Ethnolinguistic Identity and Vocational Readiness as Non-Cognitive Factors Related to College Adaptation and Satisfaction with Life Among Franco-Ontarian Post-Secondary Students Living in an Anglo-Dominant Context

André Samson, Alexander R. Maisonneuve, & Zacharie Saint-Georges

University of Ottawa

Abstract

The purpose of this research was to determine how Francophone Ethnolinguistic Identity and Vocational Readiness, facilitate the College Adaptation and predict students' Satisfaction with Life. Using a sample of 179 first-year students, the development of a novel scale used to measure Vocational Readiness, or the degree to which a student is ready to make a post-secondary program choice and be engaged in the transition to post-secondary studies, was done and validated. Correlational analyses showed that all aspects of Vocational Readiness are consistently associated with better overall Adaptation in College and overall Vocational Readiness is associated with all subscales of College Adaptation. Regression analyses showed that Vocational Readiness was a significant predictor of College Adaptation and Satisfaction with Life Francophone Ethnolinguistic Identity was also a significant predictor of Satisfaction with Life. The interaction between Vocational Readiness and Francophone Ethnolinguistic Identity (Model F) was a significant, negative predictor of Satisfaction with Life. Post-hoc regression analyses indicated that both Vocational Readiness and Francophone Ethnolinguistic Identity are significant predictors of Social Adaptation.

Keywords: Vocational Readiness, College Adaptation, Satisfaction with Life, Ethnolinguistic Identity, Minorities

Traditionally, college perseverance and success has been attributed mainly to cognitive factors such as intelligence and academic abilities (Khine & Areepattamannil, 2016). However, an increasing body of research tends to demonstrate that non-cognitive factors have positive effects on college performance, and that these effects are sustained over time (Conley, Aspengren, Stout, & Veach, 2006). Broadly, five general categories of non-cognitive factors have been identified in relation to academic performance: Academic Behaviours, Academic Perseverance, Academic Mindsets, Learning Strategies, and Social Skills (Farrington *et al,* 2012) with many sub-constructs being identified as the body of research grows (Khine & Areepattamannil, 2016).

In a racial minority context, research has shown that non-cognitive factors, such as cultural variables, influence college perseverance and success (Cohen, Garcia, Purdie-Vaughns, Apfel, and Brzustoski, 2009). These non-cognitive factors seem also to be predictors of social integration, (Steele, 1992, 1997; Yeager & Walton, 2011), institutional sense of belonging, and student self-perception (Walton & Cohen, 2007; Walton & Spencer, 2009; Yeager & Walton, 2011). In a Canadian ethnolinguistic context, non-cognitive factors can have a special significance, where, side-by-side, two distinct linguistic groups coexist. Indeed, the Canadian constitution recognizes French and English as the official languages of the confederation. With a population surpassing 35 million, 20.39% of the Canadian population self-identify as Francophone (Statistics Canada, 2016) with the vast majority of these French-speakers living in Quebec. Outside of Quebec, there are approximately one million self-identified Francophone Canadians dispersed throughout the other Canadian provinces and territories (Statistics Canada, 2016).

Francophone students living outside of Quebec are constantly exposed to the dominant Anglophone culture. Relevant literature has shown (see Castonguay, 2002) that this constant exposure can dilute one's ethnolinguistic identity. Indeed, Francophone students in Ontario often perceive themselves as not

Ethnolinguistic Identity and Vocational Readiness

18

CANADIAN
JOURNAL OF
**CAREER
DEVELOPMENT**

REVUE
CANADIENNE DE
**DÉVELOPPEMENT
DE CARRIÈRE**

entirely Francophone, but rather as a combination of Francophone and Anglophone, often referred to as bilingual Francophone (Pilote, Magnan, & Vieux-Fort, 2010; Samson, Sovet, Cournoyer, & Lauzier, 2016). This perception is not in the sense that these individuals equally master both languages, but rather that this term represents the core of their cultural identity, being neither Francophone nor Anglophone but a combination of the two (Sovet, DiMillo, & Samson, 2016). An investigation of 1130 Grade 12 Francophone students enrolled in 30 different French-language high schools in Ontario indicated that there is a strong correlation between ethnolinguistic identity and the intention to pursue post-secondary education in either French or in English. The more a student perceived themselves as a Francophone, the greater their intention to pursue their post-secondary education in French. Conversely, the more a student perceived themselves as Anglophone, the greater their intention to pursue post-secondary education in English (Samson *et al*, 2016). It is important to note that according to relevant research, French-language primary and secondary schools seem to be one of the most important predictors of the development of a strong Francophone ethnolinguistic identity (Landry & Bouhris, 1997; Landry, Deveau, & Allard, 2006).

Ethnolinguistic identity has a strong influence on whether students in a Francophone minority context decide to pursue their post-secondary studies in French.

Therefore, it is important to determine whether ethnolinguistic identity facilitates the transition from high school to a French-language post-secondary institution in a minority context. The non-cognitive factors examined in this research are Ethnolinguistic Identity and Vocational Readiness. The first objective of this research will be to determine whether having a strong Francophone Ethnolinguistic Identity facilitates the process of Adaptation into a Francophone college, as well as whether this strengthens Satisfaction with Life. Nevertheless, the choice of a post-secondary program does not only involve ethnolinguistic identity in a minority context, but also (and this is true for all students regardless of their background) include a certain degree of preparedness to ensure a realistic and catered choice in college programs. For example, students must have attained an adequate degree of self-knowledge (Duncheon, 2015), sufficient knowledge of their program of choice (Duncheon, 2015), a good social support environment (Zavatkay, 2015), and have identified salient career aspirations (Martinez, Baker, & Young, 2017). Therefore, the second objective of this research will be to examine whether Ethnolinguistic Identity is of equal or of more importance for Franco-Ontarian students' Adaptation in a Francophone college than being adequately prepared to make the right program choices prior to being enrolled.

Methodology

Participants

Participants included 179 first-year students (100 female) enrolled in Collège La Cité, a French-language post-secondary college situated in Ottawa, Ontario, Canada. Participants' had a mean age of 21.77 years (SD = 4.21), 88 % of participants reported being born in Canada, whereas 11 % reported being born in another country (1 % did not report this information).

Measures

Taking into account the goal of this study, the instruments chosen focus essentially on the non-cognitive factors related to Ethnolinguistic Identity and Vocational Readiness. To meet the goals of this research, three validated scales were used and one was developed to measure Vocational Readiness. The first scale, developed by Landry, Allard, and Deveau (2007), measured different aspects of *Ethnolinguistic Identity.* Ethnolinguistic Identity includes the sociostructural factors that affect a group's ability to behave and survive as a distinct and active collective entity within multilingual settings (Howard *et al*, 1977; Landry & Bourhris, 1997). According to Landry and Bourhris (1997), the weaker the position of an ethnolinguistic group relative to a more dominant ethnolinguistic out-group, the more likely minority ethnolinguistic groups will assimilate linguistically into

the larger out-group, fading as a distinct ethnolinguistic collective. For this study, students were asked to rate their Ethnolinguistic Identity on a 9-point semantic differential scale from five differing perspectives spanning: culture, language, ancestry, the future, and territory. With a range from 1 to 9, 1 referred to "Doesn't correspond to me", 5 referred to "Moderately corresponds to me" and 9 referred to "Completely corresponds to me". For example, *according to my culture (my way of thinking, my way of acting, my interests, my beliefs, my values), I consider that I am:* Non-Francophone (1) - Francophone (9); *according to my culture (my way of thinking, my way of acting, my interests, my beliefs, my values), I consider that I am:* Non-Anglophone (1) - Anglophone (9). The Cronbach alphas for this scale were .80 (Francophone) and .85 (Anglophone).

The second scale used in this study was the French version of the *Student Adaptation to College Questionnaire (SACQ-F)* by Larose, Soucy, Bernier and Roy (2015). Originally developed by Baker and Siryk (1984), this highly-cited 67-item questionnaire assessed overall Adaptation to College, as well as adjustment in four specific, but related areas including: Academic Adjustment, Personal-Emotional Adjustment, Social Adjustment, and Institutional Attachment. Larose, Soucy, Bernier and Roy (2015) tested the French version of the SACQ on 174 college-level students at several points in time to assess test-retest reliability. In addition,

academic records and data from other measures of emotional, academic, and social dispositions were collected by the authors at the end of high school and during the first year of college to assess the SACQ-F's construct validity. The sample used to develop the translated version of the SACQ had equivalent means and sex differences when compared to those presented in American studies suggesting that the SACQ-F is a valid and reliable measure of the adjustment of French-speaking college populations (Larose *et al*, 2015). In the current study, students were asked to rate their College Adaptation on a 9-point semantic differential scale exploring Academic Adjustment, Personal-Emotional Adjustment, Social Adjustment, and Institutional Attachment. With a scale ranging from 1 to 9, 1 referred to "not applicable to me at all" while 9 referred to "applies perfectly to me". The Cronbach alpha for this scale was .92.

The third scale used for this research was the *Satisfaction with Life* scale developed by Diener, Emmons, Larsen and Griffin (1985). For the purpose of this study, we used a French version of this scale that has been validated by Blais, Vallerand, Pelletier and Brigare (1989). This measure consists of items such as: *My living conditions are excellent* and uses a seven-point Likert response scale ranging from 1 "Strongly disagree" to 7 "Totally agree". A high score on this scale indicates a high level of Satisfaction with Life. The Cronbach alpha for this scale .93.

The last scale used in the current study was specially developed by the main author to measure participants' Vocational Readiness, or their degree of readiness to make a post-secondary program choice and be engaged in the transition to post-secondary studies. In the current study we aimed to validate this new scale with an exploratory factor analysis. Correlational and regression analysis were conducted with the final version of this new scale. The Vocational Readiness scale is comprised of four subscales spanning: 1) Vocational Confidence - relationship between self-knowledge and career plan/post-secondary program choices; 2) Vocational Preparation - active search for information about postsecondary programs; 3) Vocational Aspirations – self-perceptions and beliefs about future career 4); Vocational Satisfaction – current satisfaction with vocational development and process. Cronbach's alpha for the final version of Scale 4 indicated the test's internal consistency to be highly reliable (14 items; α = .93).

Analysis Plan

In order to evaluate the factor structure of Scale 4 (Vocational Readiness), an Exploratory Factor Analysis was undertaken. The Exploratory Factor Analysis was performed in Mplus Version 8 (Muthén & Muthén, 1998-2017), using Maximum Likelihood as researchers have suggested it yields the best results (Costello & Osborne, 2005). Eigen values and VSP test (scree plot) indicated

Ethnolinguistic Identity and Vocational Readiness

20

CANADIAN
JOURNAL OF
CAREER
DEVELOPMENT

REVUE
CANADIENNE DE
DÉVELOPPEMENT
DE CARRIÈRE

that the best model would include 4 factors. Analyses revealed that the factors were correlated, and consequently we used an oblique rotation (Promax) to allow factors to co-vary. We used sequentially the following criteria: first items were removed if they did not load on any factor with values greater than .40, or loaded on more than one factor with values greater than .40; second, items were removed if they loaded on a second factor with values greater than .20 (conservative criterion; Howard, 2016); finally, items were removed if they loaded on an additional factor not predicted by the Eigen values and VSP test. To evaluate model fit of the final solution, we used the Chi-Square and root mean square error of approximation (RMSEA) indices, with RMSEA values below 0.06 indicating an excellent fit (Hu & Bentler, 1999).

Pearson correlations between all study variables were assessed using SPSS v25. Regression analyses were also conducted in SPSS to examine the predictive value of Vocational Readiness and Ethnolinguistic Identities. Models A, B, C and D aimed specifically at assessing how College Adaptation could be predicted from these non-cognitive factors, while Models E, F, G and H aimed at examining how Satisfaction with Life could be predicted. In Model A and E, Vocational Readiness and Francophone Ethnolinguistic Identity were entered as predictors; in Model B and F, Vocational Readiness and its interaction with Francophone Ethnolinguistic Identity; in Model C and G, Vocational

Readiness and Anglophone Ethnolinguistic Identity; in Model D and H, Vocational Readiness and its interaction with Anglophone Ethnolinguistic Identity. In addition, based on correlational analyses we conducted a post-hoc test to specifically examine the predictive value of Francophone Ethnolinguistic Identity on Social Adaptation (in conjunction with Vocational Readiness; Model I). Finally, we tested the interaction between Francophone Ethnolinguistic Identity and Vocational Readiness with regards to that same variable.

Procedure

This research took place at Collège La Cité, a post-secondary French-language institution located in Ottawa, capital of the Canadian confederation with a Francophone population of 157, 886 (16.9%). Students registered at Collège La Cité study exclusively in French. All first-year students were invited to participate in the present study by professors teaching a mandatory French grammar course. The questionnaires used in this study were disseminated to participants through a website specifically created for this research. Each professor provided their students with a password to access the website. Those whom accepted to participate in the study were given adequate time at the end of the class to complete the questionnaire. Data collection occurred between the beginning of February and the end of March of the academic year which began in September. The password

provided allowed access to the study website for a period of five hours. This research was reviewed and approved by the University of Ottawa Research Ethics Board.

Results

Exploratory Factory Analysis

The results of the Exploratory Factor Analysis and the final items of the Vocational Readiness Scale are shown in Table 1, along with their factor loadings. According to the criteria outlined in the Analysis Plan, we performed the following item deletions. Items 5, 9, and 12 were removed on the second iteration; item 11 on the third iteration; items 10 and 24 on the fourth iteration; items 1, 17, 19, 20, 22, 23 on the fifth iteration; and lastly items 16 and 26 on the sixth iteration. The sixth iteration yielded a 4-factor model solution that had good fit to the data (Chi-Square = 50.06, $p = 0.16$; RMSEA = 0.035, C.I.: 0.000–0.065).

Correlational Analyses

Descriptive statistics and correlations between study variables are shown in Table 2. Correlational analyses showed that all aspects/factors of Vocational Readiness are consistently associated with better overall Adaptation in College (r ranging from .276 to .357; $p < 0.01$), and overall Vocational Readiness is associated with all subscales of College Adaptation (r ranging from .249 to .476; $p < 0.01$). This suggests that individuals showing high

Table 1

Rotated Component Matrix for the Vocational Readiness Scale

		Factors			
		1	2	3	4
2	J'ai une bonne idee de ce que je veux choisir comme formation, métier ou profession *(I have a good idea of what I want to choose as training, trade or profession).*	.93			
3	Je sais ce que j'aimerais faire comme travail plus tard *(I know what I would like to do as a job later).*	.89			
4	Je connais assez mes points forts pour choisir une formation, un métier our une profession *(I know enough about my strengths to choose a training, a trade or a profession).*	.76			
7	J'ai pris le temps de faire des recherches sur l'internet pour en savoir plus sur des formations, métiers ou professions qui pourraient m'intéresser *(I took the time to research the internet to learn more about training, trades or professions that could interest me).*		.95		
6	J'ai pris le temps de me renseigner sur des formations, métiers ou professions que je pourrais faire *(I took the time to learn about training, trades or professions that I could do).*		.81		
8	J'ai pris le temps de parler à une ou des personnes pour en savoir plus sur des formations, métiers ou professions qui pourraient m'intéresser *(I took the time to talk to one or more people about training, trades or professions that might interest me).*		.60		
15	Selon moi, le travail peut m'aider à me développer personnellement *(In my opinion, work helps with my personal development).*			.97	
14	Selon moi, le travail peut m'aider à être fier de moi *(In my opinion, my work is a source of personal pride).*			.97	
13	Selon moi, le travail est une manière d'utiliser mes talents *(In my opinion, work allows me to use my talents).*			.81	
18	Je compte surtout sur mes efforts pour réussir dans le monde du travail *(I count especially on my efforts to succeed in the world of work).*			.69	
21	J'ai confiance que je pourrai faire ma place dans le monde du travail *(I am confident that I will be able to take my place in the world of work).*			.57	
27	Dans le contexte de mes études collégiales, si je pouvais recommencer ma vie, je n'y changerais rien *(In the context of my college studies, if I could redo my life, I wouldn't change anything).*				.97
28	Dans le contexte de mes études collégiales, jusqu'à maintenant, j'ai atteint les objectifs que je m'étais fixé *(In the context of my college studies, up until now I've achieved the goals I've set out for myself).*				.81
25	Dans le contexte de mes études collégiales, je suis satisfait(e) de ma vie *(In the context of my college studies, I am satisfied with my life).*				.71

Estimator: Maximum Likelihood
Rotation: Promax
Rotation type: Oblique

Factor 1: Vocational Confidence
Factor 2: Vocational Preparation
Factor 3: Vocational Aspirations
Factor 4: Vocational Satisfaction

Regression Analyses

The results of the regression models are shown in Tables 3 and 4. Table 3 shows the results of the four models (Models A, B, C, and D) that tested the predictive values of Vocational Readiness, Francophone Ethnolinguistic Identity, Anglophone Ethnolinguistic Identity, and their interactions on College Adaptation. Overall, only Vocational Readiness was a significant predictor of College Adaptation. Table 4 displays the results of the four regression models (Models E, F, G, and H) that assessed the predictive value of Vocational Readiness, Francophone Ethnolinguistic Identity, Anglophone Ethnolinguistic Identity, and their interactions on Satisfaction with Life. Vocational Readiness remained predictive of Satisfaction with Life in all models. Francophone Ethnolinguistic Identity was also a significant predictor of Satisfaction with Life. The interaction between Vocational Readiness and Francophone Ethnolinguistic Identity (Model F) was a significant, negative predictor of Satisfaction with Life (although the β value was very modest for this interaction). There was no significant gender differences observed.

The post-hoc regression analyses for Social Adaptation are

Vocational Readiness adapt better to college, academically, socially, as well as emotionally, and have a better sense of belonging in their college. Having a stronger Francophone Ethnolinguistic Identity was associated with having greater Vocational Readiness (especially with regards to Vocational Aspirations and Satisfaction), and having better Social Adaptation. Having an Anglophone Ethnolinguistic Identity was associated with being younger, having a poorer Vocational Readiness (especially with regards to Vocational Aspirations), and having a decreased sense of belonging. Older age was positively correlated with Vocational Confidence and Preparation. There was no significant gender differences observed.

Table 2

Correlational analyses and descriptive statistics

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Gender															
2. Age	0.112														
3. Francophone Ethnolinguistic Identity	0.097	-0.046													
4. Anglophone Ethnolinguistic Identity	-0.129	-.232**	0.003												
5. (Overall) Vocational Readiness	0.015	.195**	.154*	-.151*											
6. Vocational Confidence	-0.08	.220**	0.026	-0.118	.863**										
7. Vocational Preparation	-0.004	.160*	0.052	-0.11	.814**	.694**									
8. Vocational Aspirations	0.082	0.136	.246**	-.154*	.811**	.588**	.525**								
9. Vocational Satisfaction	0.036	0.127	.149*	-0.105	.778**	.564**	.494**	.477**							
10. (Overall) College Adaptation	-0.126	0.079	0.111	-0.13	.404**	.357**	.276**	.307**	.375**						
11. Academic Adaptation Subscale	-0.02	0.1	0.046	-0.081	.279**	.275**	.199**	.197**	.242**	.902**					
12. Social Adaptation Subscale	-0.07	0.072	.202**	-0.053	.476**	.393**	.333**	.396**	.425**	.677**	.423**				
13. Personal and Emotional Adaptation Subscale	-.223**	0.071	0.058	-0.137	.346**	.295**	.218**	.247**	.366**	.843**	.682**	.423**			
14. Sense of Belonging Adaptation Subscale	-0.13	-0.024	0.105	-.181*	.249**	.217**	.174*	.205**	.214**	.827**	.722**	.514**	.574**		
15. Satisfaction with Life	0.035	0.114	.231**	-0.085	.807**	.611**	.540**	.662**	.803**	.432**	.276**	.469**	.447**	.240**	
Alpha	-	-	.804	.848	.932	.940	.888	.923	.878	.922	.835	.743	.768	.744	.931
Mean	1.56	21.77	6.56	4.08	5.49	5.43	5.28	5.95	4.99	6.48	6.28	6.76	6.13	7.18	5.48
SD	0.50	4.21	1.72	2.23	1.15	1.56	1.48	1.11	1.67	1.40	1.60	1.60	1.78	1.89	1.18

* = $p < 0.05$ (2-tailed); ** = $p < 0.01$ (2-tailed)

shown in Table 5. Results indicated that both Vocational Readiness and Francophone Ethnolinguistic Identity were significant predictors of Social Adaptation (Model I) but the interaction was not (Model J).

Interaction Effects

A follow-up analysis was performed to examine the (interaction) effect of the strength of Francophone Ethnolinguistic Identity on the link between Vocational Readiness and the levels of Satisfaction with Life. The Francophone Ethnolinguistic Identity variable was centered, and three groups were formed: low, mid, and high Francophone Ethnolinguistic Identities. Low Francophone Ethnolinguistic Identity was defined as any value below –.5 standard deviations, and high Francophone Ethnolinguistic Identity was defined as any value above .5 standard deviations, with all values in between considered as mid-levels of Francophone Ethnolinguistic Identity.

Figure 1 shows the linear regressions of Satisfaction with Life on Vocational Readiness for each group. At high levels of Vocational Readiness, all groups seem to score high on the Satisfaction with Life Scale. However, at low levels of Vocational Readiness, individuals with lower Francophone Ethnolinguistic Identities also scored lower on the Satisfaction with Life Scale.

Discussion

Although Franco-Ontarian linguistic rights are protected by the Canadian constitution, members within this minority linguistic group face a strong possibility of being assimilated by the massive presence of an English-speaking North American majority (Castonguay, 2002). The Fran-

Table 3

Multiple Regression Analyses for College Adaptation (N = 179)

	A	B	C	D
(Overall) Vocational Readiness	.396**	.408**	.393**	.393**
Francophone Ethnolinguistic Identity	0.05			
Vocational Readiness * Francophone Identity		.088		
Anglophone Ethnolinguistic Identity			-.070	
Vocational Readiness * Anglophone Identity				-.123
R^2	.165**	.171**	.168**	.178**

* = $p < .05$; ** = $p < .01$; Standardized Coefficients (β) shown for each predictor variable.

Table 4

Multiple Regression Analyses for Satisfaction with life (N = 179)

	E	F	G	H
(Overall) Vocational Readiness	.790**	.803**	.813**	.803**
Francophone Ethnolinguistic Identity	.109*			
Vocational Readiness * Francophone Identity		-.092*		
Anglophone Ethnolinguistic Identity			.038	
Vocational Readiness * Anglophone Identity				-.049
R^2	.663**	.660**	.653**	.654**

* = $p < .05$; ** = $p < .01$; Standardized Coefficients (β) shown for each predictor variable.

Table 5

Multiple Regression Analyses for Social Adaptation (N = 179)

	I	J
(Overall) Vocational Readiness	.456**	.478**
Francophone Ethnolinguistic Identity	.132*	
Vocational Readiness * Francophone Identity		.025
R^2	.244**	.228**

* = $p < .05$; ** = $p < .01$; Standardized Coefficients indicated (*β)*

co-Ontarian school system is one of the main tools through which the French language can not only survive, but also thrive in this specific context. The preservation and flourishing of the French language necessitate a strong Francophone school system where students will master their native language while also being immersed in an immediate English social environment that requires the daily and constant use of the Shakespearean language (Landry & Allard, 1997; Landry, Deveau, & Allard, 2006). As such, the aim of this research was to determine how two important non-cognitive factors, namely Francophone Ethnolinguistic Identity and Vocational Readiness, facilitate the process of adaptation into a French-language college and predict students' satisfaction with life. To this end, the development of a novel scale used to measure Vocational Readiness, or the degree to which a student is ready to make a post-secondary program choice and be engaged in the transition to post-secondary studies, was done, and the validation process was started by performing an exploratory factor analysis that yielding a 4-factor solution that had good fit to the data. Future research should aim at further validating the structure of this new scale on a greater sample with confirmatory factor analysis.

As research supports the necessity of elementary and high school Francophone systems in the preservation of the French language, an increasing number of voices advocate for the development of a stronger and more
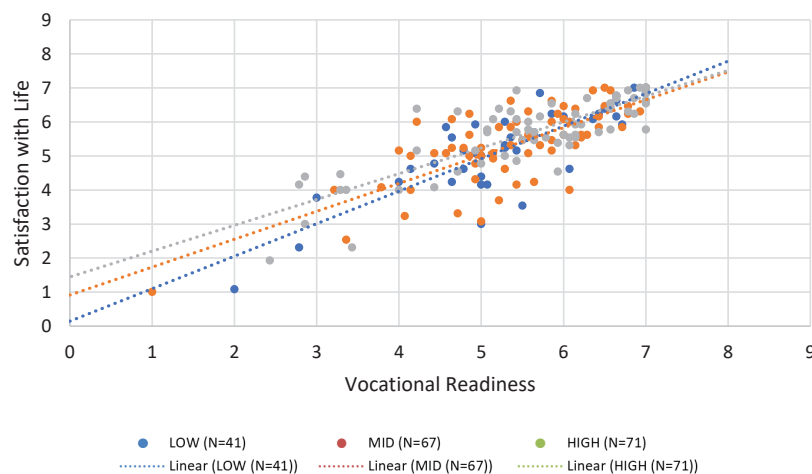
Figure 1. Interaction Effects of Francophone Ethnolinguistic Identity on Vocational Readiness and Satisfaction with Life

comprehensive French-language post-secondary education system in Ontario (Labrie & Lamoureux, 2016; Malatest et al, 2017; Boucher, 2015). Therefore, it would be of importance to verify if the aspirations of the Francophone community are empirically based. In other words, is it objectively preferable for Franco-Ontarian students to pursue their post-secondary studies in French knowing that they will eventually enter a job market that is predominantly Anglophone?

The results of this investigation suggest that Francophone ethnolinguistic identity plays a substantial role in the process of adaptation to college life within a linguistic minority context that is officially recognized and protected by the constitution of the land. Specifically, a stronger Francophone Ethnolinguistic Identity was associated with a higher overall Vocational Readiness as well as Vocational Aspirations and Vocational Satisfaction. Also, Francophone Ethnolinguistic Identity

was significantly correlated with Satisfaction with Life and Social Adaptation to college. Therefore, the correlational analyses of this investigation suggest that it is objectively preferable for Franco-Ontarian students to pursue a post-secondary education that would foster their Francophone ethnolinguistic identity. The post-hoc regression analyses also supported this conclusion: Francophone Ethnolinguistic Identity was found to be a significant predictor of Social Adaptation in addition to Vocational Readiness (Model I).

These results are in line with other research suggesting that a strong ethnolinguistic identity has a positive impact on many aspects of Franco-Ontarian students' lives. Using the Career Decision-Making Autonomy Scale (Guay *et al,* 2006), research conducted on a sample of 716 Grade 12 students spanning 24 French-language secondary schools in Ontario showed a correlation between attachment

to their mother tongue and career decision-making autonomy (*r* = 0,24 ; *p* < 0,01). Specifically, results from this study indicated that when Francophone students demonstrate a high attachment to their mother tongue, they expressed a high degree of autonomy when making career decisions (Samson & Lauzier, 2016). This finding is not surprising as autonomy could be viewed as a requirement for one to express their cultural and linguistic specificity while being immersed in a massive Anglophone environment. It seems also that ethnolinguistic identity has an impact on the capacity to make a career decision. Administering the Career Decision-Making Difficulty Questionnaire (CDDQ; Gati *et al,* 1996) on a sample of 984 Grade 12 participants enrolled in 30 French-language secondary schools in Ontario, researchers determined that participants that had a strong Francophone ethnolinguistic identity experienced less career decision-making difficulties than those students who reported weak Francophone ethnolinguistic identities (Sovet, DiMillo, & Samson, 2016).

An interesting result generated from this research comes from the interaction between Francophone Ethnolinguistic Identity and Vocational Readiness to predict the Satisfaction with Life of Francophone students (see Figure 1). At high levels of Vocational Readiness, all groups scored highly on the Satisfaction with Life Scale. However, at low levels of Vocational Readiness, individuals with lower Francophone Ethnolin-

guistic Identities also scored lower on the Satisfaction with Life Scale. Herein a buffering effect against the negative consequences of low Vocational Readiness is shown when strong Francophone Ethnolinguistic Identities are present. This finding is in line with studies that found that ethnolinguistic identity is an important factor of resilience for Francophones living amid an Anglophone majority (Sovet, DiMillo, & Samson, 2016).

Regression models tested suggest that Vocational Readiness would be the most important predictor of the process of adaptation to post-secondary studies. The Vocational Readiness scale measured students' self-knowledge, their active search for information about postsecondary programs, their perceptions of career, and their vocational aspirations and satisfaction; characteristics that are associated with the decision to make an catered post-secondary program choice. Therefore, not only is it important for Francophone students to develop a strong ethnolinguistic identity, it is of even more importance for these students to be prepared to make a program choice. In the context of the Franco-Ontarian minority, the synergy of these two specific non-cognitive factors facilitates the process of adaptation to post-secondary studies.

Finally, additional regression analyses showed both Vocational Readiness and Francophone Ethnolinguistic Identity as significant predictors of Satisfaction with Life. It is important to underline these results knowing that life satisfaction, according to research, is predictive of student performance (e.g., GPA) even after controlling for traditional academic achievement predictors (e.g., cognitive aptitude; Rode *et al,* 2005).

The present research provides a strong argument for the development of post-secondary programs offered in French in Ontario. This argument is further strengthened by the fact that many Francophone students are often required to enroll in Anglophone post-secondary programs due to the paucity of such programs being offered in French (Samson *et al,* 2016). In conclusion, this investigation indicates that Francophone post-secondary institutions appear to be the ideal environment for students within this linguistic minority. When Franco-Ontarian students pursue their post-secondary studies in their mother tongue, they increase the likelihood of obtaining their degree and increase their chances of being competitive in a knowledge economy that fosters higher education (Marginson, 2010). Ultimately, the promotion and development of Francophone post-secondary institutions in Ontario will not only be respectful of the spirit of the Canadian constitution, but also contribute to the socioeconomic development of the country.

References

Baker, R. W., Siryk, B. (1984). Measuring adjustment to college. *Journal of Counseling Psychology. 31*(2), 179–189. doi:10.1037/0022-0167.31.2.179

Blais, M. R., Vallerand, R. J., Pelletier, L. G., & Brigare, N. M. (1989). L'Échelle de satisfaction de vie: Validation canadienne-francaise du "Satisfaction With Life Scale". *Canadian Journal of Behavioural Science. 21*(2):210–223. DOI: 10.1037/h0079854

Boucher, M. (2015). Measuring what matters : Focus on the French-language school. *A People for Education Project*. Retrieved from : https://peopleforeducation.ca/wp-content/uploads/2017/06/MWM-Focus-on-the-French-language-school-2015.pdf

Castonguay, C. (2002). Assimilation linguistique et remplacement des générations francophones et anglophones au Québec et au Canada. *Recherches sociographiques, 43*, (1), 149–182. https://doi.org/10.7202/009450ar

Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., & Brzustoski, P. (2009). Raising minority performance with a values-affirmation intervention: A two-year follow-up. *Science, 324,* 400-403.

Conley, D. T., Aspengren, K., Stout, O., & Veach, D. (2006). College Board Advanced Placement best practices course study re-

Ethnolinguistic Identity and Vocational Readiness

26

CANADIAN
JOURNAL OF
CAREER
DEVELOPMENT

REVUE
CANADIENNE DE
DÉVELOPPEMENT
DE CARRIÈRE

port. Eugene, OR: Educational Policy Improvement Center.

Costello, AB & Osborne, Jason. (2005). Best Practices in Exploratory Factor Analysis: Four Recommendations for Getting the Most From Your Analysis. *Practical Assessment, Research & Evaluation. 10*. 1-9.

Diener, E., Emmons, RA., Larson RJ., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment. 49*, 1.

Duncheon, J. C. (2015). *The problem of college readiness.* In W. G. Tierney & J. C. Duncheon (Eds.), The problem of college readiness (pp. 3-44). Albany: State University of New York Press.

Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching adolescents to become learners. *The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago, IL: University of Chicago Consortium on Chicago School Research.

Gati, I., Krausz, M., & Osipow, S. (1996). A Taxonomy of Difficulties in Career Decision Making. *Journal of Counseling Psychology. 43*. 510-526. 10.1037/0022-0167.43.4.510.

Guay, Frederic. (2005). Motivations Underlying Career

Decision-Making Activities: The Career Decision-Making Autonomy Scale (CDMAS). *Journal of Career Assessment - J CAREER ASSESSMENT. 13*. 77-97.10.1177/1069072 704270297.

Howard, G., Bourhis, RY., & Taylor, DM (1977). Towards a Theory of Language in Ethnic Group Relations, in Howard Giles (dir.), Language, Ethnicity and Intergroup Relations, New York, Academic Press, p. 307-348.

Hu, L.-t., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6*(1), 1-55.

Khine, M. S. & Areepattamannil, S. (2016). Non-cognitive Skills and Factors in Educational Attainment. Contemporary Approaches to Research in Learning Innovations.Sense Publishers. Rotterdam, Netherlands. Edition 1. ISBN: 978-94-6300-591-3

Labrie, N. & Lamoureux, L. (2016). *L'accès des francophones aux études postsecondaires en Ontario. Perspectives étudiantes et institutionnelles,* Publisher: Prise de parole. Sudbury (ON), Canada. ISBN : 9782894239575

Landry, R., Allard, R., & Deveau, K. (2007). Profil sociolangagier des élèves de

11e année des écoles de langue française de l'Ontario. Canadian Institute for Research on Linguistic Minorities. Available from: http://icrml.ca/images/stories/documents/fr/prol_sociolangagier_des_eleves_de_11e_annee_des_ecoles_de_langue_francaise_de_ontario.pdf (Accessed October 2018).

Landry, R., & Bourhis R. Y. (1997). Linguistic Landscape and Ethnolinguistic vitality: An Empirical Study, *Journal of Language and Social Psychology, 16*, 23-49.

Landry, R., Deveau, K., & Allard, R. (2006). Vitalité ethnolinguistique et construction identitaire: Le cas de l'identité bilingue. *Education et francophonie, 1*, 54-81.

Larose, S., Soucy, N., Bernier, A., & Roy, R. (2015). Exploration des qualités psychométriques de la version française du Student Adaptation to College Questionnaire. *Mesure et évaluation en éducation 19*(1), 69-94. 10.13140/RG.2.1.2374.1604.

Malatest & Associates. (2017). A study for the needs and interests for a French-language university in Central and Southwestern Ontario. *Ontario Ministry of Advanced Education and Skills Development.* Retrieved from : tcu.gov.on.ca/pepg/publications/

Malatest_Final_Report_MAESD_FLU_2017.pdf

Marginson, S. (2010). Higher Education in the Global Knowledge Economy. *Social and Behavioral Sciences 2*(5), 6962-6980.

Martinez, R. R., Baker, S. B., & Young, T. (2017). Promoting Career and College Readiness, Aspirations, and Self-Efficacy: Curriculum Field Test. *Career Development Quarterly. 65.* 173-188. 10.1002/cdq.12090.

Muthén, L. K. & Muthén, B. O. (1998-2017). *Mplus User's Guide*. Eighth Edition. Los Angeles, CA

Pilote, A., Magnan, M., & Vieux-Fort, K. (2010). Identité linguistique et poids des langues: une étude comparative entre des jeunes de milieu scolaire francophone au Nouveau-Brunswick et anglophone au Québec. Nouvelles perspectives en sciences sociales: *revue internationale de systémique complexe et d'études relationnelles, 6,* 65-98.

Rode, J., Arthaud-Day, M., Mooney, C., Near, J., Baldwin, T., Bommer, W., & Rubin, R. (2005). Life Satisfaction and Student Performance. *Academy of Management Learning & Education, 4*(4), 421-433.

Samson, A & Lauzier, M. (2016). Le français comme valeur au travail : une étude auprès des élèves de 12ième année inscrits dans les écoles secondaires de langue française de l'Ontario..

Samson, A., Sovet, L., Cournoyer, L., and Lauzier, M. (2016). *L'influence de l'identité langagière sur les transitions scolaires des élèves de 12e année inscrits dans les écoles secondaires de langue française de l'Ontario*. Dans J. Masdonati, M. Bangali et L. Cournoyer (dir.), Éducation et vie au travail, Tome 1 : Perspectives contemporaines sur les parcours et l'orientation des jeunes. Québec : Presses de l'Université Laval.

Sovet, L., DiMillo, J., & Samson, A. (2016). Linguistic Identity and Career Decision-Making Difficulties among French-Speaking Canadian Students Living in an Anglo-Dominant Context. *International Journal for Educational and Vocational Guidance, 17*(3), 269-284

Statistics Canada, 2016. Census Profile - 2016 Census (Canada; Ontario). Available from: https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/index-eng.cfm (Accessed October 2018)

Steele, C. M. (1992) Race and the schooling of Black Americans. *The Atlantic Monthly, 269* (4), 68-78.

Steele, C. M. (1997) A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist, 52,* 613-629.

Walton, G. M., & Cohen, G. L. (2007). A question of belonging: Race, social fit, and achievement. *Journal of Personality and Social Psychology, 92,* 82-96.

Walton, G. M., & Spencer, S. J. (2009). Latent ability: Grades and test scores systematically underestimate the intellectual ability of negatively stereotyped students. *Psychological Science, 20,* 1132-1139.

Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research, 81* (2), 267-301.

Zavatkay, D. (2015). "Social Support and Community College Student Academic Persistence". NERA Conference Proceedings 2015. 3.