almost 3 students in 10 (with a grade average of D or less) plan to work (although most still plan to take studies later). This compares with less than 1 student in 10 with an average grade of A.

See Figure 12.

Activity immediately after high school by current academic grade
(n=49,670)

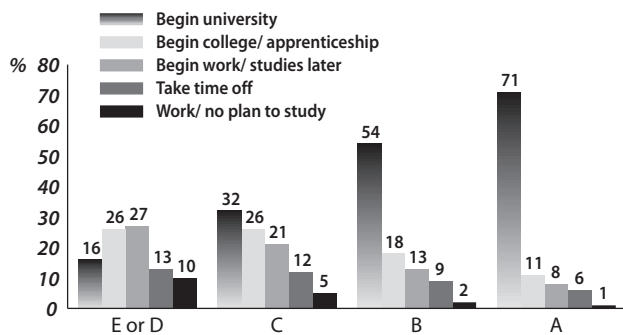


Figure 12

4.4 Attitudes about learning and the future

Students were asked whether they agree or disagree with a series of five statements about the future. Generally, students in junior high tend to be more positive than students in senior high when it comes to the future. Overall,

- Some 8 students in 10, whether in junior or senior high, agree that if they work hard, they will have the marks to pursue their education and training goals.
- More than 3 students in 4 agree that they will have a rewarding career.

About 7 students in 10 agree that:

- It is important for them to learn what is taught in school. Junior high students are more likely than senior high students to agree.
- They will be financially successful.
- They are learning the skills they need for success later in life. Junior high students are more likely than senior high students to agree.

See Table 25.

	All students (n= 50,631)	Junior (n= 23,761)	Senior (n= 26,870)
If I work hard, I will have the marks to pursue my education or training goals.	83%	86%	81%
I will have a rewarding career.	78%	80%	76%
It is important for me to learn what is taught at school.	73%	83%	65%
I will be financially successful.	72%	74%	71%
I am learning the skills I will need for success later in life.	70%	75%	65%

As Table 26 demonstrates, students attending French-language schools are more likely than those attending English-language schools to agree with these statements. For example,

- Senior high students at French-language schools (81%) are more likely than those at English-language schools (74%) to agree that they will have a rewarding career.
- Senior high students attending French-language schools (77%) are much more likely than those attending

English-language schools (60%) to agree that they are learning the skills they will need for success later in life.

Table 26: Attitudes toward future by language
D5. How do you feel about each of the following statements about your life?

Strongly agree/ agree	Junior		Senior	
	English (n=16,178)	French (n=7,429)	English (n=19,382)	French (n=7,194)
If I work hard, I will have the marks to pursue my education or training goals.	84%	91%	79%	86%
I will have a rewarding career.	79%	85%	74%	81%
It is important for me to learn what is taught at school.	82%	85%	64%	69%
I will be financially successful.	72%	79%	69%	75%
I am learning the skills I will need for success later in life.	74%	79%	60%	77%

4.4.1 Grade level and attitudes

As students get older, they become less optimistic about the future and more critical of what they are currently learning.

- Some 87% of Grade 6 students agree that it is important for them to learn what is taught in school (including 62% who strongly agree). By Grade 12, while 60% of students agree, only 17% strongly agree.
- Some 86% of Grade 6 students agree that if they work hard, they will have the marks to pursue their education or training goals (including 60% who strongly agree). By Grade 12, while 81% of students agree, only 41% strongly agree.
- Similarly, students in Grade 6 are more likely to agree that they will have a rewarding career. Indeed, 81% agree (including 50% who strongly agree). The percentage of those who agree falls to 75% by Grade 10, but increases somewhat to 78% in Grade 12. However, the percentage who strongly agree falls continually throughout secondary school. By Grade 12, only 32% strongly agree.
- Again, while a majority of students continue to agree that they are learning the skills they will need for

success later in life, older students appear more critical of what they are learning. Among Grade 6 students, 78% agree (40% strongly) with this statement. This percentage falls steady until Grade 11 and increases slightly in Grade 12, when about 65% of students agree (only 18% strongly).

- The percentage of students agreeing that they will be financially successful decreases until Grade 11 and recovers slightly in Grade 12. In Grade 6, 75% of students agree with this statement, including 37% who strongly agree. In Grade 12, while 73% of students agree, only 24% strongly agree.

Table 27 shows the percentages of those who strongly agree with each statement by students' grade level.

Table 27: Attitudes toward the future

Strongly agree	Current grade						
	6 (n=7,869)	7 (n=7,936)	8 (n=7,802)	9 (n=7,023)	10 (n=6,969)	11 (n=6,554)	12 (n=6,033)
It is important for me to learn what is taught at school.	62%	51%	40%	29%	23%	19%	17%
If I work hard, I will have the marks to pursue my education or training goals.	60%	56%	53%	46%	44%	41%	41%
I will have a rewarding career.	50%	44%	39%	31%	29%	28%	32%
I am learning the skills I will need for success later in life.	40%	32%	26%	21%	18%	17%	18%
I will be financially successful.	37%	31%	28%	23%	22%	22%	24%

4.4.2 Academic grade and attitudes

The higher students' average marks, the more likely students are to be positive about both what they are learning and their own future. For example:

- While a majority of students, regardless of their grade, agree that if they work hard, they will have the marks to pursue their education or training goals, those with higher marks are more likely to agree. Some 67% of students with an average grade of E or D agree (including 29% who strongly agree). This compares

with 93% of students with an A average, including 72% who strongly agree.

- The higher their marks, the more likely students are to strongly agree that they will have a rewarding career and that they will be financially successful.
- Similarly, students with higher marks are more likely to strongly agree that it is important to learn what is being taught and that what they are learning is needed for success in later life.

Table 28 shows the percentages of students who strongly agree by their current average grade.

	Average academic grade			
	D or E (n=8,208)	C (n=15,131)	B (n=18,597)	A (n=7,734)
Strongly agree				
If I work hard, I will have the marks to pursue my education or training goals.	29%	40%	56%	72%
It is important for me to learn what is taught at school.	21%	29%	40%	52%
I will have a rewarding career.	20%	29%	43%	54%
I will be financially successful.	16%	21%	31%	41%
I am learning the skills I will need for success later in life.	13%	19%	29%	39%

4.4.3 Educational plans and attitudes

Students who plan to complete post-secondary training—especially a university degree—are more positive about their current education and future employment.

Conversely, those who expect to complete high school and no other training are more negative about their secondary education and more pessimistic about the future.

- While a majority of all types of students agree, those students expecting to complete a university degree tend to be the most likely to agree that if they work hard, they will have the marks to pursue their educational goals. Overall, some 90% of those expecting to complete a university degree agree (including 58% who strongly agree). This compares with about 60% of those who think high school will be their highest education (only 22% strongly agree).
- Similarly, students who expect to complete university are most likely to agree that what they are learning in school is important (80%, including 40% who strongly

agree). This compares with about 54% of those who expect to complete high school, including only 21% who strongly agree.

- Those who expect to complete a university degree are more likely to agree that they will have a rewarding career (85%, including 42% who strongly agree) and be financially successful (79%, including 31% who strongly agree). This compares with less than half of those who expect to complete high school and go no further.

Table 29 shows the percentages of those who strongly agree with these statements by their highest expected level of education.

Strongly agree	Students expect to complete...			
	University (n=16,593)	College (n=4,743)	Apprentice (n=3,320)	High school (n=5,842)
If I work hard, I will have the marks to pursue my education or training goals.	58%	46%	38%	22%
It is important for me to learn what is taught at school.	40%	33%	31%	21%
I will have a rewarding career.	42%	34%	30%	17%
I will be financially successful.	31%	25%	23%	13%
I am learning the skills I will need for success later in life.	29%	24%	22%	13%

5.0 Decisions about post-secondary education

In this section, we report on a series of questions about potential barriers to students' achieving their post-secondary goals, as well as the people and factors that might influence their decisions after high school.

- The most common barriers, as identified by high school students, to furthering their education after high school are related to money or academic performance.
- Regardless of their marks, most students can identify at least one barrier that they believe is significant or major in preventing them from furthering their education.
- Senior high students (51%) report that their parents are the single most important influence on their decision of what to do after high school. That said, almost half of the senior high students can identify at least two other people who have a strong influence on them, often such people as their siblings or a role model they admire.
- Senior high students also identify a number of factors that will have an impact on their decision of what to do after high school. The most common factor is their personal interest (some 69% say that this will have a relatively or very strong impact on their decision). However, other factors that will have a strong impact on a majority of students are their success (49%) or enjoyment (46%) of a course at school. Indeed, for most students, multiple factors will play an important role in their decision.
- Most students agree that there are benefits to post-secondary education. A majority agrees that a post-secondary education is needed to get a good job (66%) and that there are benefits to post-secondary education besides job preparation (63%). Students' perceptions of benefits are highly correlated to how far they expect to go in school (those planning to complete high school and stop are not convinced of the benefits of post-secondary training). Similarly, the lower their current marks, the less likely students are to agree with any of these benefits.

5.1 Barriers to post-secondary education

Students in junior high were asked only a subset of these questions. Their responses are treated separately below.

5.1.1 Barriers for junior high students

Junior high students were asked to rate four barriers to furthering their education beyond high school.

- Money is perceived as a common barrier. Overall, almost half of junior high students say that not having enough money to pay for education and training is at least somewhat of a barrier. This includes over one-fifth who say that money is a significant or major barrier.
- Poor grades are also a common barrier, with 4 in 10 reporting that they are at least somewhat of a barrier to furthering their education. This includes one-quarter who say that grades are a significant or major barrier.
- About 1 student in 5 believes that the fact that their friends or parents do not encourage further education is at least somewhat of a barrier. In each case, this includes just over one-tenth who say that their friends or parents are a significant or major barrier.

See Table 30.

Table 30: General barriers: junior high			
D6. To what extent do you see the following as barriers for you in furthering your education beyond high school?			
Some/significant/ major barrier	Junior high students (Grades 6 to 8) (n=23,761)		
	Overall	Major/ significant	Somewhat
Not having enough money to pay for education and training	48%	23%	25%
Poor school marks	41%	22%	18%
Friends don't encourage it	22%	11%	11%
Parents don't encourage it	20%	12%	9%

Some 62% of junior high students do not see any of these as a significant or major barrier to their furthering their education beyond high school.

5.2 Barriers for senior high students

With senior high students,⁶ 13 potential barriers were tested (including the four above). Figure 13 shows the ranking of these barriers overall.

⁶ Note that one school inadvertently administered the junior high survey to senior high students and the senior high survey to junior high students. Consequently, senior high students attending this school did not receive these questions and are excluded from this analysis. Any responses to the senior high questions received from junior high students are also excluded from the analysis.

- Three of the most common barriers— mentioned by more than half as at least somewhat of a barrier—are financial: not having enough money for education and training; having higher living expenses away from home; and fear of going into debt.
- Another common barrier, also mentioned by more than half of all respondents, relates to academic performance: poor school marks.

Barriers to furthering education after high school
(Senior high students - n=26,775, *n=26,870)

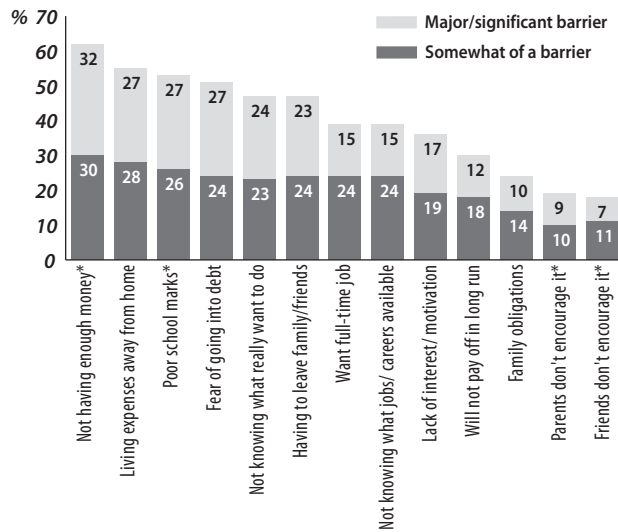


Figure 13

Senior high students in English-language schools (25%) are more likely than senior high students in French-language schools (15%) to say that having to leave family and friends is a major or significant barrier to furthering their education. Senior high students, regardless of whether they are attending English-language or French-language schools, provide similar ratings for all other barriers tested.

Almost 7 senior high students in 10 indicate that at least one of these is a significant or major barrier to furthering their education. See Table 31.

	(n=26,870)
None	32%
One	17%
Two	13%
Three	11%
Four	8%
Five or six	11%
Seven or more	9%
Total	101%

Note: Column may not sum to 100% due to rounding.

5.2.1 Barriers by educational plans

Students who intend to take some form of post-secondary education are less likely to report many of these factors as barriers. Conversely, those who only plan to complete high school are more likely to say that many of these factors are significant or major barriers.

- Poor school marks is the most common barrier among those intending to finish their education with a high school diploma. Among these students, over 4 in 10 report that these are significant or major barriers. This compares with about 1 in 4 of those expecting to complete post-secondary education (whether university, college, or an apprenticeship).
- Among those who expect to end their education with high school, about 1 in 3 say that significant or major barriers to pursuing additional education are: not having enough money to pay for education and training; a lack of interest and motivation for further studies; and not knowing what they want to do.

See Table 32.

Significant/major barrier	Highest expected education	
	Post-secondary (n=22,256)	High school (n=3,332)
Not having enough money to pay for education and training*	31%	36%
Fear of going into debt	26%	34%
Having to pay higher living expenses to live away from home	26%	34%
Poor school marks*	24%	44%
Not knowing what I want to do	23%	35%
Having to leave friends and family	20%	34%
Lack of interest and motivation for further studies	14%	35%
Not knowing what types of jobs or careers are available	13%	23%
Want to start earning money in a full-time job	13%	30%
Do not believe that it will pay off in the long run	10%	24%
Parents don't encourage it*	8%	17%
Family obligations	8%	16%
Friends don't encourage it*	6%	15%

*Post-secondary n=22,328 and high school n=3,352

5.2.2 Barriers by academic grade

The significance of these barriers varies depending on senior high students' current average marks. Typically, the higher students' average marks, the less likely these are seen as significant or major barriers.

- As would be expected, those who currently have poor marks are more likely to cite poor marks as a significant or major barrier to furthering their education beyond high school. Almost half of those with an average grade of a D or E report that their grades are a significant or major barrier to post-secondary education. As marks increase, the significance of this barrier decreases. About one-tenth of those with an A average say that poor marks are a significant barrier to their educational plans.
- Students with lower grades (especially those averaging D or E) are also more likely to say that the following financial-related barriers are significant or major: not having enough money to pay for education and training; fear of going into debt; having higher living expenses away from home; and wanting to start earning money in a full-time job.
- As their average grade falls, students are also more likely to cite these personal barriers: having to leave family and friends; and lack of interest and motivation for further studies.

Table 33 provides the percentages of those who say that these barriers are significant or major, by the current average grade.

Table 33: Barriers by academic grade				
D6. To what extent do you see the following as barriers for you in furthering your education beyond high school?				
Significant/major barrier	Academic grade (n=26,272, *n=26,367)			
	D/E	C	B	A
Not having enough money to pay for education and training*	33%	33%	31%	28%
Having to pay higher living expenses to live away from home	30%	29%	26%	23%
Not knowing what I want to do	28%	25%	22%	20%
Fear of going into debt	32%	28%	24%	19%
Having to leave friends and family	28%	24%	19%	14%
Poor school marks*	49%	28%	14%	11%
Lack of interest and motivation for further studies	25%	18%	13%	11%
Not knowing what types of jobs or careers are available	19%	16%	12%	9%
Want to start earning money in a full-time job	24%	17%	11%	7%
Do not believe that it will pay off in the long run	17%	13%	9%	7%
Family obligations	13%	10%	7%	7%
Parents don't encourage it*	13%	9%	7%	5%
Friends don't encourage it*	12%	7%	5%	3%

5.3 Impact of people on post-high school decisions

As has been shown, parents and friends are sometimes barriers to post-secondary education. Students were also asked how much impact these and other people have on their decisions about what they want to do after high school.

Students report that parents have the strongest impact on their decision.⁷

- More than half of the students report that their parents have a very strong or relatively strong impact on their decision of what to do after high school. Another 1 in 4 reports that his/her parents have some impact.

All other types of people have influence on far fewer students.

- About 1 student in 4 reports that a role model he/she admires has a very strong or relatively strong impact on

⁷ The question read: D7. How much impact do the following people have in your decisions about what you want to do after high school?

the decision of what to do after high school. Another 1 in 5 reports that an admired role model can have some impact on his/her decision.

- About 1 student in 5 reports that his/her brothers or sisters have a strong impact on the decision of what to do after high school. Another 1 in 5 reports that his/her siblings have some impact.
- Just less than 1 student in 5 reports that friends have a strong impact on his/her post-high school decisions. Another 3 in 10 report that friends have some impact.
- Almost 1 student in 5 reports that representatives from universities and colleges have a strong impact on the decision of what to do after high school, and another 1 in 4 says that they have some impact.
- One student in 6 reports that teachers have a strong impact on their post-high school decision-making. Another 1 in 4 says that teachers have some impact.
- According to students, guidance counsellors have the least impact. About 1 student in 10 says that they have a strong impact, while just over 1 in 5 says that they have some impact on their decision of what to do after high school.

Figure 14 shows the percentages of those who report each type as having a relatively or very strong impact on their decision.

Impact people have on decision what to do after high school

(Senior high students - $n=26,775$)

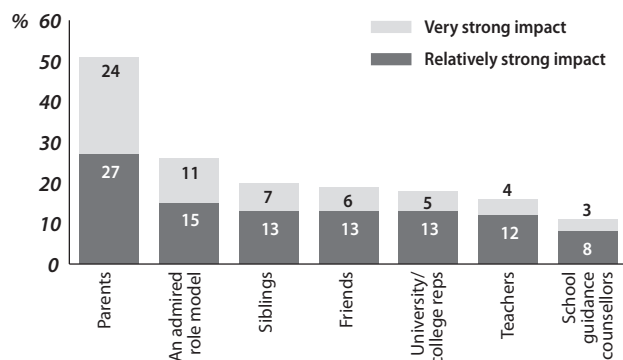


Figure 14

About 7 students in 10 report that at least one of these types of people has a strong impact on their post-high school decision. Indeed, for almost half of students, two or more people have a strong influence.

5.4 Impact of other factors on post-high school decision

Students were also asked to rate the impact other factors have on their decision about what to do after high school.

- Personal interest has the single greatest impact on what students will do after high school. Some 7 students in 10 report that their personal interest will have a relatively or very strong impact on what they will do. Another 18% say that it will have some impact.

Almost half of the students say that the following factors will have a strong influence on their decision about what to do after high school:

- Success in a course at school. About half of the students say that such a success will have a strong impact on their post-high school decisions. Almost 3 in 10 say that it will have some impact.
- Enjoyment of a course at school. Some 46% of students say that enjoyment of a course at school will have a strong impact on their decision. Almost 3 in 10 say that it will have some impact.
- The likelihood of financial rewards. About 45% of students say that such rewards will have a strong impact. About 3 in 10 say that they will have some impact.

About 4 students in 10 say that the following factors will have a relatively or very strong influence on their decision about what to do after high school:

- The likelihood of getting a job if they pursue a certain post-secondary program. Another 1 in 3 say that it will have some impact.
- Creative ability or talent. Another 3 in 10 say that it will have some impact.

About 3 students in 10 say that the following factors will have a relatively strong or very strong impact on their decision.

- The course and grade requirements for different apprenticeship, university, or college programs. An additional 1 in 3 say that these will have some impact.
- The cost of a post-secondary education. Another 1 in 3 say that it will have some impact.

Figure 15 shows the percentages of students who say that these factors will have a relatively or very strong impact on their decision about what to do after high school.

Impact of other factors on decision what to do after high school
(Senior high students - n=26,775)

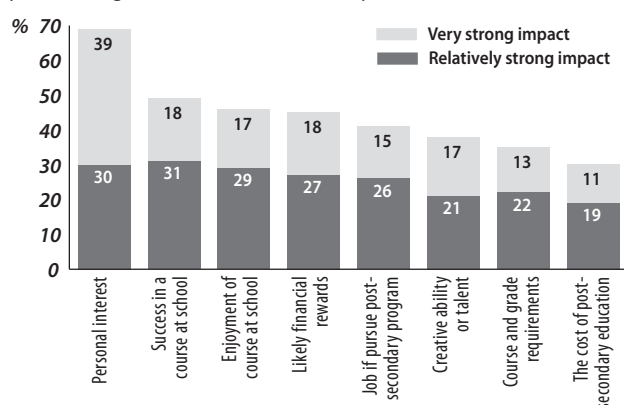


Figure 15

For most students, many of these factors will have a strong influence on their post-high school decisions.

- Just over 10% of students indicate that none of these factors will have a strong impact on them, while another 9% indicate that only one of these factors will have a strong impact.
- For most students, several of these factors will play an important role in their decision-making. Some 51% of students report that four or more of these factors will have a strong influence on their decisions after high school. Thus, students may find making decisions difficult, since some of these factors may pull them in different directions.

5.4.1 Academic grade and impact of factors

Again, depending on senior high students’ current marks, they rate the impact of these factors differently. For students with lower marks, personal interest, enjoyment of a course, academic success, and financial rewards are less important factors in their post-high school decisions.

- Senior high students with lower grades are less likely to say that their personal interest will have a strong impact on what they will do after high school. Some 8 students in 10 with an average grade of B or A say that their personal interest will have a relatively strong or very strong impact. This compares with just over half of the students with a grade of D or E. This suggests that for many students with low marks, something other than their personal interest will have a great impact on their decisions after high school.
- Students with higher marks are more likely than those with lower marks to say that their success in

and enjoyment of courses at school will have a strong impact on what they will do after school.

- Course and grade requirements are less of a concern for students with an A average.

Regardless of marks, about 3 students in 10 say that the cost of a post-secondary education will have a strong impact on their decisions after high school. See Table 34.

Relatively/very strong impact	Current average grade			
	D/E (n=5,931)	C (n=8,855)	B (n=8,420)	A (n=3,066)
My personal interest	56%	67%	77%	83%
Success in a course at school	34%	45%	57%	64%
Enjoyment of a course at school	32%	42%	54%	63%
Course and grade requirements	36%	37%	34%	37%

5.4.2 Expected highest education and impact of factors

Students not planning to continue their education after high school are less likely to report that various factors have a relatively or very strong impact on their decisions about what they want to do after high school.

- About half of the students who expect to pursue post-secondary education say that success in or enjoyment of a course at school will influence their decision. This compares to about one-quarter of the students who do not plan to continue their education after high school.

These and other responses appear in Table 35.

Very strong/relatively strong impact	Expected highest level of education	
	Post-secondary (n=22,256)	High school (n=3,332)
Success in a course at school	52%	26%
Enjoyment of a course at school	50%	24%
Likely financial rewards	48%	30%
Likelihood of getting a job if pursue certain post-secondary program	45%	22%
Course and grade requirements	36%	25%

5.5 Benefits of post-secondary education

Students were instructed to rate their level of agreement with a number of statements, four of which spoke of the benefits of post-secondary education.

As shown in Figure 16, almost 2 students in 3 agree with the statements:

- I need a post-secondary education to get a good job, including 35% who strongly agree.
- There are other benefits to post-secondary education besides preparing me for a job, including 21% who strongly agree.

Over 1 student in 2 agrees with the statement:

- Paying the costs of post-secondary education is a good investment in my future. This includes 18% who strongly agree.

Almost 4 students in 10 agree with the statement:

- The benefits of a post-secondary education outweigh the drawbacks. This includes 10% who strongly agree.

Benefits of post-secondary education
(Senior high students - n=26,775)

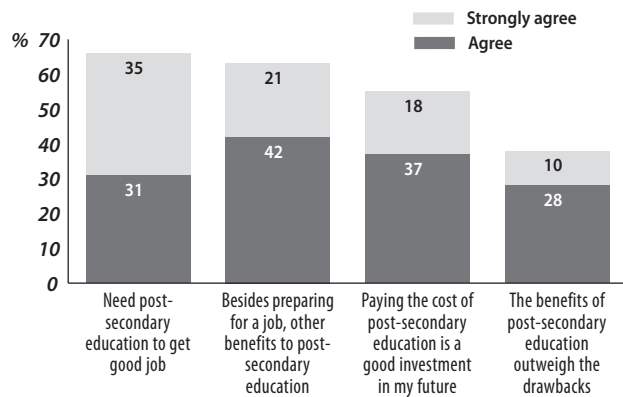


Figure 16

5.5.1 Benefits and expected highest level of education

Not surprisingly, students who do not expect to complete any post-secondary education are less likely to agree with many of these statements.

- Only one-third of those who expect their highest level of education to be a high school diploma agree that they need a post-secondary education to get a good job. This compares with over 7 in 10 who expect to complete post-secondary education.

- Those expecting to go no further than high school are also less likely to agree that: there are other benefits to post-secondary education besides preparing for a job; paying the costs of post-secondary education is a good investment; or the benefits of post-secondary education outweigh the drawbacks.

See Table 36.

	Highest expected education	
	Post-secondary (n=3,332)	High school (n=22,256)
Strongly agree/agree		
I need a post-secondary education to get a good job.	72%	32%
There are other benefits to post-secondary education besides preparing me for a job.	68%	31%
Paying the costs of post-secondary education is a good investment in my future.	60%	24%
The benefits of a post-secondary education outweigh the drawbacks.	41%	16%

5.5.2 Perceived benefits and academic grade

The higher students' current marks, the more likely they are to agree with the stated benefits of post-secondary education.

- For example, almost 8 A students in 10 agree that they need a post-secondary education to get a good job. This compares with only about half of the students with a D or E average. While fewer agree, a majority of students with lower grades still recognize the value of a post-secondary education in future job prospects.
- Similarly, 8 students in 10 with an average grade of A agree that there are other benefits to post-secondary education besides job preparation. Again, this compares with less than half of those students who currently have a D or E average.

These and other differences can be seen in Table 37.

Table 37: Perceived benefits by academic grade				
	Agree/Strongly agree			
	A (n= 3,066)	B (n= 8,420)	C (n= 8,855)	D/E (n= 5,931)
I need a post-secondary education to get a good job.	81%	75%	63%	52%
There are other benefits to post-secondary education besides preparing me for a job.	80%	72%	59%	46%
Paying the costs of post-secondary education is a good investment in my future.	73%	63%	51%	40%
The benefits of a post-secondary education outweigh the drawbacks.	55%	45%	33%	25%

6.0 Post-secondary education

In this section, we review the issues of financing post-secondary education and report that:

- About 3 senior high students in 10 do not know where they would be most interested in pursuing post-secondary education. As students progress through secondary school, they are more likely to have given this some thought, although by Grade 12, 15% still do not know. As students advance, they are also more likely to say that they are most interested in attending a post-secondary institution in New Brunswick.
- Students are not well versed in how to finance their post-secondary education. Many do not appear to consider this issue until later (i.e., Grade 12 or later). While their parents may be making provisions for them, students themselves appear to have little knowledge of what is involved in financing post-secondary education.
- That said, students have opinions on financing their education. Many students (41%) agree that their parents should provide financial support for their post-secondary education. Many also agree that they would rather take time to work than take out loans for their education (33%). Students are split on whether post-secondary education is accessible to everyone who is qualified and everyone who wants it, with more than one-quarter (28%) disagreeing. Few agree that the cost of post-secondary education is fair.
- Students do not appear to be very knowledgeable about financial assistance available to help them pursue further education after high school. Currently, students are getting most of their knowledge about financing from family members, and even in this case, less than half feel that they have learned at least a fair amount from this source.
- According to students, the most popular way to provide information about financial assistance is through family members. That said, institution sources, such as teachers, guidance counsellors, and representatives from post-secondary institutions, were also perceived as good by a significant number of students. As students progress through high school, they are more likely to report that guidance counsellors and representatives from post-secondary institutions are good sources of financial information.
- Students' self-assessed knowledge of various funding options for post-secondary education appears to be limited. Of seven funding options tested, less than 1 student in 5 says that he/she knows at least a fair amount about any of them. This may suggest that most students are relying on their parents and themselves

(through work and savings) to pay for most of their education.

- About one-third of senior high students do not have any idea what they might be expected to pay for tuition and fees each year for post-secondary education. Among those who estimated the cost, more than half expect to be paying over \$8,000 annually. That said, as students progress through secondary school, they are more likely to estimate the annual cost, and these estimates tend to be lower. By Grade 12, 8 students in 10 can estimate the annual cost, and among them, almost half say it will be \$8,000 or less.
- Students appear to believe that they will tap into a wide variety of funding sources (although most do not know much about many of these sources). Personal sources of funding are the most common. More than 7 students in 10 cite their parents, jobs (summer or year round), and personal savings as contributors. About 6 in 10 expect to receive scholarships and bursaries. Many also expect to go into debt through repayable student loans (52%) or personal loans (41%). Most (67%) expect to tap into five or more different sources.

6.1 Location

Senior high students were asked to indicate where they would be most interested in attending post-secondary education. Almost 3 in 10 indicate that they are not sure or that post-secondary education is not in their plans (3%).

- Almost 4 senior high students in 10 say that they would be most interested in a post-secondary program in New Brunswick. Among those who have an opinion, this represents 51% of students.
- Almost 3 students in 10 say that they would be most interested in a post-secondary program outside the province, somewhere else in Canada. This represents about 40% of those students who provided an opinion.
- Less than one-tenth (7%) say that they would be most interested in a post-secondary program outside Canada. Again, this represents about 9% of students who had an opinion.

Remember that these are locations that students would be most interested in, not where they would be most likely to actually attend. See Figure 17.

Most interested in attending for post-secondary education

(Senior high students - n=26,775)

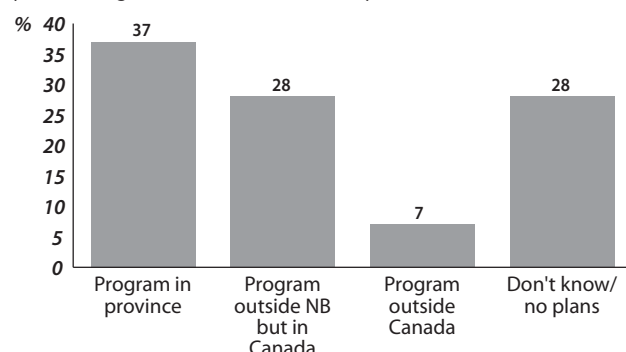


Figure 17

As senior high school students progress, not only are they more likely to know where they would be interested in attending, they are more likely to say that they would be most interested in staying in the province.

- In Grade 9, 33% do not know or have no plans compared to 15% of Grade 12 students.
- In Grade 9, 26% would be most interested in a program in New Brunswick, while in Grade 12, this percentage grows to 55%.
- If we remove those who do not know or have no plans for post-secondary education, then the percentages of those most interested in a program in the province range from 40% in Grade 9 to 66% in Grade 12.

See Table 38.

Location	Grade 9 (n=6,997)	Grade 10 (n=6,951)	Grade 11 (n=6,526)	Grade 12 (n=6,010)
Program in province	26%	30%	39%	55%
Program outside of province but in Canada	29%	30%	29%	25%
Program outside of Canada	9%	8%	6%	4%
Don't know/not sure/no response	33%	28%	24%	15%
Post-secondary education is not in my plans	3%	3%	3%	2%

Note: Columns may not sum to 100% due to rounding.

6.2 Choice of institution

Senior high students were asked which institution would be the best choice for them if and when they pursue post-secondary studies.

- Some 17% of senior high students say that either an English-language campus of New Brunswick Community College or the University of New Brunswick is the best choice for them. In each case, this represents 27% of those students who select an institution within New Brunswick.
- About 10% of senior high students or 17% of those students who select an institution in New Brunswick say that the Université de Moncton is the best choice for them.
- Some 8% of senior high students say that the best choice for them is another university, either St. Thomas University or Mount Allison University. This represents 12% of students choosing an institution in New Brunswick.
- Only 4% of high school students, or 6% of students selecting an institution in New Brunswick, say that a French-language campus of Collège communautaire du Nouveau-Brunswick is the best choice for them.
- Some 8% of senior high students choose another institution in New Brunswick, and 26% choose an institution outside the province.

See Figure 18

Choice of post-secondary education

(Senior high students - n=26,775)

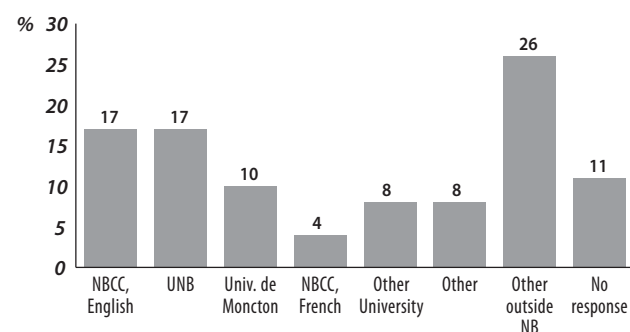


Figure 18

Table 39 presents the detailed responses to this question overall, as well as by students attending English-language and French-language schools. As would be expected, students in the respective language programs are most likely to attend a post-secondary institution that offers education in that same language.

- Some 22% of students attending English-language schools say that the best choice for them is the

University of New Brunswick, including 16% who say the Fredericton campus is the best choice.

- About 33% of students attending French-language schools say the best choice for them is the Université de Moncton, including 25% who say the Moncton campus is the best choice.
- Some 19% of students attending English-language schools and 25% of students attending French-language schools say that New Brunswick Community College is the best choice for them. Students attending English-language schools are most likely to say that the Moncton (8%) and Saint John (6%) campuses are the best choices, while students attending French-language schools are most likely to say that the Moncton (10%), Dieppe (5%), and Bathurst (5%) campuses are the best choices.

Table 39: Choice of post-secondary institution by language			
	All (n=26,481)	English (n=19,287)	French (n=7,149)
New Brunswick universities			
UNB Fredericton	12.5%	16.2%	2.4%
UNB Saint John	4.3%	5.8%	0.2%
Université de Moncton – Moncton	7.2%	0.7%	24.6%
Université de Moncton – Edmunston	1.8%	<0.1%	6.4%
Université de Moncton – Shippagan	0.7%	<0.1%	2.5%
St. Thomas	4.4%	5.8%	0.7%
Mount Allison	3.1%	4.0%	0.7%
New Brunswick community colleges			
Moncton	8.0%	7.5%	9.5%
Saint John	4.7%	6.2%	0.6%
Miramichi	1.8%	2.0%	1.1%
Woodstock	1.2%	1.5%	0.2%
Dieppe	1.5%	0.1%	5.3%
Bathurst	1.5%	0.2%	5.2%
St. Andrews	1.0%	1.4%	0.2%
Campbellton	0.7%	0.1%	2.1%
Peninsule Acadienne	0.3%	0.1%	0.8%
Other			
Canadian Armed Forces	4.4%	4.4%	4.4%
NB College of Craft and Design	1.0%	1.1%	0.7%
Private Trainers	1.3%	1.4%	1.2%
Maritime Forest Ranger School	0.8%	0.9%	0.5%
Private Religious Institution	0.7%	0.7%	0.5%
Outside of New Brunswick	26.3%	30.0%	16.5%
Don't know/no response	11.0%	9.9%	13.9%

As they progress through senior high, more students decide where they are most interested in attending a post-secondary institution. The idea of studying outside the province declines, and interest in most in-province institutions increases.

Table 40: Location of post-secondary institution
D11. If some form of post-secondary education is in your future plans, where are you most interested in attending?

Location	Grade 9 (n=6,997)	Grade 10 (n=6,951)	Grade 11 (n=6,526)	Grade 12 (n=6,010)
New Brunswick universities				
UNB	17%	16%	16%	18%
Moncton	9%	10%	10%	10%
St. Thomas	3%	4%	5%	6%
Mount Allison	3%	3%	3%	3%
New Brunswick community colleges				
NBCC, English	15%	15%	18%	20%
NBCC, French	2%	3%	5%	6%
Other	9%	8%	8%	8%
Outside of New Brunswick	30%	29%	26%	20%
Don't know/ no response	12%	11%	11%	9%

Students' current average grades strongly influence their interest in attending post-secondary institutions. The higher students' grades, the more likely students are to be interested in attending a university in New Brunswick. However, they are also more likely than students with lower grades to plan to study outside the province. The lower students' grades, the more likely they are to be interested in attending a community college in New Brunswick or in taking other training.

Table 41: Location of post-secondary institution
D11. If some form of post-secondary education is in your future plans, where are you most interested in attending?

Location	A (n=3,066)	B (n=8,420)	C (n=8,855)	D/E (n=5,931)
New Brunswick Universities				
UNB	22%	22%	15%	9%
Moncton	12%	13%	8%	6%
St. Thomas	3%	5%	5%	4%
Mount Allison	6%	4%	2%	1%
NB Community Colleges				
NBCC, English	4%	10%	21%	26%
NBCC, French	<1%	2%	4%	8%
Other	4%	6%	9%	12%
Outside of New Brunswick	41%	29%	23%	19%
Don't know/No Response	8%	9%	12%	14%

6.2.1 Reasons for choosing to study outside the province

Senior high students who plan to study outside of New Brunswick were asked to indicate which of five reasons was their most likely reason for doing so.

- The most common reason students plan to study outside of New Brunswick is simply that they would prefer to study outside the province. Some 34% report that this is why.
- Many also believe that a more prestigious program is offered outside the province (25%).
- Almost as many (24%) say that the program they are interested in is not offered in New Brunswick.

These and other reasons are shown in Figure 19.

Reasons for studying outside of province
(Senior high students - n=7,032)

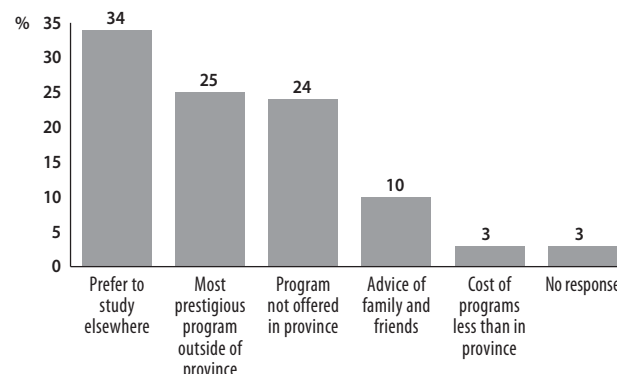


Figure 19

6.3 Attitudes toward financing post-secondary education

Students were asked to rate their level of agreement with five statements about the financing of post-secondary education.

- About 4 students in 10 agree that their parents should provide financial support for their post-secondary education, including just over 1 in 10 who strongly agree. About 1 in 5 disagrees, and the rest are neutral (32%) or do not know (6%).
- Almost 4 students in 10 agree that post-secondary education is accessible to everyone who is qualified and wants it, including over 1 in 10 who strongly agree. Just over 1 in 4 disagrees.
- One student in 3 agrees that he/she would rather take time to work for a few years to earn money for post-secondary education than have to take out student loans. This includes over 1 in 10 who strongly agree. About 3 in 10 disagree.

- About 1 student in 4 agrees that he/she will be able to obtain adequate student loans to finance his/her post-secondary education, including less than 1 in 20 who strongly agrees. About 1 in 5 disagrees.
- Only about 1 student in 7 agrees that the amount a student has to pay for post-secondary education is fair, including a few who strongly agree. About half disagree with this statement.

See Figure 20

Attitudes toward costs of post-secondary education
(Senior high students - n=26,775)

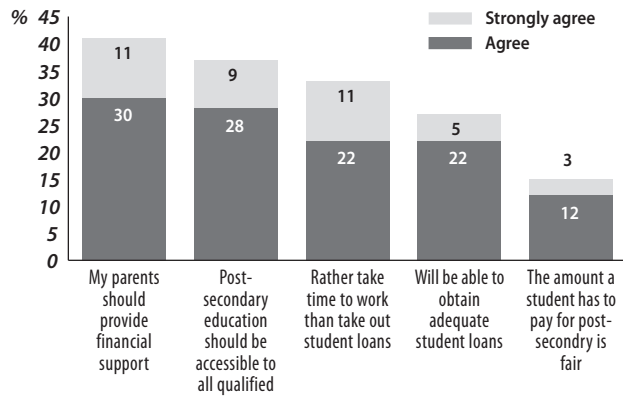


Figure 20

6.4 Sources of knowledge about financing assistance

Students were asked to indicate how much they had learned from various sources about the types of financial assistance available to pursue further education after high school.

- Family members are the most common source from which students learn about post-secondary financial assistance. Just under half of students say that they have learned a fair amount (28%) or a lot (19%) from their family about financial assistance. About 1 in 4 (23%) says that he/she has learned relatively little or nothing at all from family members with regard to post-secondary financing.
- The Internet is the next most common source. More than one-quarter of students report that they have learned a fair amount (16%) or a lot (10%) from the Internet. This may include visits to government web sites, as well as college or university sites. About 49% report learning relatively little or nothing from the Internet regarding financial assistance for post-secondary education.
- Teachers are also a common source. About one-quarter of students report learning a fair amount (17%) or a lot (8%) about post-secondary financial assistance from

teachers. Almost half (45%) report learning relatively little or nothing from teachers on this subject.

In all other cases, one-fifth or less of students indicate that they have learned a fair amount or a lot from these sources. In each case, about half or more of the students report learning little or nothing about financial assistance.

The source from which students have learned the least may be surprising. Other than teachers, sources associated with educational institutions provide the least information. According to over half of the students, they have learned little or nothing about post-secondary financial assistance from guidance counsellors (56%), career fairs (55%), or representatives from post-secondary institutions (54%). In some cases, this may reflect the fact that students have not had or have not taken the opportunity to use these sources.

See Figure 21.

Learned about financial assistance available to pursue further education after high school
(Senior high students - n=26,775)

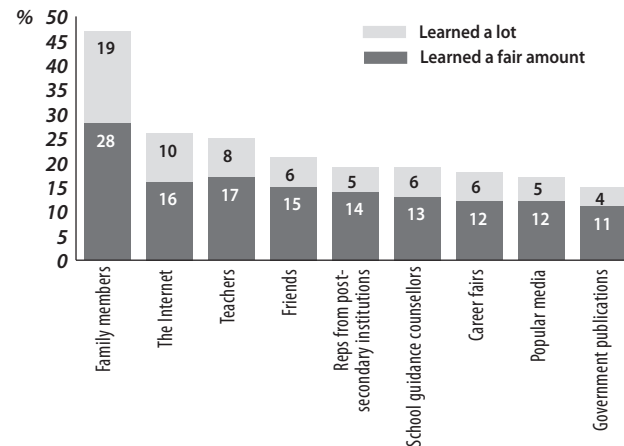


Figure 21

- About 7 senior high students in 10 report having learned a fair amount or a lot from at least one of these sources, including about half who have learned as much from two or more sources.
- Table 42 demonstrates that senior high students attending English-language schools are more likely than senior high students attending French-language schools to say that they have learned very little or nothing about the types of financial assistance available to pursue further education from the sources tested.
- Senior high students attending English-language schools (42%) are more likely than senior high students attending French-language schools (27%) to say that they have learned very little or nothing from school guidance counsellors.

- Senior high students attending English-language schools are also more likely to say that they have learned very little or nothing from government publications (39%) and representatives of post-secondary institutions (36%). This compares with 28% and 27%, respectively, of senior high students at French-language schools.

Table 42: Learned about financial assistance by language
 D9: How much have you learned from each of the following sources about the types of financial assistance available to pursue further education after high school?

Learned very little or nothing	Senior	
	English (n=19,287)	French (n=7,194)
School guidance counsellors	42%	27%
Government publications	39%	28%
Career fairs	37%	35%
Representatives from post-secondary institutions	36%	27%
Popular media	33%	27%
Internet	32%	28%
Friends	28%	21%
Teachers	25%	23%
Family members	11%	8%

As students progress in their studies, they become more likely to report learning a fair amount or a lot from some sources:

- Representatives from post-secondary institutions. Students in Grade 12 (26%) are more likely than students in Grade 9 (13%) to have learned a fair amount or a lot from representatives of post-secondary institutions.
- Guidance counsellors. Among students in Grade 12, 26% report learning a fair amount or a lot from guidance counsellors at school compared with 13% of students in Grade 9.

6.4.1 Methods of providing information

Students were asked to rate these same sources in terms of being good ways to provide information to students about financial assistance available to pursue further education.

- Members of their family are the single most popular source, with 6 students in 10 saying that family is a good or very good method of providing them with information about financial assistance. This includes some 23% who say that family is a very good method. Few say that it is a poor method (11%).

Many of the sources students would like to receive information from are the very same sources from which they currently have not learned much. About half rate the following as good or very good ways of providing information to students.

- Teachers. Some 53% rate teachers as a good or very good method of providing such information. Few believe teachers are a poor method (17%).
- Representatives from post-secondary institutions. Some 52% believe that such representatives would be a good or very good way of providing such information. Again, relatively few (19%) believe that this is a poor method.
- Guidance counsellors at school. Although relatively few have learned a fair amount or a lot from guidance counsellors about financial assistance available, some 52% say that counsellors would be a good way to provide such information. About 21% say that they would be a poor or very poor way.
- The Internet. About 49% think that the Internet would be a good way of providing information on financial assistance, although 21% think that it is a poor method.
- Career fairs. While 49% say that career fairs are a good or very good method, about 20% say that they are a poor way of providing such information

Other methods popular with just less than half of students include:

- Government publications. Some 45% think that government publications are a good or very good way of providing information to students. Some 23% think that government publications are a poor or very poor method.

The least popular methods rated as good or very good by over 1 in 3 students are:

- The popular media (i.e., TV, movies, magazines). While 38% see the media as a good way to get information to students, 27% believe that it is a poor way.
- Friends. While 35% think that friends are a good way to provide information about financial assistance, about one-quarter (25%) believe that they are a poor or very poor way.

See Figure 22.

Ways of providing information to students about financial assistance available
(Senior high students - n=26,775)

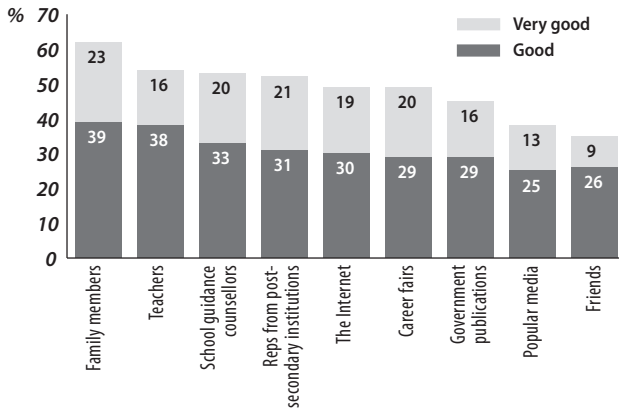


Figure 22

Senior high students’ perceptions of the usefulness of sources of information about financial assistance for further education can vary depending on whether students attend English-language or French-language schools.

Senior high students attending English-language schools are more likely to say that:

- Teachers (58%) are a good or very good method of providing information to students about financial assistance. This compares with 42% of senior high students attending French-language schools.
- Career fairs (53%) are a good or very good method of providing information to students about financial assistance. This compares with 39% of high school students at French-language schools.
- Representatives from post-secondary institutions (55%), compared with 45% of French-language students.

See Table 43.

Table 43: Ways of providing information about financial assistance by language
D10: To what extent do you believe the following would be good ways to provide information to students about financial assistance available to pursue further education?

Good/very good source	Senior	
	English (n=19,287)	French (n=7,194)
Family members	63%	60%
Teachers	58%	42%
Representatives from post-secondary institutions	55%	45%
Career fairs	53%	39%
School guidance counsellors	52%	54%
Internet	50%	47%
Government publications	46%	42%
Popular media	39%	34%
Friends	36%	33%

Older students are more likely to say that some sources are better ways of providing information about financial assistance. For example, while only 4 in 10 Grade 9 students say that guidance counsellors or representatives from post-secondary institutions would be a good way of providing this information, 6 in 10 Grade 12 students rate these as good methods.

See Table 44.

Table 44: Sources of information about financial assistance
D10: To what extent do you believe the following would be good ways to provide information to students about financial assistance available to pursue further education?

Very good/good	Grade 9 (n=6,997)	Grade 10 (n=6,951)	Grade 11 (n=6,526)	Grade 12 (n=6,010)
Guidance counsellors at school	43%	51%	56%	62%
Representatives from post-secondary institutions	43%	49%	58%	61%

6.5 Funding sources

Students were asked to rate their knowledge of seven options for funding their post-secondary education. While many students may have some knowledge, most feel that they do not have enough knowledge about any of these options.

Just under half of the senior high students say that they have at least some knowledge of:

- repayable government student loans, including about 16% who know a fair amount or a lot. Half (50%) know little or nothing.
- lines of credit or personal bank loans, including some 17% who say that they have a fair amount or lots of knowledge. Again, half (50%) know little or nothing about these options.
- scholarships or bursaries, including 17% who know a fair amount or a lot. Again, half (50%) know little or nothing about these options.
- credit cards as an option for funding their post-secondary education. About half (50%) know little or nothing of this funding source. That said, many do not consider credit cards as a major educational funding source. Rather, they see credit cards as a method of supporting particular aspects of their education.

One-third or less of senior high students say that they have at least some knowledge of:

- financing through earnings from co-op or apprenticeship programs, including 11% who know a fair amount or a lot. Most (61%) know little or nothing of these options.
- Canada Millennium Scholarships. Again, most (63%) know little or nothing.
- non-repayable government student grants. Again, most (65%) know little or nothing.

See Figure 23.

Self-assessed knowledge of funding options for post-secondary education

(Senior high students - n=26,775)

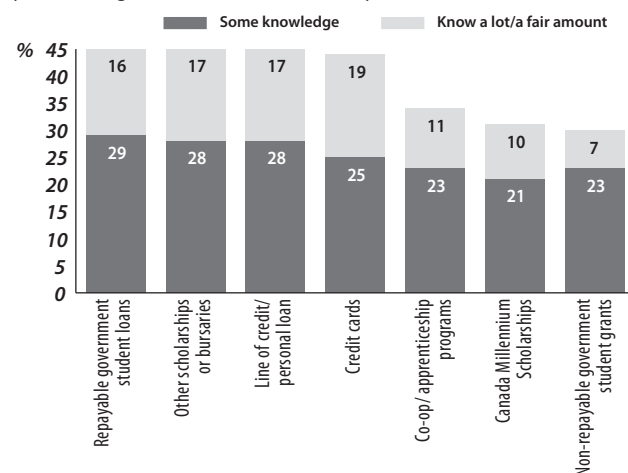


Figure 23

Less than 20% of students report knowing a fair amount or a lot about any of these financing options.

Senior high students attending English-language schools (43%) are more likely than senior high students attending

French-language schools (31%) to report having very little or no knowledge of Canada Millennium Scholarships. Students attending English-language schools are also more likely to report having very little or no knowledge of other scholarships or bursaries and lines of credit or personal loans. See Table 45 for these and other differences.

	Senior	
	English (n=19,287)	French (n=7,194)
Know very little or nothing		
Canada Millennium Scholarships	43%	31%
Non-repayable government student grants	41%	40%
Earnings from co-op or apprenticeship program	37%	36%
Credit cards	29%	28%
Other scholarships or bursaries	28%	23%
Line of credit/personal loan	27%	23%
Repayable government student loans	26%	24%

6.6 Expected cost of post-secondary education

Students who are planning to participate in some form of post-secondary education were asked how much they think their tuition and fees will cost each year (not including living expenses).

- One-third say that they do not know how much tuition and fees will cost each year. (This includes 3% who say that they have no intention of pursuing post-secondary education.)

If we exclude those who do not know and do not intend to take post-secondary training, then:

- Less than half of students (44%) believe that the annual cost of tuition and fees will be \$8,000 or less per year. This includes about 11% who believe that it will be \$4,000 or less.
- About 41% think that the cost will be between \$8,000 and \$16,000.
- The remaining 15% believe that it will cost over \$16,000 per year.

Figure 24 shows the distribution with and without those who do not know.

Expected tuition and fees each year for post-secondary education
(Senior high students)

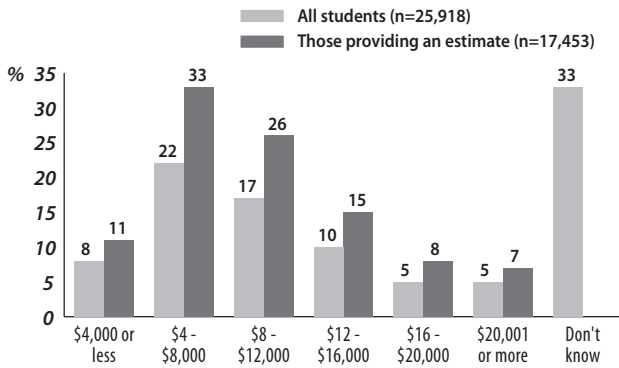


Figure 24

As students progress in school, they are more likely to be able to anticipate how much they will spend on tuition and fees.

Some 54% of students in Grade 9 are able to estimate how much they will spend per year on tuition and fees, compared with 82% of Grade 12 students.

As well, as students progress, their estimates of the cost of tuition and fees become, on average, lower. For example, 22% of Grade 9 students estimate that the post-secondary tuition and fees will cost over \$12,000 annually, compared with only 16% of Grade 12 students. See Table 46.

Amount	Grade 9 (n=6,997)	Grade 10 (n=6,951)	Grade 11 (n=6,526)	Grade 12 (n=6,010)
\$1 to \$4,000	5%	6%	7%	11%
\$4,001 to \$8,000	14%	17%	23%	35%
\$8,001 to \$12,000	13%	17%	19%	19%
\$12,001 or more	22%	21%	19%	16%
Don't know/no response	42%	37%	30%	16%
No plans to attend	4%	3%	3%	2%
Total	101%	101%	101%	99%

Note: Columns may not sum to 100% due to rounding.

If we remove those who do not know or have no plans to attend, 56% of students in Grade 12 expect the cost to be \$8,000 or less compared with 35% of those in Grade 9.

6.7 Sources of funding

Senior high students were asked how they envision paying for their post-secondary education. They were asked to indicate the amount of money they plan to obtain each year from 11 different sources.

Figure 25 shows the sources from which students believe they will receive at least some funding. The most common sources are:

- Personal, especially, jobs (summer or year round), parents (or other relations), and personal savings. In each case, 7 students in 10 or more expect to get at least some money from each of these sources.
- Academic, including 6 in 10 who believe that some money from scholarships and bursaries will help fund their post-secondary education.
- Government, including about half who think that they will have to get repayable student loans.

Funding sources
(Senior high students - n=26,775)

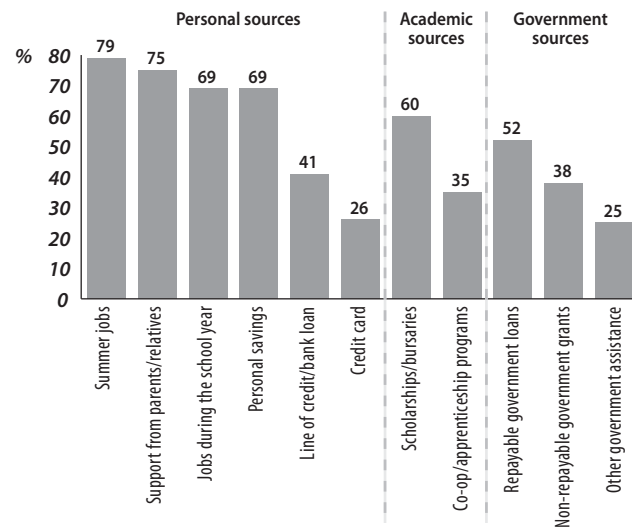


Figure 25

As students progress through high school, the sources of financing appear to narrow.

- Some 72% of Grade 9 students believe that they will use personal savings to finance their education compared to 65% of Grade 12 students.
- Two-thirds (65%) of Grade 9 students cite scholarships or bursaries as a financing source compared with 56% of students in Grade 12.
- Almost half (49%) of Grade 9 students cite a personal line of credit or bank loan as a source of financing compared to 30% of Grade 12 students.

- Some 46% of Grade 9 students expect that they will use non-repayable government student grants as a source of financing compared with 28% of Grade 12 students.
- About 46% of Grade 9 students believe they will finance their education using earnings from a co-op or apprenticeship program compared with 22% of Grade 12 students.
- About 38% of Grade 9 students believe that they will use credit cards to finance their post-secondary education, while only 14% of Grade 12 students think that they will do the same.
- Some 32% of Grade 9 students report that they will rely on other government assistance to fund their education, compared with 16% of Grade 12 students.

See Table 47.

	Grade 9 (n=6,997)	Grade 10 (n=6,951)	Grade 11 (n=6,526)	Grade 12 (n=6,010)
Personal savings	72%	69%	69%	65%
Scholarships or bursaries	65%	62%	59%	56%
Line of credit/personal loan	49%	44%	38%	30%
Non-repayable government student grant	46%	41%	37%	28%
Earnings from a co-op or apprenticeship program	46%	38%	30%	22%
Credit cards	38%	29%	21%	14%
Other government assistance	32%	26%	22%	16%

6.7.1 Sources of funding vary by academic grade

The sources of financing students believe they will rely on to finance their post-secondary education can vary by academic grade.

- Students with high grades are more likely to plan to rely on a summer job to fund their post-secondary education. Some 85% of students with an A average plan to rely on this source. This compares with 72% of students with a D average or lower.
- Students with higher average grades are more likely to plan to rely on scholarships or bursaries to fund their post-secondary education. Some 85% of students with an A average say that they will rely on this source. This compares with 42% of students who have a D average or lower.

- Students with an A average (82%) are also more likely than students with a D average or lower (67%) to plan to rely on their parents or other relatives for financial support.
- While students with an A average (76%) are more likely to plan to rely on personal savings to finance their post-secondary education, students with a D average or lower (31%) are more likely to plan to rely on credit cards.

These differences are shown in Table 48.

	Agree/Strongly agree			
	A (n=3,066)	B (n=8,420)	C (n=8,855)	D/E (n=5,931)
Summer job	85%	83%	78%	72%
Scholarships or bursaries	85%	73%	53%	42%
Parents or relatives	82%	81%	74%	67%
Personal savings	76%	74%	68%	62%
Credit card	19%	24%	28%	31%

6.7.2 Number of sources

As Table 49 shows, most students expect to tap into several of these sources (average number: six).

Number of sources	% (n=26,775)
None	12%
1	3%
2	3%
3	6%
4	10%
5 or 6	26%
7 to 9	26%
10 or 11	15%
Total	
Average	6 sources

The further students have progressed in school, the fewer funding sources they expect to use to help finance their education. For example, as shown in Table 50, 26% of Grade 12 students believe that they will use seven or more of these sources, while 53% of Grade 9 students expect to do the same.

Table 50: Number of funding sources by grade level

Number of sources	Grade			
	Grade 9 (n=6,997)	Grade 10 (n=6,951)	Grade 11 (n=6,526)	Grade 12 (n=6,010)
None	14%	14%	12%	9%
1 to 4	14%	18%	23%	31%
5 or 6	19%	24%	28%	33%
7 or more	53%	45%	38%	26%
Total	100%	101%	101%	99%

Note: Columns may not sum to 100% due to rounding.

6.7.3 Personal sources

Table 51 shows the amounts students believe they will obtain from personal sources each year to support their post-secondary education.

In each case, a majority of students intending to use these sources to fund their post-secondary education expects to obtain \$4,000 or less.

- Most students say that a summer job will contribute to the funding of their post-secondary education. Among those who will use this source, 2 students in 3 say that summer employment will contribute \$4,000 or less.
- As mentioned, parents and other relatives are a common source from which students plan to obtain money for their post-secondary education. Among those who see their parents as helping financially with their post-secondary education, many expect large contributions. Almost 6 in 10 expect that the amount they will get is \$4,000 or less. Another 1 in 5 say that they will receive over \$8,000 per year.
- Among those who plan to maintain a job during the school year, some 6 in 10 report that it will contribute \$4,000 or less.
- Among those who plan to use personal savings each year, almost 7 in 10 say that their savings will contribute \$4,000 or less.
- About 6 in 10 students who say that they will rely, at least in part, on a line of credit or loan or credit cards expect these sources to contribute \$4,000 or less annually.

Table 51: Planned funding source: personal
D14. How do you envision paying for your education? Please indicate the amount of money that you plan to obtain each year of your post-secondary education from each of the following sources:

	Job: summer	Parents/relatives	Job: school year	Savings	Line of credit/loan	Credit card
Use this source	79%	75%	69%	69%	41%	26%
Users	(n=21,040)	(n=20,206)	(n=18,471)	(n=18,448)	(n=10,939)	(n=7,031)
\$1 to \$4,000	66%	58%	62%	68%	58%	57%
\$4,001 to \$8,000	22%	21%	22%	17%	21%	17%
\$8,001 to \$12,000	7%	10%	9%	7%	10%	11%
Over \$12,000	6%	12%	7%	8%	11%	15%
Total	101%	101%	100%	100%	100%	100%

Note: Columns may not sum to 100% due to rounding.

6.7.4 Academic sources

Similar patterns of financing amounts are found when we examine students who expect to get money from academic sources.

- Some 2 students in 3 expect scholarships to contribute \$4,000 or less. The remaining 1 in 3 expects scholarships to contribute over \$4,000, including 16% of students who expect over \$8,000 annually from this source.
- Almost 2 students in 3 also expect co-op or apprenticeship earnings to contribute \$4,000 or less annually. Similar to scholarships, some 18% expect co-op earnings to contribute over \$8,000 annually. See Table 52.

Table 52: Planned funding source: academic
D14. How do you envision paying for your education? Please indicate the amount of money that you plan to obtain each year of your post-secondary education from each of the following sources:

Funding amount	Scholarship	Co-op/apprenticeship earnings
Use this source	60%	35%
Users	(n=16,168)	(n=9,289)
\$1 to \$4,000	65%	63%
\$4,001 to \$8,000	19%	19%
\$8,001 to \$12,000	8%	9%
Over \$12,000	8%	9%
Total	100%	100%

As students progress through school, their expectations of the amount they will receive from a scholarship decrease.

- While about 45% of students in Grade 9 who cite scholarships as a source of money for post-secondary education think that they will receive over \$4,000 annually, only 19% of Grade 12 students have the same expectation.
- The more students expect to have to pay for their post-secondary education, the more they expect from particular sources. For example, about 51% of students who expect to pay \$4,000 or less in tuition and fees expect scholarships or bursaries to cover at least some of these costs. This compares to 71% of those who expect to pay \$12,000 or more annually for their post-secondary education.

6.7.5 Government assistance

Among students who expect government assistance, some 6 in 10 or less expect to receive \$4,000 or less annually from:

- Repayable government student loans. About 53% expect to obtain anywhere between \$1 and \$4,000. That said, some 23% expect to receive over \$8,000 annually.
- Non-repayable government student grants. Some 60% see obtaining somewhere between \$1 and \$4,000. Many (20%) expect these grants to provide over \$8,000 annually.
- Other government assistance. Some 59% expect to receive \$4,000 or less. However, one-quarter expect to obtain over \$8,000 annually.

See Table 53.

Table 53: Planned funding source: government			
D14. How do you envision paying for your education? Please indicate the amount of money that you plan to obtain each year of your post-secondary education from each of the following sources:			
Funding amount	Gov't student loan	Gov't student grant	Other gov't assistance
Use this source	52%	38%	25%
Users	(n=13,848)	(n=10,251)	(n=6,551)
\$1 to \$4,000	53%	60%	59%
\$4,001 to \$8,000	24%	20%	17%
\$8,001 to \$12,000	12%	9%	10%
Over \$12,001	11%	11%	15%
Total	100%	100%	101%

Note: Columns may not sum to 100% due to rounding.

7.0 Conclusion

Most students have positive attitudes toward school and say that they feel as if they belong and make friends easily. In addition, most students have positive attitudes toward their future and the contribution their current education will make to that success.

Students appear to have mixed impressions of post-secondary education. While most secondary students in New Brunswick (84%) expect to further their education after high school, they are less likely to know why furthering their education is important. Most students recognize that there are both economic and other benefits to getting a post-secondary education. That said, only a minority are convinced (that is, they strongly agree) that the benefits of post-secondary education outweigh the drawbacks, that paying the cost of post-secondary education is a good investment in their future, or that post-secondary education has benefits other than preparing for a job. While more are convinced that they need post-secondary education to get a good job, only one-third strongly agree that this is the case.

According to students, their parents have the greatest impact on their decisions about what to do after high school. That said, students also focus on what they like. The most common factor influencing decisions after high school is students' personal interests. While there is nothing wrong with focusing on interests, students are much more likely to focus on issues such as employability after completing a program. More than anything, this seems to reflect the fact that most students have not seriously thought about why they plan to pursue a post-secondary education. Most know that they should take post-secondary training, but few know the goal – except in the vaguest terms – of that training. This is not necessarily a concern, unless students find that they have invested in an education that does not deliver the expected “good job.”

Students identify many barriers to post-secondary education, many of which relate to money or academic performance. Thus, it may not be surprising that the more poorly students perform academically, the less likely they are to expect to further their education after high school. Similarly, those who lack interest in school (as demonstrated by skipping classes, missing school days, or arriving late) are less likely to plan to go on in the future. That said, even among those who expect to go no further than high school, most have not made up their minds or expect to try (if not complete) post-secondary training.

The most common barrier is money (e.g., not having enough money in general, living expenses away from

home, fear of going into debt). While most students have an expectation of post-secondary education, few appear to have investigated the financial requirements in any substantive way. While many do not know how much post-secondary programs cost, most who do have an idea believe they are very expensive. While money is perceived as a barrier, few students appear to have investigated methods of financial assistance, and they are expecting to rely on themselves and/or their parents for most of the cost. That said, many students, without really knowing the details, expect to fund their post-secondary education with multiple sources including scholarships and bursaries, government loans, and personal debt. The ramifications of the latter two do not appear to be well understood by students.

It appears that many students who are about to graduate from high school are not fully aware of the options available to them, and they are not knowledgeable of the potential costs and methods of financing their post-secondary education. This is not surprising because most senior high students appear to have priorities other than post-secondary education, and although they expect that they will continue their education, they have left the details to others.