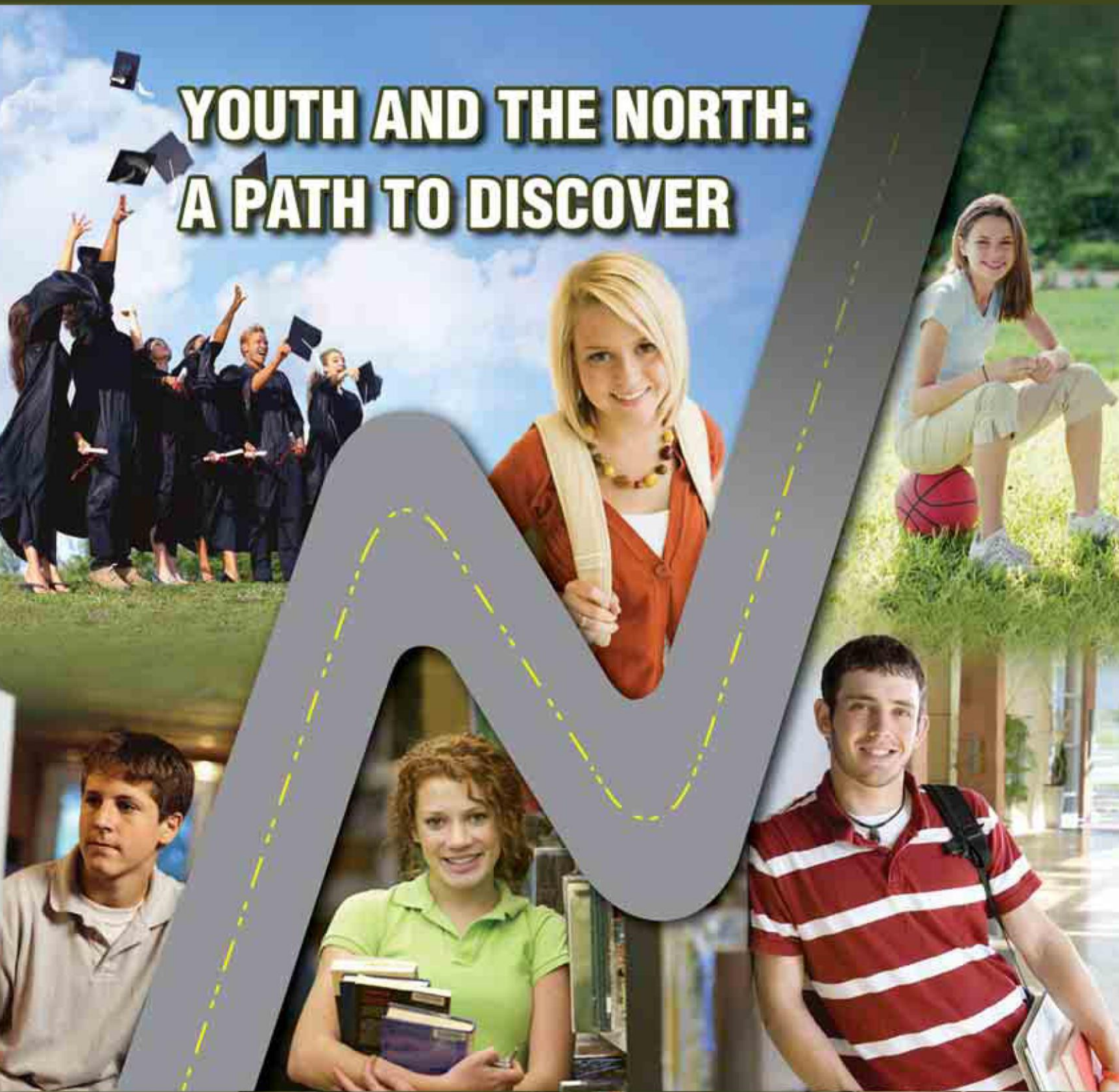


YOUTH AND THE NORTH: A PATH TO DISCOVER



REPORT - YEAR 6
2010



Laurentian University
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**YOUTH AND THE NORTH:
A PATH TO DISCOVER**

REPORT – YEAR SIX

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FAR NORTHEAST TRAINING BOARD

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Summary

The way young people develop throughout high school is critical since adolescence is a time that greatly determines a person's destiny and populations depend largely on how young people are shaped in their schools. The fate of individuals and the populations in which they live correlates with aspirations formed, for one, during high school. For that reason, it proved important to re-address findings used to compare young people in their first and last years of high school, to focus on aspirations and to look for determining factors.

Analyses have shown that students' aspirations are affected by their gender, mother tongue, parents' socio-economic status and the size of the community in which they live. They also indicate the following:

- Except in regards to income, boys have lower aspirations than girls.
- Aside from income, where Anglophones tend to aim higher, aspirations are highest among young people whose mother tongues are both French and English and those whose mother tongue is French.
- Regarding most aspects of aspiration, expectations tend to rise with the parents' professional and educational levels. Plans to leave Northern Ontario are more common among young people who come from less fortunate households.
- Young people who grow up in small communities are less likely to have high professional and educational ambitions.
- From Grade 9 to Grade 12, expectations tend to decrease regarding education, profession and income; the place where students want to study and live also changes over time. Socio-demographic factors seem to have little influence on these variations.

In other respects, analyses indicate to those in charge of northern development that, when they are in Grade 9, Grade 12 students who intend to leave Northern Ontario:

- are more likely to enjoy reading magazines, attending classical music shows or listening to music at home;
- are less likely to enjoy fishing, hunting and snowmobiling;
- are less critical of their English-language skills;
- are less fond of the community in which they live;
- are more likely to believe that the consequence of globalization is an increased difference between people;
- are less critical of their physical and emotional health.

This study proves that the North is truly appealing and that many young people are aware of its appeal. These analyses show that the people and organizations responsible for the development of Northern Ontario cannot rely solely on highlighting the benefits of the area's natural resources; they must also influence the cultural community in order to maintain or create the desire to stay in the North.

1. Introduction

The study entitled *Youth in the North: A Path to Discover* is now in its 6th year. This year, no data was collected during the spring. The researchers felt that it was better to wait until the spring of 2011 for the next data collection, since they did not feel that the 2010 data would reveal anything notable about young people's attitudes or journey. For the most part, students of the Grade 9 cohort finished high school in 2008; in 2009, they started postsecondary studies or entered the workforce and their situation was studied at that time. In 2010, their situation would not have changed much. This can be surmised from the annual analyses done on the cohort that was in Grade 12 in 2005. In 2010, young people from that cohort may decide to start a master's degree at university, but most of them will have finished their studies and found a job, transitioning from postsecondary studies to the labour market. During the spring of 2011, students from the Grade 9 cohort will have been out of high school for 3 years. It would be interesting to compare their situation with that of the Grade 12 cohort who was in the same situation; but especially, 6 years would have passed since that Grade 12 cohort finished high school. It would therefore be interesting to observe how their opinions may have changed by comparing them to what they thought when they finished high school and what they wanted to do with their lives and by establishing a connection between their aspirations and their accomplishments.

Meanwhile, it is important to examine how young people evolve during high school, since this is a key period which determines their future in all regards. In previous reports, especially in year 4 (2008), it was established that, as far as young people's aspirations were concerned, there were common variations: approximately 50% of young people from Grade 9 to Grade 12 changed their expectations about their educational level, job and place of residence. Previous reports emphasized the importance of this phenomenon and showed that stakeholders have a certain influence on shaping young people's desires and expectations. But these reports do not take into account factors that explain these variations or non-variations in students' aspirations, nor do they establish profiles. Considering that this conclusion is one which is most likely to help decision-makers in Northeastern Ontario to understand social mobility and stem population erosion, it seems appropriate to look more closely at these analyses.

In this spirit, this sixth report will start by summarizing the major conclusions of the fourth report concerning the evolution of young people's aspirations relating to educational level, field of study, educational institution, professional level, income and place of residence. It will then seek to discover if these aspirations and their evolution during high school are influenced by gender, mother tongue, parents' professional and educational level and community size. Next, after summarizing these observations, the report will divide the sample into two groups according to whether Grade 12 students want to live in Northern Ontario or not, and will identify characteristics that distinguish both groups. Lastly, in light of these analyses, the report will present its recommendations.

2. Summary of Observations Relating to Aspirations

One of the themes touched on since the first report was published in 2005 has been young people's aspirations. This dimension is a determining factor, since it provides a window to understand how young people view the future. In 2008, the fourth report asked the question in these terms: "How do young people foresee their future, and more precisely, how do these perspectives change from Grade 9 to Grade 12?" Finding an answer to this question does not mean predicting the future for these students; rather, it is a way of collecting information about how they envision their own history and understanding how these aspirations evolve over the course of their secondary studies.

Aspirations were recorded on various topics: educational level, field of study, educational institution, professional level, income and place of residence. The fourth report, published in 2008, describes how these aspirations evolved from 2005 to 2008. Although this study takes into account students' attitudes at the beginning and the end of their secondary school studies, it enables us to draw some conclusions.

2.1 Educational Level

Concerning their educational level, the report showed that approximately half of the young people had the same aspirations from Grade 9 to Grade 12 (52.3% or 201 out of 384). The others adjusted their prospects, with the majority of students (124) lowering their expectations, but an appreciable number of students (59) decided to pursue a higher level than predicted.

2.2 Field of Study

Only a small percentage of young people had the same aspirations about their field of study from 2005 to 2008. Of the 80% who provided their choice in 2005, only 36% gave the same answer in 2008; the majority (64%) of students had changed their mind. All fields of study showed changes. Although "the more frequent changes occurred in the fields of fine and applied arts and the trade and technology of applied sciences", no program was unchanged. Some examples of changes in the field of study are rather surprising: young people who had opted for teaching are now choosing a health related field; others who had opted for engineering and applied sciences are turning to trade and technology of applied sciences; others who had considered studying literature and human sciences are choosing health professions; and others who were thinking of agricultural and biological sciences are now going to literature and human sciences.

2.3 Educational Institution

Expectations about the educational institution also saw changes. During the spring of 2008, half of the students preferred Northern Ontario institutions compared to only a third of the students in 2005. The other half preferred mainly to pursue their studies in the province, but elsewhere than in Northern Ontario.

2.4 Professional Level

The professional level aspired to by young people also underwent changes: in 2008, only 32.2% saw themselves doing the same level of work as they did in 2005; for others, the professions are at a lower level (36.6%) or a higher level (31.2%).

2.5 Income

In 2005 when the first report was published, students had high expectations in terms of salary: the average expected income was \$103,862. At the end of 2008, income projections had considerably diminished to \$75,675.

2.6 Place of Residence

The projected place of residence was also subject to change: at the end of high school, the majority of students wanted to live in Northern Ontario, whereas that was not the case when they were in Grade 9.



3. Reviewing the Data

3.1 Educational Level

Each year the questionnaire included the following question: “At the end of your studies, what level of education will you have achieved?” Answers were provided on an ordinal scale of 1 to 5, where 1 signified “a few years of high school” and 5 signified “postgraduate university diploma”. In 2005¹ as in 2008², the trend is higher among girls than among boys, which means that girls tend to have higher expectations in regards to education than boys. This trend is equally prevalent among Grade 9 and Grade 12 students.

If the ordinal scale is treated like a cardinal scale, the results are essentially the same.³ In 2005, female students had an average of 3.77 whereas boys had an average of 3.59; in 2008, girls had an average of 3.54 whereas the boys’ average was 3.35. The difference between the two groups is small, but girls are always higher.⁴ Although averages fall between these two levels, the fact remains that girls find university studies more attractive.

From 2005 to 2008, the individual average regardless of gender dropped from 3.69 to 3.45. These numbers reflect a general inclination for the student population to lower their expectations from Grade 9 to Grade 12. This trend is observed among students of both sexes, although the girls’ average remains higher than that of boys.

The students’ mother tongue also plays a role in their ambitions in regards to education. In both 2005 and 2008, young people whose mother tongue is French had a higher average than those whose mother tongue is English and those who consider themselves bilingual: in 2005, the statistics were 3.92, 3.51 and 3.71 respectively; in 2008, they were 3.74, 3.24 and 3.46.

The parents’ professional level also has a part in the equation: the higher the parents’ professional level, the higher the children’s aspirations (see table 1). The correlation is just as valid in Grade 9 as in Grade 12. It is important to note that the averages are always higher than 3, which shows that young people commonly aspire to postsecondary studies.⁵ From Grade 9 to Grade 12, lowering ambitions is the norm for the entire student population, almost regardless of the parents’ socio-professional level, the only exception being when the mother has a superior professional level.

¹ Rank average among girls is 211.9 and among boys, 189.2. The difference is inferable: $U_{\text{Mann-Whitney}} = 17,784.0$; $z = -2.06$; $p < 0.05$.

² Rank average among girls is 236.8 and among boys, 200.1. The difference is inferable: $U_{\text{Mann-Whitney}} = 19,889.0$; $z = -3.22$; $p < 0.01$.

³ Normally, with ordinal data, it is not permitted to calculate averages. To illustrate our point, while remaining prudent, we will circumvent this rule. This will allow us to simultaneously manipulate more variables and, therefore, analyse the data more thoroughly. A nonparametric test has already shown that girls’ aspirations are generally higher than those of boys.

⁴ Keep in mind that the value 3 corresponds to a college diploma and that the value 4 represents an undergraduate university degree.

⁵ Previous reports showed that it was exceptional not to expect to pursue postsecondary education.

| Table 1 | | | | | | |
|--|------------------|-----------------------------|------------------|---------|------------------|----------|
| Average level of educational aspiration among students in Grade 9 and Grade 12 depending on their parents' professional level | | | | | | |
| (1 = a few years of high school ; 5 = postgraduate university diploma) | | | | | | |
| Grade in school | Student's parent | Parents' professional level | | | | |
| | | Inferior | Average-inferior | Average | Average-Superior | Superior |
| 9 | Mother | 3.56 | 3.73 | 3.88 | 4.10 | 4.00 |
| | Father | 3.72 | 3.64 | 3.92 | 4.17 | 4.22 |
| 12 | Mother | 3.26 | 3.49 | 3.71 | 3.86 | 4.00 |
| | Father | 3.32 | 3.54 | 3.70 | 3.71 | 4.17 |

The impact of the parents' educational level is similar to that of their professional level (see table 2). The trend would suggest that the higher the parents' educational level, the higher their children's educational aspirations would be, although it is important to remember that the averages are always above 3. Allowing for exceptions, regardless of the parents' educational level, their children's educational aspirations from Grade 9 to Grade 12 are, in general, declining.

| Table 2 | | | | | | | | |
|---|------------------|-------------------------------|-------------------------|----------------------------|---------------------|-----------------|---------------------------------|----------------------------|
| Average level of educational aspiration among students in Grade 9 and Grade 12 depending on their parents' educational level | | | | | | | | |
| (1 = a few years of high school; 5 = postgraduate university diploma) | | | | | | | | |
| Grade in school | Student's parent | Parents' educational level | | | | | | |
| | | A few years of primary school | Finished primary school | A few years of high school | High school diploma | College diploma | Undergraduate university degree | Graduate university degree |
| 9 | Mother | | 3.00 | 3.27 | 3.64 | 3.79 | 4.00 | 4.53 |
| | Father | 3.75 | 3.25 | 3.45 | 3.64 | 3.81 | 3.95 | 4.46 |
| 12 | Mother | | 3.33 | 3.03 | 3.43 | 3.55 | 3.74 | 4.00 |
| | Father | 3.25 | 3.00 | 3.22 | 3.40 | 3.65 | 3.76 | 4.12 |

In the first report, the communities of residence were coded, among other things, according to population. This classification distinguished 4 types of communities: less than 1,000 inhabitants; between 1,000 and 4,999; between 5,000 and 10,999; and Timmins. According to this categorization, a decrease in educational aspiration between Grade 9 and Grade 12 is still noted. Once again, this is a constant. When students are in Grade 9, we cannot say that their aspirations are correlated with the size of their community. In smaller communities and in towns having between 1,000 and 4,999 inhabitants, the averages are both 3.47; in towns having between 5,000 and 10,999 inhabitants, the average is 3.84; in Timmins, the average is 3.74. However, when students are in Grade 12, the average is positively correlated with population size. This means that, although ambitions are lowered across the board, they particularly decline in smaller communities (where the average drops from 3.47 to 3.20) and in communities having between 5,000 and 10,999 inhabitants (where the average drops from 3.84 to 3.55).

3.2 Field of Study

The questionnaire asked students to indicate the field of study they were interested in pursuing for their postsecondary education, if applicable. They had the option of answering this question in 2005 and again in 2008, when they were in Grade 9 and Grade 12. By comparing their answers at these two periods, we saw that there were more variations than similarities.

If we take the sample as a whole, the highest percentage is always at the intersection of the same sectors, but the highest statistic is only 45.5%. This means that the number of students who change their expectations is higher than those who do not.

The field of study has a certain influence on this. In the case of 1) fine arts, 2) commerce, management and administration, 3) engineering and applied sciences and 4) trade and technology of applied sciences, at the intersection of both periods, the proportions are 40% higher. In other fields of study, the proportions are lower, with the lowest being 24.0% in the field of mathematics, computer science and physics.

Gender stereotypes have an influence on the field of study: for example, education and health related fields skew toward female students; engineering and trades attract male students. In other words, gender has not had much of an influence on the evolution of young people's perspectives. We did note that boys, in a larger proportion than girls, kept their same field of study in the areas of fine arts (58.3% versus 36.4%), as well as in engineering and applied sciences (55.6% versus 0.0%). In other areas, we could not draw any conclusions related to gender influences.

Mother tongue was not a factor in whether the students changed their mind or kept their original field of study, nor was their parents' professional or educational level. We cannot say, for example, that the higher education the parents have, or the higher their professional level, the greater the likelihood their children will either stay on track or modify their plans. The size of the community also had no bearing on whether the students kept or changed their original field of study.

3.3 Educational Institution

The questionnaire asked students where they wanted to pursue their postsecondary studies. The answers were coded according to whether the educational institution was located in Northern Ontario, elsewhere in Ontario or outside of Ontario.

In general, there were slightly more girls and boys who wanted to stay in Northern Ontario to pursue their studies after high school than those who wanted to leave (53% versus 47%). However, in spite the small gap, it is interesting to note that among young people who wanted to leave Northern Ontario at the beginning of high school, 62.5% changed their mind at the end of high school versus 35.4% who did not. Among Grade 9 students who thought they would stay in Northern Ontario, only 22.5% changed their mind and 77.5% still intended to stay in the region when they finished Grade 12.

It would therefore appear that the majority of students tend to change their mind in favour of Northern Ontario educational institutions over the course of their high school studies.

3.3.1 Influence Based on Gender

If we take gender into account, we see that in general, there are more girls than boys who want to study in Northern Ontario (60 versus 30). However, we have noted that:

- i. among young people who were interested in Northern Ontario institutions in Grade 9, there are slightly more girls than boys who changed their mind in Grade 12 and no longer want to study in Northern Ontario (10 versus 6);
- ii. among young people who expected to study elsewhere than in Northern Ontario institutions, there were more girls (27) than boys (9) who wanted to leave when they were in Grade 9, but who changed their mind when they finished Grade 12.

In general, boys tend to change their mind less than girls and when they do, they tend less to do so in favour of Northern Ontario institutions.

3.3.2 Influence Based on Mother Tongue

In general, there were more young people whose mother tongue is French (58.9%) than those whose mother tongue is English (50.0%) and those who were bilingual from birth (50%) who said they wanted to study in Northern Ontario institutions at the end of Grade 12. In absolute terms, the proportions change: there are more young people whose mother tongue is French and who have two mother tongues than young people who speak English who want to study in Northern Ontario.

We see that among all these groups, there are 16 people who changed their mind at the end of Grade 12 and no longer want to study in Northern Ontario institutions. The numbers break down as follows: bilingual students (8); young people whose mother tongue is French (5) and those whose first language is English (3). Nevertheless, this group is smaller than those who no longer want to study elsewhere (35) at the end of Grade 12. The breakdown of students wishing to stay in Northern Ontario to pursue their studies is as follows: bilingual students (15), Francophones (12) and Anglophones (8).

In general, in absolute numbers, young people who have two mother tongues make up the group least likely to choose Northern Ontario educational institutions but paradoxically, it is also members of this group who, at the end of Grade 12, no longer want to study elsewhere. On a percentage basis, students whose mother tongue is French are in first place: there are more French students than students from the two other groups who choose educational institutions in Northern Ontario and who no longer want to study elsewhere.

3.3.3 Influence Based on Parents' Professional Level

On the whole, there are more young people whose mother's professional level is inferior or average-inferior (55) than those whose mother's professional level is average or average-superior (24) who want to stay in Northern Ontario to pursue their studies. Within these two groups, young people are turning more towards Northern educational institutions than those in other regions. In the first group, there are only 8 young people (19%) who, at the end of Grade 12, no longer want to study in Northern Ontario, whereas 36 students (85%) still want to. In

addition, contrary to what they thought in Grade 9, 28 young people (59.6%) said that they no longer want to go elsewhere to study after they finished Grade 12. It must be noted that only 19 young people (40%) still want to leave after Grade 12. We draw the same conclusions for the second group: the majority or 14 young people (77%) still want to stay in Northern Ontario to study, whereas only 4 students (22%) changed their mind in Grade 12 and now want to study elsewhere. Therefore in total, there are only 12 people from both backgrounds (8 from the first group and 4 from the second group) who, at the end of Grade 12, do not want to study in Northern Ontario educational institutions.⁶

There are many more young people whose father's professional level is classified as inferior or average-inferior (64) who want to study in Northern Ontario educational institutions after Grade 12 than those whose father's professional level is classified as average (13). Within the first group, 83% (41 students) still want to study in Northern Ontario whereas only 8 students (16%) want to study elsewhere. It must also be noted that although 41 young people (64%) still want to leave Northern Ontario to pursue their studies when they are in Grade 12, 23 young people (36%) say they no longer want to leave. Within the second group (students who expected to pursue their studies elsewhere in 2005), half had changed their mind in 2008: 6 students still wanted to leave, but 12 no longer did. Among the others, 7 young people still want to study in Northern Ontario whereas only 2 say they no longer want to after Grade 12. Therefore, in total, young people whose father's professional level is inferior or average-inferior want to pursue their studies in Northern Ontario institutions, but this group also has the largest number of people who want to leave, even though many of them changed their mind in favour of Northern Ontario educational institutions at the end of Grade 12.⁷

3.3.4 Influence Based on Parents' Educational Level

In absolute numbers, there are slightly more young people whose mother did not attend postsecondary school (whether or not she received her high school diploma) than those whose mother received higher education who want to study in Northern Ontario: 31 young people in this group versus 25 whose mother attended college and 20 whose mother attended university. Nevertheless, this classification is not a clear reflection of the situation: a review of each group shows a minimal difference between young people who wanted to study in Northern Ontario after Grade 12 and those who did not. In the first group (mother did not pursue postsecondary studies), 31 young people did not want to leave Northern Ontario after Grade 12, but 24 said that they did. In the second group (mother attended college), 25 students did not want to leave Northern Ontario after Grade 12, but 20 did. In the third group (mother attended university), 20 young people did not want to leave Northern Ontario after Grade 12, but 18 did.⁸

If we take the father's educational level into account, we see that there are more young people whose father did not attend postsecondary school than those whose father received higher

⁶ These analyses do not take into account the superior professional level, because the number of individuals in this group is too small.

⁷ These analyses do not take into account the superior professional level, because the number of individuals in this group is too small.

⁸ These analyses do not take into account elementary schooling, because the number of individuals in this group is too small.

education who want to study in Northern Ontario after Grade 12: 40 young people in this group want to pursue their studies in Northern Ontario versus 26 whose father attended college and 11 whose father attended university. Within the group whose father is least educated, half of the students (22) want to leave Northern Ontario after Grade 12. Within the group whose father went to college, even more students (25) want to stay in Northern Ontario. Within the group of students whose father attended university, there are more young people who want to study elsewhere after Grade 12. Therefore in absolute terms, students whose father attended college or university are more likely to want to leave Northern Ontario⁹ than students from other backgrounds.

3.3.5 Influence Based on the Community

In absolute numbers, there are more young people (38) who come from communities with a population between 5,000 and 10,999 inhabitants who want to pursue their studies in Northern Ontario after Grade 12. The breakdown from other communities is as follows: 21 young people from Timmins, 19 young people from smaller communities of less than 1,000 inhabitants, and 13 from communities having between 1,000 and 4,999 inhabitants. It would appear that more young people from urbanized areas want to attend Northern Ontario educational institutions after Grade 12. Nevertheless, a surprising fact was noted: within the first two groups (young people from communities between 5,000 and 10,999 inhabitants and those from Timmins), there were as many young people who said they wanted to leave Northern Ontario after Grade 12. Within the first group, there were 42 young people (versus 38) who did not want to study in Northern Ontario after Grade 12 and, in the other group, there were 18 (versus 21). Therefore, within these two groups, there are as many young people who want to leave as those who want to stay. In the last two groups (communities with less than 5,000 inhabitants), it's a bit different. Among youth who come from communities of less than 1,000 inhabitants, there are more young people who want to stay (19) than those who want to leave (10). In communities having between 1,000 and 4,999 inhabitants, there are also more young people who want to stay (13) than those who want to leave (8). These numbers suggest that young people from a rural or semi-rural background are slightly less likely to want to leave.

3.4 Professional Level

Students were asked the following question: “Five years after the completion of your studies, what type of job will you have?” The answers were converted to a 5-point scale where 1 signified “inferior” and 5 signified “superior”. This variable can be considered cardinal.

In 2005, when the students were in Grade 9, the cohort’s average professional aspiration was 3.18; in 2008, when the same students had finished Grade 12, it was 3.08. A slight decrease was noted which echoes that observed in the analyses relating to educational aspirations.

If we take gender into account, we discover that the attitudes are not exactly identical: we see a decrease among girls (from 3.35 to 3.12), which matches the result for educational aspirations; however, there is a slight increase among boys (from 2.98 to 3.03), which does not

⁹ These analyses do not take into account elementary schooling, because the number of individuals in this group is too small.

follow the same trend as the observations on education. In 2005 as in 2008, the average for girls is higher than for boys; however, there is a lowering of expectations among girls from Grade 9 to Grade 12, but not among boys.

Young people whose mother tongue is French have on average slightly higher ambitions than young Anglophones: 3.27 vs. 2.98 in 2005 and 3.37 vs. 2.90 in 2008. The averages of students from bilingual households are between those of the other two groups (3.24 in 2005 and 3.01 in 2008); this places them ahead of Anglophones but behind Francophones. From Grade 9 to Grade 12, the Francophones’ average increases, but that of the other two groups decreases. The variations are nevertheless small and it is important to note the size of the standard deviations which was 1.5 in 2005 for the three language groups and between 1.1 and 1.3 in 2008. The fact that these variations are so slight indicates a certain stability in the groups, but the extent of the standard deviations shows that considerable differences exist between individuals within each group.

The parents’ professional level has a positive correlation on their children’s aspirations (see table 3); however, this correlation should be qualified. The average expectations of children whose parents are at an inferior professional level are not that different from those of children whose parents work in superior level professions. From the inferior to the average-inferior category, the average does not always increase. Moreover, from Grade 9 to Grade 12, the averages do not continuously decrease. If we consider the mother, statistics tend either to be stable or to increase; if we consider the influence of the mother’s professional level, we observe both a decrease and an increase.

| Table 3 | | | | | | |
|---|------------------|-----------------------------|----------|----------|----------|----------|
| Average level of professional aspiration among students in Grade 9 and Grade 12 depending on their parents’ professional level | | | | | | |
| (1 =inferior; 5 = superior) | | | | | | |
| Grade in school | Student’s parent | Parents’ professional level | | | | |
| | | Inferior | Inferior | Inferior | Inferior | Inferior |
| 9 | Mother | 3.24 | 3.24 | 3.24 | 3.24 | 3.24 |
| | Father | 3.30 | 3.30 | 3.30 | 3.30 | 3.30 |
| 12 | Mother | 2.97 | 2.97 | 2.97 | 2.97 | 2.97 |
| | Father | 3.11 | 3.11 | 3.11 | 3.11 | 3.11 |

The influence of the parents’ educational level is easier to grasp (see table 4). The correlation is clear and positive. As was the case with the analyses of educational aspirations from Grade 9 to Grade 12, we observe a downward trend, which means that students are lowering their expectations. This is true for all educational levels for the mother. The influence of the father’s educational level, however, is not as clear-cut: the least educated fathers tend somewhat to increase the educational aspirations of their child from Grade 9 to Grade 12; this is also true for fathers with a high school diploma and for those with a college diploma.

Table 4
Average level of professional aspiration among students in Grade 9 and Grade 12
depending on their parents' professional level
(1 = inferior; 5 = superior)

| Grade in school | Student's parent | Parents' professional level | | | | | | |
|-----------------|------------------|-----------------------------|----|--------|----------|----|--------|----------|
| | | Inferior | | | Inferior | | | Inferior |
| 9 | Mother | 3.24 | 9 | Mother | 3.24 | 9 | Mother | 3.24 |
| | Father | 3.30 | | Father | 3.30 | | Father | 3.30 |
| 12 | Mother | 2.97 | 12 | Mother | 2.97 | 12 | Mother | 2.97 |
| | Father | 3.11 | | Father | 3.11 | | Father | 3.11 |

The influence of the size of the community of residence is hard to define. When students are in Grade 9, the average professional aspiration is not correlated with the size of the community. However, a positive correlation emerges when students are in Grade 12: statistics vary from 2.73 for communities of less than 1,000 inhabitants to 3.23 for a city like Timmins. This means that students living in an urban community tend to have higher professional ambitions. From Grade 9 to Grade 12, students did not lower their expectations in all communities: in towns having between 1,000 and 4,999 inhabitants, the average professional aspiration increased from 2.68 to 2.84; in the other cases, however, the same phenomenon of lowered expectations was reproduced.

3.5 Income

The questionnaire asked students what they expected their annual income to be five years after the completion of their studies. For students of the Grade 9 cohort who responded in 2005 and in 2008, the average decreased by over \$100,000 to approximately \$75,000.

Girls had more modest expectations than boys in 2005: they expected an average annual income of \$74,752 compared to \$127,733 for the boys. In 2008, both girls and boys lowered their expectations, the boys much more so than the girls, but boys' aspirations (\$83,841) remained higher than those of girls (\$64,929).

In Grade 9, bilingual students had the highest income expectations (\$118,311); Francophones (\$97,227) and Anglophones (\$91,885) were a bit more realistic. At the end of Grade 12, students from the three language groups had lowered their expectations, especially bilingual students (\$76,125) whose initial aspirations were higher. Anglophones were the group whose expectations lowered the least (\$83,538) and this earned them first place for salary expectations in 2008. At the end of Grade 12, Francophones' salary expectations decreased to \$68,872.

If we look at salary aspirations in function of the parents' professional level, we do not find a clear positive correlation, but there is a trend that shows that the parents' status does contribute to raising their children's expectations (see table 5). When students are in Grade 12, the averages are still lower than what they were in Grade 9.

Table 5
Average annual income aspiration among students in Grade 9 and Grade 12
depending on their parents' professional level

| Grade in school | Student's parent | Parents' professional level | | | | |
|-----------------|------------------|-----------------------------|----------|----------|----------|----------|
| | | Inferior | Inferior | Inferior | Inferior | Inferior |
| 9 | Mother | 100,006 | 100,006 | 100,006 | 100,006 | 100,006 |
| | Father | 104,036 | 104,036 | 104,036 | 104,036 | 104,036 |
| 12 | Mother | 67,679 | 67,679 | 67,679 | 67,679 | 67,679 |
| | Father | 66,643 | 66,643 | 66,643 | 66,643 | 66,643 |

The size of the community of residence is correlated with income aspirations in that the larger the community, the higher the income expectations. This is true both in 2005 and in 2008. When comparing communities with less than 1,000 inhabitants and a city like Timmins, the averages vary from \$72,300 to \$108,839 in Grade 9 and from \$69,486 to \$83,645 in Grade 12. From 2005 to 2008, the expectations are lowered in communities of all sizes.

Table 6
Average annual income aspiration among students in Grade 9 and Grade 12
depending on their parents' educational level

| Grade in school | Student's parent | Parents' educational level | | | | | | |
|-----------------|------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| | | A few years of primary school | A few years of primary school | A few years of primary school | A few years of primary school | A few years of primary school | A few years of primary school | A few years of primary school |
| 9 | Mother | | | | | | | |
| | Father | 100,000 | 100,000 | 100,000 | 100,000 | 100,000 | 100,000 | 100,000 |
| 12 | Mother | | | | | | | |
| | Father | 75,000 | 75,000 | 75,000 | 75,000 | 75,000 | 75,000 | 75,000 |

The size of the community of residence is correlated with income aspirations in that the larger the community, the higher the income expectations. This is true both in 2005 and in 2008. When comparing communities with less than 1,000 inhabitants and a city like Timmins, the averages vary from \$72,300 to \$108,839 in Grade 9 and from \$69,486 to \$83,645 in Grade 12. From 2005 to 2008, the expectations are lowered in communities of all sizes.

3.6 Place of Residence

Before examining the weight of socio-demographic variables on the environment in which young people want to settle, it would be interesting to discover if students who chose Northern Ontario educational institutions also chose Northern Ontario cities as their future place of residence. On the whole, 57.0% (166) want to study at Northern Ontario educational institutions and also want to live in Northern Ontario cities (versus 43.0% or 125). There are slightly more young people who changed their mind in favour of Northern Ontario educational

institutions and cities (24.7% or 41) than those who dissociate Northern Ontario institutions and their place of residence (25.6% or 32).

The questionnaire asked students which community they wanted to live in five years after the completion of their studies.

In general, there were more young people who wanted to stay in Northern Ontario than those who wanted to leave. In 2008, after finishing high school, 58.2% (142) said they wanted to stay in Northern Ontario compared to 41.8% who wanted to live elsewhere. At the end of Grade 12, among those who said they wanted to live in Northern Ontario in 2005, 30.8% (36) changed their mind versus 69.2% who maintained their original position. Among those who said they did not want to live in Northern Ontario in 2005, 48.0% (61) changed their mind compared to 52.0% (66) who did not.

If we consider gender, there were slightly more Grade 12 girls (60.0% or 81) who wanted to stay in Northern Ontario compared to boys (56.0% or 61). In 2005, 52.2% (35) of girls wanted to leave but changed their mind in 2008 (versus 47.8% or 32 who did not). For the boys, 56.8% (34) still wanted to leave after Grade 12 and 43.3% (26) had changed their mind. There is little difference between boys and girls in this regard.

It seems that slightly more young people whose mother tongues are both French and English (60.6% or 63) would like to live in Northern Ontario compared to students whose mother tongue is French (59.2% or 42) or English (50.0% or 31). Among students who are bilingual from birth, there are more young people who changed their mind in favour of Northern Ontario: 54.9% (28) no longer want to leave after Grade 12 versus 45.1% (23) who still plan on moving. In the other linguistic groups, the situation is somewhat different. For Francophones, there is no deviation between those who want to stay and those who want to leave: 52.6% (20) still want to move after Grade 12 versus 47.4% (18) who would rather stay in Northern Ontario. For Anglophones, there are more students who want to leave Northern Ontario after Grade 12 than those who want to stay: 64.7% (22) versus 35.3% (12). Once again, there is little significant difference among the different language groups.

Young people whose mother's professional level is classified as inferior (10.1% or 16) are less inclined to want to live elsewhere than those whose mother's professional level is considered average (47.0% or 32). In the first group, 86.8% (53) still want to live in Northern Ontario after finishing high school compared to only 13.1% (8) who want to move. In addition, 66.6% changed their mind in favour of Northern Ontario after Grade 12, compared to only 8.3% (8) who did not. In the second group, 67.5% (25) want to live in Northern Ontario in Grade 12, compared to 32.4% (12) who do not. Similarly, 64.5% (20) still want to leave after Grade 12 and only 35.4% (11) changed their mind in favour of Northern Ontario. Here again, there does not seem to be a major systemic gap among groups.

Young people whose father's professional level is classified as inferior (36.8% or 105) are less inclined to want to live elsewhere than those whose father's professional level is considered average (51.2% or 20). In the first group, 70.9% (61) still want to live in Northern Ontario after finishing high school compared to only 29.1% (25) who want to move. In addition, 55.0% (44) changed their mind in favour of Northern Ontario after Grade 12, compared to 45.0% (36) who

did not. In the second group, 62.5% (10) still want to live in Northern Ontario in Grade 12, compared to 37.5% (6) who do not. Moreover, 60.8% (14) maintained their original plan of leaving after Grade 12 and only 39.2% (9) changed their mind in favour of Northern Ontario.

Young people whose mother received a high school education only (59.4% or 44) and those whose mother has a college diploma (57.8% or 48) are slightly more inclined to want to stay in Northern Ontario after Grade 12 than young people whose mother has a university degree (54.7% or 23). However, in this third group, there are slightly more students (59.0% or 13) who changed their mind after Grade 12 and wanted to leave Northern Ontario compared to those who still wanted to live in Northern Ontario (41.0% or 9). Next come the students whose mother did not attend postsecondary school (55.2% versus 44.8%) and, in last place, those whose mother has a college diploma (47.7% versus 52.3%).

Young people whose father attended college are slightly more inclined to want to leave Northern Ontario than those whose father have other educational levels. The breakdown is as follows: 47.1% (23) of young people whose father attended college want to leave Northern Ontario, followed by those whose father attended university (42.8% or 15) and those whose father did not attend postsecondary school (36.8% or 35). In other words, students whose father are the least educated tend to want to stay in Northern Ontario more than the other groups: 63.1% (60) of this group would rather stay in Northern Ontario compared to 57.1% (20) of those whose father went to university and 53.0% (26) of those whose father attended college. More students whose father did not pursue postsecondary studies (60.4% or 29) changed their mind in favour of Northern Ontario after Grade 12 compared to children of fathers who graduated from university (47% or 9). The gap widens even more compared to the children whose father graduated from college: this group has the lowest percentage of students who changed their mind in favour of Northern Ontario after Grade 12 (25% or 5).

Young people from communities having from 1,000 and 4,999 inhabitants are most likely to want to stay in Northern Ontario after Grade 12 (67.9% or 19). However, the difference is minimal among the other groups: 57.6% (42) among young people from communities having between 5,000 and 10,999, 57.4% (27) among young people from communities of less than 1,000 and 55.7% (39) among young people from Timmins. Young people from communities having between 1,000 and 4,999 inhabitants seem to change their mind the most in favour of staying in Northern Ontario after Grade 12 (60.0% or 9); they are followed by young people living in communities having between 5,000 and 10,999 inhabitants (57.1% or 28), those living in communities of less than 1,000 inhabitants (37.5%) and those living in Timmins (38.5%). However, in all these descriptions, the statistical similarities are greater than the gaps and the small numbers sometimes make it difficult to establish conclusions of inequality.



3.7 Results and Other Analyses

3.7.1 Results

Some generalities can be stated about socio-demographic variables.

1. Educational level aspired to:

- i. boys tend less than girls to have high educational aspirations;
- ii. students who are bilingual from birth are less inclined to aspire to higher education than Anglophones and Francophones;
- iii. the lower the parents' professional level (especially the mother's), the less ambitious the student's educational aspirations tend to be;
- iv. the lower the parents' educational level (especially the mother's), the less ambitious the student's educational aspirations tend to be;
- v. educational aspirations are lower among young people from smaller communities;
- vi. allowing for exceptions, from Grade 9 to Grade 12, variations are greater than similarities;
- vii. there is a lowering of educational aspirations from the start to the end of high school.

2. Field of study:

- i. the aspirations are somewhat stereotypical in relation to gender;
- ii. from the beginning to the end of high school, there are more students who change their mind about their field of study than those who do not.

3. Northern Ontario educational institutions:

- i. there are fewer boys than girls who want to study in Northern Ontario, but boys are less likely than girls to change their mind;
- ii. young people who have two mother tongues are less likely to choose Northern educational institutions; however, in comparison to other language groups, they are less inclined to want to study elsewhere;
- iii. the lower the parents' professional level, the more the students tend to want to attend educational institutions in Northern Ontario;
- iv. the lower the parents' educational level, the more the students tend to choose Northern Ontario educational institutions;
- v. fewer young people from small communities intend leaving Northern Ontario to study than those who live in other types of communities.

4. Professional level aspired to:

- i. the average professional level aspired to by boys is lower than that of girls, although with time the girls' average professional ambition diminishes;
- ii. young people whose mother tongue is English and those who have two mother tongues have lower professional aspirations than young people whose mother tongue is French; their aspirations also decrease over time;
- iii. the higher the parents' professional level, the higher the student's average professional aspirations tend to be;
- iv. the lower the mother's educational level, the lower the student's professional aspirations tend to be;
- v. average professional aspirations tend to be higher among young people from urbanized areas;
- vi. the professional level aspired to decreases from the beginning to the end of high school.

5. Expected income:

- i. even though they decrease over time, boys' salary expectations are higher than those of girls;
- ii. young people whose mother tongue is English have more optimistic salary expectations at the end of high school than those whose mother tongue is French or those whose mother tongues are both French and English;
- iii. the lower the parents' professional level, the more the students tend to lower their income expectations at the end of high school;
- iv. the lower the parents' educational level, the more the students' salary expectations decrease during high school;
- v. young people from smaller communities tend to have lower income expectations;
- vi. income aspirations decrease from the beginning to the end of high school.

6. Place of residence:

- i. there are slightly fewer boys than girls who hope to continue living in Northern Ontario; boys are also slightly less likely to change their mind after high school in favour of Northern Ontario towns;
- ii. slightly fewer young people whose mother tongues are both French and English or whose mother tongue is English want to stay in Northern Ontario; in these groups, there are also fewer young people who changed their mind in favour of Northern Ontario towns at the end of high school;
- iii. there was no difference in the expected place of residence for young people whose mother's professional level was inferior or average: both groups are inclined to want to stay in Northern Ontario;
- iv. young people whose father's professional level is average are more inclined to want to leave Northern Ontario;
- v. young people whose father attended college are slightly more inclined to want to leave Northern Ontario.

Five observations can be drawn from these generalities. The first four pertain to the influence of socio-demographic variables on students' aspirations (see chart 1):

First observation: gender plays a role

Except in regards to income, boys have lower aspirations than girls.

Second observation: mother tongue plays a role

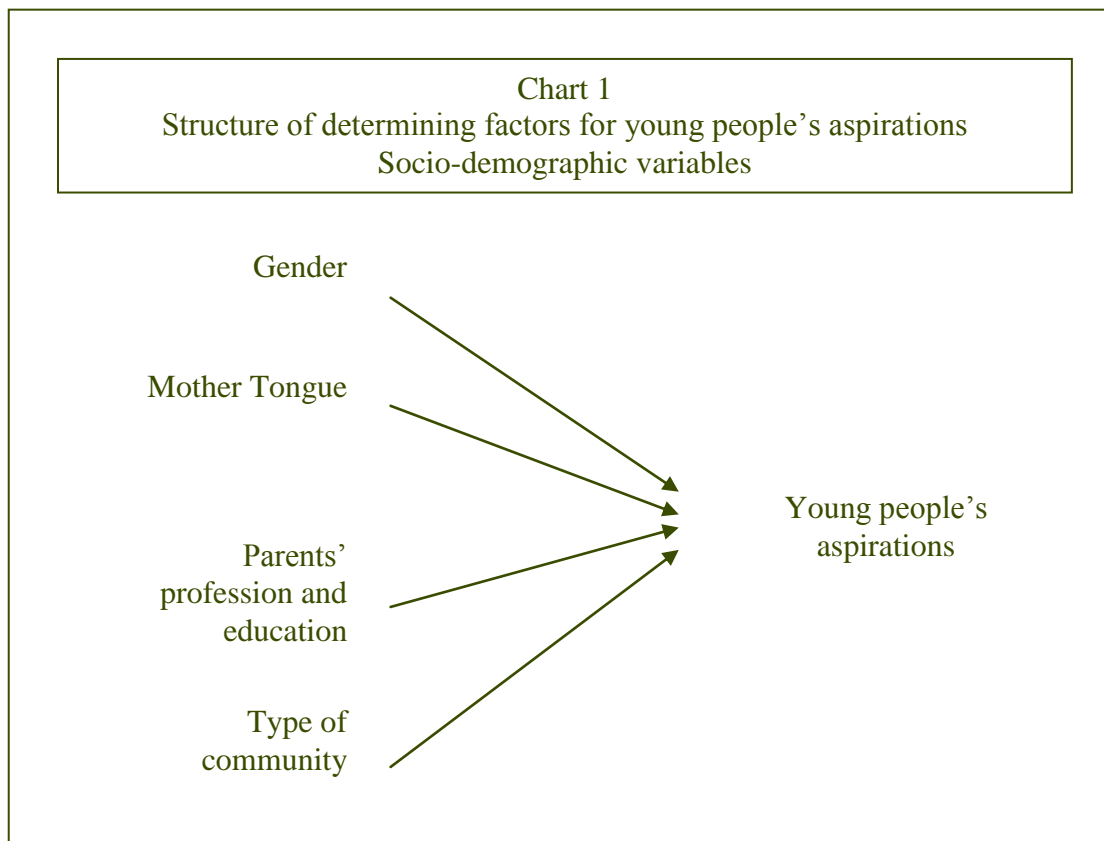
Aside from income, where Anglophones tend to aim higher, aspirations are higher among young people whose mother tongues are both French and English and those whose mother tongue is French.

Third observation: the parents' professional and educational levels play a role

Regarding most aspects of aspiration, expectations tend to rise with the parents' professional and educational levels. Plans to leave Northern Ontario are more common among young people who come from less fortunate households.

Fourth observation: the community of residence plays a role

Young people who grow up in small communities are less likely to have high professional and educational aspirations.



But there is also a fifth observation and it relates to the changing aspirations from Grade 9 to Grade 12:

5th observation: socio-demographic variables have little influence on changing aspirations

From Grade 9 to Grade 12, expectations tend to decrease regarding education, profession and income; the place where students want to study and live also changes over time. Socio-demographic factors seem to have little influence on these variations.

3.7.2 Other Analyses

To better understand the tendency to leave Northern Ontario, we can compare the group of students who want to leave Northern Ontario in Grade 12 – whether they changed their mind about their future or always intended to leave – to those who want to stay. We can apply this comparison to many variables to confirm the analyses based on socio-demographic factors and to see if other determining factors appear which would allow us to establish profiles or track the conditions which would be likely to guide Northeastern Ontario’s decision-makers. It seems necessary to examine the variables as they appeared the first time the data was collected (when students were in Grade 9), since the best time to intervene in young people’s aspirations would be at the beginning of high school.

These analyses show that the wish to live elsewhere than in Northern Ontario has little to do with the students’ gender¹⁰, mother tongue¹¹, mother’s educational level¹² or size of community¹³, but that it is partially affected by the mother’s¹⁴ or father’s¹⁵ professional level as well as the father’s educational level.¹⁶

These analyses show that few elements (16/102) characterize plans for the place of residence – there are more similarities than differences between both groups –, but that some traits appear (see table 7 in the appendix). Reading magazines is slightly less frequent among young people who want to stay in Northern Ontario ($\bar{x} = 3.09$) than among those who want to leave ($\bar{x} = 3.30$). The former also attend slightly fewer classical music shows ($\bar{x} = 1.54$ versus 1.86) and listen less to music at home ($\bar{x} = 4.87$ versus 5.27). Young people who see themselves in Northern Ontario go fishing ($\bar{x} = 3.57$ versus 3.05), hunting ($\bar{x} = 2.94$ versus 2.37) and snowmobiling ($\bar{x} = 4.04$ versus 3.53) more often than those who want to leave. Their opinion about their ability to write English is slightly less than that of young people who want to leave ($\bar{x} = 5.19$ versus 5.48); the same observation can be made about their assessment of their knowledge of English compared to their classmates ($\bar{x} = 2.19$ versus 2.33); they tend more than the others to believe that “there isn’t much you can do in the world if you don’t speak English” ($\bar{x} = 3.68$ versus 3.18). Their score for loving their community is slightly higher ($\bar{x} = 3.93$ versus 3.57) and they tend more to believe that “there are enough stores” in their community (\bar{x}

¹⁰ $\chi^2_{\text{(corrected)}} = 0.64$; $p = 0.42$.

¹¹ $\chi^2_{(2)} = 1.17$; $p = 0.59$.

¹² $U_{\text{Mann-Whitney}} = 10,003.5$; $z = -1.05$; $p = 0.30$.

¹³ $\chi^2_{(3)} = 2.37$; $p = 0.50$.

¹⁴ $t_{(292)} = -2.02$; $p < 0.05$.

¹⁵ $t_{(217.9)} = -2.64$; $p < 0.01$.

¹⁶ $U_{\text{Mann-Whitney}} = 7,961.5$; $z = -3.28$; $p < 0.01$.

= 2.74 versus 2.32). However, they tend less to believe that with globalization, human beings are becoming increasingly different (\bar{x} = 3.31 versus 3.77). They also have a less favourable judgment about their physical health (\bar{x} = 4.42 versus 4.71) and emotional health (\bar{x} = 3.98 versus 4.53) than young people who want to leave, and they seem more susceptible to experiencing feelings of solitude (\bar{x} = 2.87 versus 2.47).

We can't stress enough the similarities of the characteristics between people who want to leave Northern Ontario and those who want to stay. However, it is important to highlight what distinguishes the two groups in order to guide the work of stakeholders whose mission is to develop Northern Ontario. The analyses that have been developed indicate that when they are in Grade 9, Grade 12 students who intend to leave Northern Ontario:

- i. are more likely to enjoy reading magazines, attending classical music shows and listening to music at home;
- ii. are less likely to enjoy fishing, hunting and snowmobiling;
- iii. are less critical of their English-language skills;
- iv. are less fond of the community in which they live;
- v. are more likely to believe that the consequence of globalization is an increased difference between people;
- vi. are less critical of their physical and emotional health.

Young people's plans to live elsewhere or to stay in Northern Ontario have little to do with socio-demographic factors; nevertheless, these plans are subject to the influence of the family's socio-professional status. In other words, children of affluent families have a higher tendency to want to leave.



4. Conclusion and recommendations

What is important to remember is that although there are not very many determinations that affect young people's aspirations in regards to Northern Ontario – there are a total of 5 if we include the relationship of young people to their community (last section) –, they have a varied influence on these aspirations.

It is not always easy to intervene on young people's environment. This is largely attributed to the fact that determining factors are difficult to isolate and act as a system. It is also important to remember that changing aspirations do not have the same effect on the global environment: for Northern Ontario, activities targeting expected income level will not have the same effect as activities aimed at encouraging aspirations related to the place of residence.

The most important question is: What can be done to encourage young people to stay in Northern Ontario? Also, how can we encourage them to choose Northern Ontario educational institutions? To succeed on these fronts, there needs to be a link between young people's expectations and what they think of Northern Ontario. This means that the more young people love their community and get involved, the more they will want to stay in Northern Ontario and pursue their studies there. However, the region must offer opportunities to entice students to stay: educational institutions, programs tailored to their expectations, job openings in their field of study offering a good salary, the possibility of taking part in their favourite activities, etc.

The report shows that young people in general commonly aspire to stay in Northern Ontario. But some don't see things this way. Young people whose parents' educational and professional levels are high are more inclined to want to leave. Further efforts aimed at young people from these families are required to raise their awareness of the advantages of Northern educational programs and to show them that these programs would not compromise their career opportunities. Emphasizing Northern Ontario's economic diversity is also important to make these young people understand that the north is not limited to resource-based employment. Above all, it is important to target well-to-do parents in the awareness campaign to convince them to change their "anti-North" mindset (on this point, see the recommendations of the two previous reports). This will require a partnership strategy between various social stakeholders. This means that the Far Northeast Training Board must develop strategies in collaboration with economic development corporations, Chambers of Commerce and political decision-makers.

Young people who want to leave seem unable to find cultural activities that inspire them. Not everyone wants to go hunting or fishing. This is why it is so important to emphasize the region's cultural diversity. A focus on the environment and the area's natural resources at the expense of cultural activities (music, theatre, etc.) could turn some young people off Northern Ontario. A focus on cultural programs and the development of places for these activities could score some points for Northern Ontario in the minds of young people when they compare their home town to other areas in the province, like Ottawa. Once again, this can only be done in a spirit of partnership where all stakeholders get involved in these types of projects.

Particular attention should be given to boys, as they are less inclined to want to stay in Northern Ontario. In some cases, they have high expectations compared to girls. This is why it is important to inform young people of the realities of the job market and focus on comparisons between regions to highlight Northern Ontario's strengths, but also on similarities between young people from different regions. Ensuring these young people have realistic expectations means making them understand that their parents' situation can't always be a standard measure on which to base their future. This task belongs to guidance counsellors and the educational institutions' policies.

Girls are also worthy of particular attention. Although in general girls seem to have found what they are looking for in Northern Ontario, they are also more inclined than boys to change their mind at the end of high school. Previous reports have pointed out the importance of fighting prejudices that hinder their development. Girls have higher educational aspirations than boys and that is why they should be encouraged to continue on this path. However, they must have the opportunity to do so, which means offering training programs that are tailored to their aspirations.

Young people whose mother tongue is French also deserve particular attention. There are certainly more of them who want to stay in Northern Ontario, but they easily change their mind in favour of other regions. Young Anglophones' overblown expectations must be toned down, but it is also important to increase Francophones' confidence in Northern Ontario. Leveraging family ties, the advantage of raising children in a safe environment, etc. are strong arguments to convince people to stay in Northern Ontario, but the message will only be credible to the extent that it resonates, and this will only be possible if several local groups work together to create an appealing Northern Ontario.



Appendix

Table 7
Difference in means for different variables depending on whether the young person is planning on living in Northern Ontario or elsewhere
 (For activities: 1 = never; 6 = very often)
 (For language abilities: 1 = poor; 6 = excellent)
 (For language skills compared to others: 1 = worse; 3 = better)
 (For representations: 1 = do not agree at all; 6 = totally agree)
 (For health: 1 = poor; 6 = excellent)
 (For psychological state: 1 = never; 6 = very often)

| Statement | Planning on living... | | t | D | p < 0.05 | |
|--|-----------------------|---------------------|------|-------|----------|----------------|
| | | In Northern Ontario | | | | Somewhere else |
| I read printed magazines | \bar{x} | 3.09 | 3.30 | -2.34 | 342 | Yes |
| | s | 1.57 | 1.57 | | | |
| I attend classical music shows | \bar{x} | 1.54 | 1.86 | -2.23 | 247.2 | Yes |
| | s | 1.08 | 1.45 | | | |
| I listen to music at home | \bar{x} | 4.87 | 5.27 | -2.39 | 326.1 | Yes |
| | s | 1.69 | 1.35 | | | |
| I go fishing | \bar{x} | 3.57 | 3.05 | 2.77 | 341 | Yes |
| | s | 1.72 | 1.73 | | | |
| I go hunting | \bar{x} | 2.94 | 2.37 | 2.93 | 319.0 | Yes |
| | s | 1.88 | 1.72 | | | |
| I go snowmobiling | \bar{x} | 4.04 | 3.53 | 2.56 | 343 | Yes |
| | s | 1.45 | 1.80 | | | |
| Ability to write English | \bar{x} | 5.19 | 5.48 | -2.44 | 323.1 | Yes |
| | s | 1.23 | 0.92 | | | |
| Knowledge of English compared to my classmates | \bar{x} | 2.19 | 2.33 | -2.03 | 318 | Yes |
| | s | 0.89 | 0.88 | | | |
| There are enough stores in my community | \bar{x} | 2.74 | 2.32 | 2.28 | 304 | Yes |
| | s | 1.66 | 1.52 | | | |
| There isn't much you can do in the world if you don't speak English | \bar{x} | 3.68 | 3.18 | 2.54 | 310 | Yes |
| | s | 1.74 | 1.71 | | | |
| I love my community | \bar{x} | 3.93 | 3.57 | 2.03 | 306 | Yes |
| | s | 1.53 | 1.56 | | | |
| With globalization, human beings are becoming increasingly different | \bar{x} | 3.31 | 3.77 | -2.80 | 302 | Yes |
| | s | 1.36 | 1.43 | | | |
| Compared to others my age, my physical health is ... | \bar{x} | 4.42 | 4.71 | -2.04 | 315 | Yes |
| | s | 1.22 | 1.23 | | | |
| Compared to others my age, my emotional health is ... | \bar{x} | 3.98 | 4.53 | -3.47 | 313 | Yes |
| | s | 1.49 | 1.22 | | | |
| Over the last three months, I have felt alone | \bar{x} | 2.87 | 2.47 | 2.31 | 320 | Yes |
| | s | 1.57 | 1.47 | | | |