

THE ROLE OF FRENCH-AMBIENCE ON ETHNOLINGUISTIC IDENTITY & CAREER
DECISION-MAKING DIFFICULTIES: IMPACTS ON LIFE SATISFACTION & LINGUISTIC
INTENTIONS AMONG ONTARIO GRADE 12 STUDENTS IN FRENCH-LANGUAGE HIGH
SCHOOLS

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The Role of French-Ambience on Ethnolinguistic Identity and Career Decision-Making Difficulties: Impacts on Life Satisfaction and Linguistic Intentions among Grade 12 Students in French-Language High Schools

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Abstract

Despite the 1927 repeal of Ontario's ban on French-language education, Franco-Ontarian students continue facing challenges in pursuing French studies. **Objective:** This study examined factors that influenced grade 12 Ontario French-language students' intentions to study in French and their well-being. It was hypothesized that French-ambience would influence ethnolinguistic identity, which in turn would predict linguistic intentions and positively correlate with well-being after controlling proximity to French-language post-secondary institutions. Career decision-making difficulties (CDMD) were expected to negatively correlate to linguistic intentions, ethnolinguistic identity, and life satisfaction, while linguistic intentions and life satisfaction were expected to be positively correlated. **Methods:** A survey-based cross-sectional design collected data from 1127 grade 12 French-language students in Ontario. **Results:** French-ambience explained 18% of the variance in ethnolinguistic identity, which predicted linguistic intentions (6% variance) and was positively correlated with life satisfaction ($r = .125$). CDMD was negatively correlated with life satisfaction ($r = -.233$) and linguistic intentions ($r = -.115$), but not ethnolinguistic identity. Linguistic intentions and life satisfaction were weakly positively correlated ($r = .064$). **Conclusions:** Ethnolinguistic identity plays a critical role in shaping well-being and linguistic intentions while emphasizing the role of French-ambience in strengthening identity, despite persistent CDMD and the limited impact of institutional proximity.

Keywords: French-ambience, community, ethnolinguistic vitality, ethnolinguistic identity, career decision-making difficulties (CDMD), linguistic continuity, linguistic intentions, and life satisfaction

About the Author

Connor is a master's student at the University of Ottawa. His research interests focus on the process of French-ambience and ethnolinguistic identity among graduating post-secondary students.

Introduction

Despite the fact that Ontario is home to the second largest population of Canadian Francophones there remains very little support for its Francophone communities. Accordingly, Franco-Ontarians experience constant identity threats with the pressures of assimilation to the dominant Anglophone culture. These challenges are further exacerbated for student aged Franco-Ontarians who face significant career decision-making difficulties, the struggles of adapting to new educational contexts, and the burden of linguistic continuity in addition to the ever-looming threat of assimilation. Accordingly, it is pertinent to understand what shapes Franco-Ontarian students' identities and can serve as a factor to promote linguistic continuity.

One such factor is the context in which individuals are raised in, their community—a group of people living in the same space or sharing a similar trait, such as the language they speak (Clément & Noels, 1992; Clément & Norton, 2021; Patoulioti & Nilholm, 2023). Specifically, the French-ambience—the presence and use of the French language in key social contexts and settings, like at school, home, or with friends (Landry et al., 1991)—which has been shown to promote strong identity especially for individuals belonging to a minority group (Aboud & Sankar, 2007; Clément & Noels, 1992; Clément & Norton, 2021; Craig et al., 2017; Gaudet & Clément, 2009; Hazen, 2002; Landry et al., 1991; Sovet et al., 2017; Stanford et al., 2021; Patoulioti & Nilholm, 2023).

Reality of Franco-Ontarians

French-language education was prohibited in Ontario under Regulation 17 from 1912 until 1944, which restricted funding and certification for non-compliant schools and teachers (Government of Ontario, 2016). French-language education rights were officially recognized in 1984, with full governance of French-language schools in 1998. However, Regulation 17 continues to affect access to French-language education today (Government of Ontario, 2022).

Ontario currently has the largest number of French-language students outside Quebec (Government of Ontario, 2022), yet only about 600,000 of the province's 16 million residents identify as Franco-Ontarian. The majority reside in Eastern Ontario (43%), while regions like Western Ontario account for less than 7% of the Francophone population (Government of Ontario, 2022). Although immigration from Quebec, Europe, and Africa contributes to Franco-Ontarian growth (~5.9%), overall population growth in Ontario has outpaced the Francophone population at 1.8% per year, leading to its relative decline.

In response to the rising Franco-Ontarian population and demand for French-language support, the Ontario government has launched initiatives to support French-language services and education, including the opening of the Université de L'Ontario Français and granting full independence to the Université de Hearst (Government of Ontario, 2022). Nonetheless, access remains limited in Western Ontario, where post-secondary French-language options are still scarce.

Demographic Information

Despite ongoing governmental support, the proportion of Canadians who identify as Francophone fell from 22.3% in 2006 to 19.6% in 2021 (Statistics Canada, 2024). Accordingly, in Ontario only 4.1% of the population identified using French (or French and English) as their first official language, compared to the 93.5% using English (Statistics Canada, 2023). French is rarely used in the workplace—less than 1% of the time—despite government efforts to promote bilingualism and support Francophone communities (Statistics Canada; 2023; Government of Ontario, 2022).

Additionally, a significant gap exists between the use of French-language in secondary education settings and post-secondary linguistic intentions. Only 58% of Ontario French-language secondary school students plan to pursue post-secondary education in their native language (Sovet et al., 2017). Students often choose English-language education due to a lack of French programs and the pull of the dominant Anglophone culture (Dubiner, 2021; Harwood & Vincze, 2012; Nault, 2019; Sovet et al., 2017).

The Threat of Assimilation to Franco-Ontarians

Ontario Francophone communities face many challenges, due to the pressures of assimilation into the dominant Anglophone culture. According to Landry et al. (1991) French-ambience—the presence of use of French in daily social settings—significantly impacts the construction of ethnolinguistic identity—the ethnic and linguistic group an individual identifies with or belongs to. Students in high French-ambience environments (e.g., Eastern Ontario) tend to report stronger ethnolinguistic identities than those in predominantly Anglophone areas (e.g., Southwestern Ontario; Bourgeois et al., 2009; Gaudet & Clément, 2009; Landry et al., 1991). Accordingly, assimilation into Anglophone culture can weaken the ethnolinguistic vitality—the essence that makes a group actively behave as a distinctive and collective entity in intergroup

situations—of Francophones ethnolinguistic groups (Harwood & Vincze, 2012; Kells, 2002; Nault, 2019; Sovet et al., 2017).

Ethnolinguistic groups are communities shaped by shared language and cultural identity (Clément & Noels, 1992; Clément & Norton, 2021; Gaudet & Clément, 2009; Huot, 2023; Nault, 2019; Sovet et al., 2017). Within Ontario, Francophone ethnolinguistic groups are increasingly exposed to the dominant Anglophone community, diluting their ethnolinguistic identity and vitality (Deprez & Persoons, 1984; Gao et al., 1994; Giles, 1977; Jaspal & Sitaridou, 2013; Nault, 2019; Noels et al., 2014; Sovet et al., 2017). Furthermore, exposure to Anglophone media and belonging to a minority group are known contributors to identity erosion (Gaudet & Clément, 2009). Similarly, some studies have found a link between Anglophone communities and weak ethnolinguistic identities of Franco-Ontarians (Samson et al., 2021). Additionally, the weakening of ethnolinguistic identity for the ethnolinguistic group of Francophones in Ontario negatively impacts Francophone identity, leading to poorer well-being and career outcomes (Gaudet & Clément, 2009; Samson et al., 2021; Sovet et al., 2017).

As Franco-Ontarians continue to assimilate and experience diluted French-ambience environments, they increasingly face risks to their ethnolinguistic identity (Castonguay, 2002; Landry & Bourhis, 1997; Samson et al., 2021; Sovet et al., 2017). Stronger ethnolinguistic identity is associated with greater intentions to pursue post-secondary studies in French, as well as higher vocational identity and life satisfaction (Gati et al., 1996; Gati & Saka, 2001; Holland, 1997; Samson et al., 2021; Sovet et al., 2017). Assimilation may thereby adversely impact Franco-Ontarian's educational and psychological outcomes.

Reality of Franco-Ontarian Students

Career Decision-Making Difficulties

Ontario high school students preparing to enter post-secondary education face significant challenges in career decision-making, including career indecision, lack of information, inconsistent information, anxiety, and stress (Gati et al., 1996; Samson & Bastien, 2018; Atitsogbe et al., 2024). Additionally, many students experience poor vocational identity—a lack of a clear and stable image of career goals, interests, and ambitions (Holland, 1997; Kim et al., 2023; Lent et al., 2000; Samson et al., 2021, 2023; Sovet et al., 2017). Minority groups, like Franco-Ontarian students often face amplified career decision-making difficulties (CDMD) compared to majority groups like Anglo-Ontarians (Kells, 2002; Sovet et al., 2017). These

difficulties are related and more common in students with weak ethnolinguistic identities (Samson et al., 2021; Sovet et al., 2017).

Students demonstrate varying degrees of vocational readiness—their preparedness to enter the working or educational world—as they begin their transition to post-secondary studies (Samson et al., 2021, 2023). High student vocational readiness is associated with greater resilience, social support and career decision-making self-efficacy and protects against the adverse outcomes associated with the transition to university life and belonging to a minority group (Gati et al., 1996; Gati & Saka, 2001; Hou et al., 2019; Jemini-Gashi et al., 2021; Kim et al., 2023; Martinez et al., 2017; Samson et al., 2021, 2023; Turan et al., 2014). Conversely, students with poor vocational readiness face greater indecision and reduced resilience (Gati et al., 1996; Gati & Saka, 2001; Milot-Lapointe & Le Corff, 2024a, 2024b ; Samson & Bastien, 2018; Sovet et al., 2017). While some indecision can reflect exploration, persistent indecision remains maladaptive compared to identity achievement (Esters & McCulloh, 2008; Kosine & Lewis, 2008; Marcia, 1996; Turan et al., 2014).

Poor vocational readiness can lead to significant career indecision—a persistent inability to choose occupational or educational pathways (Agadjanian & Nedoluzhko, 2023; Foley et al., 2006; Hou et al., 2019; Jemini-Gashi et al., 2021; Turan et al., 2017). Career indecision negatively affects future planning and can result in program changes and drop out risks (Denault et al., 2019; Hou et al., 2019; Jemini-Gashi et al., 2021; Kennett & Reed, 2009; Turan et al., 2014).

In Ontario, 43% of Grade 12 students reported generalized indecision, and 29% developed irrational beliefs about career pathways (Samson & Bastien, 2018). These difficulties are linked to lower social support and life satisfaction (Hou et al., 2019; Martinez et al., 2017; Jemini-Gashi et al., 2021; Samson et al., 2021, 2023; Turan et al., 2014). Notably, Ontario Francophone students exhibit poorer levels of vocational readiness and higher indecision than their peers, likely exacerbated by their minority group status (Esters & McCulloh, 2008; Foley et al., 2006; Kosine & Lewis, 2008; Samson et al., 2021; Sovet et al., 2017, 2017; Turan et al., 2014).

Adapting to University Life

Students entering post-secondary education face one of the most significant life transitions, requiring strong coping resources to ensure positive outcomes (Samson et al., 2021,

2023). The transition to university brings academic, social, and psychological challenges—such as adapting to new learning environments, forming social bonds, and managing academic stress (Samson et al., 2023). These barriers can exacerbate career indecision and affect vocational readiness (Craig et al., 2017; Gati et al., 1996; Gati & Saka, 2000; Hou et al., 2019; Jemini-Gashi et al., 2021; Samson et al., 2021, 2023; Samson & Bastien, 2018; Sovet et al., 2017; Turan et al., 2014).

Linguistic Continuity

Franco-Ontarian students entering post-secondary studies face the additional challenge of linguistic continuity—an individual or group’s efforts to maintain and promote their language, vitality, cultural heritage, and how language persists across time and space (Ehala, 2010; Nault, 2019; Schwalb, 2017)—while deciding whether to pursue an education in French or English. Research shows that students who continue their education in French often cite the importance of family, employment opportunities, or the promotion of their ethnolinguistic vitality (Brown, 2016). However, many still opt for education in English, potentially to fit in with the dominant Anglophone culture or other demographic factors—though the exact reasons remain unclear—despite the benefits of studying in French. (Gao et al., 1994; Jaspal & Sitaridou, 2013; Lambert, 1984; Landry & Bourhis, 1997; Nault, 2019; Samson et al., 2021, 2023; Schwalb, 2017; Vincze & Holley, 2013).

Linguistic continuity has been widely studied in Quebec, but less so in Ontario despite efforts to promote linguistic continuity among the Franco-Ontarian community (Nault, 2019). Where research has demonstrated that linguistic continuity is crucial for strong ethnolinguistic identity and vitality for minority groups (Lambert, 1984; Landry & Bourhis, 1997; Nault, 2019). However, more research is needed on how declining linguistic intentions among Franco-Ontarian students impacts ethnolinguistic identity and vitality (Sovet et al., 2017).

Influences on Franco-Ontarian Student Outcomes

The proportion of Ontario French-language secondary school students planning to pursue post-secondary education in French is low (Sovet et al., 2017). Students’ linguistic intentions are influenced by both access to French-language institutions and the pull of the dominant Anglophone culture (Dubiner, 2021; Harwood & Vincze, 2012; Nault, 2019; Samson et al., 2021; Sovet et al., 2017). Their intentions are shaped by community, French-ambience, ethnolinguistic vitality, ethnolinguistic identity, life satisfaction, and CDMD.

Community and French-Ambience

Community and French-ambience are strongly correlated with ethnolinguistic identity, vitality, and vocational identity (Bourgeois et al., 2009; Clément & Noels, 1992; Clément & Norton, 2021; Craig et al., 2017; Davis, 2016; Deprez & Persoons, 1984; Gaudet & Clément, 2009; Koshiba, 2022; Landry et al., 1991; Samson et al., 2021; Sovet et al., 2017; Stanford et al., 2021). They are also likely linked to life satisfaction via increased social support and ethnolinguistic identity (Chow, 2008; Dworkin et al., 2003; Smith, 2003). Altogether, it is clear that community and French-ambience play a prominent role in developing and maintaining ethnolinguistic identity and vitality for many different ethnolinguistic groups, especially Franco-Ontarian students. This is in spite of the fact that French-ambience is diluted in Ontario.

Ethnolinguistic Vitality

Ethnolinguistic vitality refers to what could make a group behave distinctively and cohesively in intergroup situations (Deprez & Persoons, 1984; Gao et al., 1994; Giles, 1977; Jaspal & Sitaridou, 2013; Noels et al., 2014). It encompasses objective and subjective socio-structural and cross-cultural variables—demographics, institutional support, and status—that shape the health and strength of languages (Clément & Norton, 2021; Ehala, 2010; Gao et al., 1994; Giles et al., 1977; Jaspal & Sitaridou, 2013; Landry & Bourhis, 1997; Sachdev & Bourhis, 1993; Vincze & Holley, 2013). Research demonstrates that ethnolinguistic vitality is correlated with school, media, and ethnolinguistic identity (Clément & Norton, 2021; Gaudet & Clément, 2009; Lambert, 1984; Landry & Allard, 1994; Landry & Bourhis, 1997; Nault, 2019; Samson et al., 2021; Sovet et al., 2017). In Canada, ethnolinguistic vitality is also shaped by bilingualism policy (Clement & Noels, 1992).

Ethnolinguistic vitality among Canadian Francophones was found to be the highest in groups where individuals are classified as integrated—having a strong Francophone and Anglophone identity—or separated—strong Francophone and weak Anglophone identity—identities (Bourgeois et al., 2009; Clément & Norton, 2021; Freynet & Clément, 2015). However, findings are mixed on whether ethnolinguistic vitality among Franco-Ontarians is increasing or decreasing (Gaudet & Clément, 2009; Lambert, 1984; Landry & Bourhis, 1997; Nault, 2019; Samson et al., 2021; Sovet et al., 2017).

When individuals are immersed in a context where their native language is the minority, dominant-language pressures can weaken their ethnolinguistic vitality (Deprez & Persoons,

1984; Giles et al., 1977; Jaspal & Sitaridou, 2013). Perceived threats to vitality may induce identity threats, especially in the absence of social support in university settings (Jaspal & Sitaridou, 2013). A weak ethnolinguistic vitality can lead to loss of identity and negative outcomes (Jaspal & Sitaridou, 2013). It is evident that ethnolinguistic vitality plays a supporting role in Franco-Ontarian student outcomes and is shaped by community and French-ambience, and closely tied to identity.

Ethnolinguistic Identity

Ethnolinguistic identity refers to the ethnic and linguistic groups an individual identifies with, or their thoughts and feelings about their group membership (Bourgeois et al., 2009; Noels et al., 2014; Samson et al., 2021). It reflects the dynamic interaction between ethnicity and language to shape identity (Clement & Noels, 1992; Samson et al., 2021). This identity is further influenced by attitudes, beliefs, education, religiosity, culture, and community and French-ambience (Agadjanian & Nedoluzhko, 2023; Davis, 2016; Koshiba, 2022).

Strong ethnolinguistic identity is linked to favourable outcomes for minority group members, such as individuals belonging to LGBTQ+, Black American in North America, or Francophones in Ontario (Craig et al., 2017; Bourgeois et al., 2009; Landry et al., 1991; Samson et al., 2021; Sovet et al., 2017), including linguistic continuity, life satisfaction and vocational identity (Cherry et al., 2020; Chow, 2008; Samson et al., 2021; Sovet et al., 2017). It also helps resist dominant-language pressures, protecting against language loss and promoting vitality (Harwood & Vincze, 2012; Shulist, 2016).

Immersion in native language and culture strengthens ethnolinguistic identity and promotes positive educational, vocational, and life outcomes (Harwood & Vincze, 2012; Stanford et al., 2021; Steele, 2003; Vincze & Holley, 2013). Additionally, ethnolinguistic identity relates to decision-making across life domains, including education and values (Agadjanian & Nedoluzhko, 2023; Lambert, 1984; Landry & Bourhis, 1997; Nault, 2019; Samson et al., 2021). Accordingly, integrating and supporting identity is crucial to protect against adverse outcomes for Franco-Ontarian students.

Life Satisfaction

Life satisfaction—a cognitive evaluation of one’s circumstances and mental health (Diener et al., 1985; Lucas et al., 2019; Zelensky, 2020; Zullig & White, 2011)—is linked to positive physical and mental health outcomes across lifetimes (Kleszczewska et al., 2018;

Kojuha et al., 2020; Smith, 2003; Maher et al., 2013, 2014, 2015; McDougall & Wright, 2018; Parsons & Betz, 2001). It is also linked to ethnolinguistic identity, linguistic continuity, and vocational outcomes of students (Cherry et al., 2020; Chow, 2008; Samson et al., 2021; Slapšinskaitė et al., 2020). Specifically, life satisfaction has been shown to be positively correlated with adaptation to college (Cherry et al., 2020; Chow, 2008; Samson et al., 2021). Furthermore, community and social support significantly shape student life satisfaction (Chow, 2008; Dworkin et al., 2003; Fisher et al., 2022; Harasemiw et al., 2019; Wellman & Wortley, 1990).

Social Cognitive Career Theory

Social Cognitive Theory (Bandura, 1986, 1991) posits that human behaviour is shaped by self-influence, including self-monitoring, and reflection. Cognitions like self-efficacy enable individuals to self-regulate, while social contexts and environments also influence behaviour (Bandura, 1986, 1991).

Social cognitive career theory (SCCT) applies Bandura's principles to educational and vocational contexts, explaining how individuals achieve success in their occupational pursuits (Lent et al., 2000, 2002). SCCT explains what career barriers are and how they function (Lent et al., 2000, 2002). Objective factors—like education quality—matter, but so do individuals' perceptions and responses to those factors (Lent et al., 2000, 2002). Accordingly, personal cognitive factors—such as self-efficacy, goals, and outcome expectations—interact with the environment. Thus, career development is shaped by both external conditions and interpretations. From this lens, community and French-ambience likely play a key role in shaping ethnolinguistic identity.

SCCT also suggests that supportive environments—characterized by high support, low barriers, and a strong sense of community and French-ambience—promote career development and goal achievement (Lent et al., 2000, 2002). In collectivist contexts, such as among Franco-Ontarians, individuals may adapt career goals aligning with group values (Lent et al., 2000, 2002).

SCCT proposes that social and cognitive factors—such as ethnolinguistic identity—interact to shape career behaviours, which in turn influence outcomes (Lent et al., 2000, 2002). External pressures can limit vocational choices, leading individuals to base decisions more on circumstance than interest (Lent et al., 2000, 2002). Career barriers—like gender norms,

minority status, or limited resource access—can restrict opportunity or career aspirations (Swanson & Voitke, 1997). For example, decision-making difficulties or geographic isolation may hinder post-secondary education access.

Summary of Current Knowledge

Despite a growing population and increased government support, French as a first language continues to decline in Ontario (Statistics Canada, 2023). Many French-language students also choose to pursue post-secondary education in English over French (Sovet et al., 2017), likely due to the assimilation pressures and CDMD during the transition to university.

The challenges faced by Franco-Ontarians significantly shapes their linguistic intentions. Many struggle to maintain their language and experience lower life satisfaction as they enter university. Factors, such as community, French-ambience, CDMD, and ethnolinguistic identity influence these outcomes (Bourgeois et al., 2009; Chow, 2008; Dworkin et al., 2003; Gati et al., 1996; Gati & Saka, 2001; Gaudet & Clément, 2009; Samson et al., 2021, 2023; Sovet et al., 2017). Specifically, the increasingly diluted notion of French-ambience likely play a significant role in shaping Franco-Ontarian student outcomes (Landry et al., 1991; Sovet et al., 2017). To understand how dynamics, like French-ambience interact, Lent et al.'s SCCT (2000) provides a valuable framework.

Present Study

Research Questions

This study investigates how community and French-ambience influence the development of ethnolinguistic identity. It examines whether Landry et al.'s (1991) findings—on the role of French-ambience in shaping identity—apply to the context of Grade 12 students in Ontario French-language high schools. It also explores how interacting with friends contributes to identity development and compares student outcomes in high French-ambience, and low French-ambience, and mixed French-ambience (e.g., Ottawa) communities. In addition, this study assesses the relationships between ethnolinguistic identity, linguistic intentions, CDMD, and life satisfaction. Furthermore, the study assesses whether proximity to French-language or bilingual post-secondary institutions moderates the relationship between ethnolinguistic identity and linguistic intentions.

Hypotheses

In line with the research questions and the theoretical framework of SCCT, eight hypotheses were formulated based on prior research into ethnolinguistic identity, community and French-ambience, CDMD, life satisfaction, linguistic intentions.

1. French-language Ontario high school students in a high French-ambience context will report a stronger ethnolinguistic identity than those in low French-ambience contexts (Landry et al., 1991).
2. Ethnolinguistic identity will be positively correlated with linguistic intentions: students with stronger identity will be more likely to pursue post-secondary studies in French and promote linguistic continuity (Nault, 2019).
3. Proximity to French-language post-secondary institutions will moderate the relationship between ethnolinguistic identity and linguistic intentions. Specifically, students in Ottawa—despite its Anglophone dominance—will show stronger intentions to study in French due to access to institutions like La Cité and the University of Ottawa.
4. Students with stronger ethnolinguistic identities will report fewer CDMD (Samson et al., 2021).
5. Ethnolinguistic identity will be positively correlated with life satisfaction: students with stronger identities will report higher life satisfaction (Cherry et al., 2020; Samson et al., 2021).
6. CDMD will be negatively correlated with life satisfaction (Hou et al., 2019; Jemini-Gashi et al., 2021; Martinez et al., 2017).
7. CDMD will be negatively correlated with linguistic intentions: students experiencing greater difficulties will be less likely to pursue post-secondary studies in French.
8. Linguistic intentions will be positively correlated with life satisfaction: students with stronger intentions will report higher life satisfaction.

Methodology

Participants

Participants were 1127 grade 12 students from 30 Ontario French-language high schools (3 and 81 respondents per school). They completed a cross-sectional questionnaire before finalizing post-secondary admissions. Age and gender were recorded.

Measures

French-ambience

French-ambience was captured with three items assessing language use at home, in classrooms, and with friends. For language use at home, participants selected options from “Mostly French,” “Mostly French and English,” “Mostly English,” “Mostly French and another language,” “Mostly English and another language,” or “Mostly another language.” For language use in classrooms and with friends, responses ranged from “Exclusively French,” “Generally French,” “Equally French and English,” “Generally English,” or “Exclusively English,” with an additional “Other language” option for friend interactions. These items provided a snapshot of students’ perceived French-ambience across contexts.

Ethnolinguistic Identity

Ethnolinguistic identity was assessed using the single-item Linguistic Identity measure (Samson et al., 2021; Sovet et al., 2017). Participants rated their agreement on a 5-point Likert scale, ranging from 1 (I think I am an Anglophone) to 5 (I think I am a Francophone).

Intentions to Pursue Post-Secondary Education in French

Intentions to pursue post-secondary education in French were measured with a single-item measure of student linguistic intentions (Samson et al., 2021; Sovet et al., 2017). Participants selected options from “I will definitely study in French,” “I will probably study in French,” “I’m not sure but probably in French,” “I’m not sure but probably in English,” to “I will definitely study in English.” Higher scores indicated stronger intentions to study in French.

Proximity to French-language Post-Secondary Institutions

Proximity to French-language post-secondary institutions was measured with a single-item: “I’m going to study in French because the French-language/bilingual colleges or universities are located relatively close to where I currently live.” Participants rated their agreement on a 5-point Likert scale (1 = very much disagree, 5 = very much agree).

Career Decision-Making Difficulties

The French Career Decision-Making Difficulties Questionnaire (CDDQ; Gati et al., 1996; Gati & Saka, 2001) is a widely used 34-item questionnaire (Cronbach’s $\alpha = .95$) assessing challenges related to career-indecision. It includes 32 scored items and two validity items (excluded from scoring). In the current study, participants rated their agreement with each item on a 9-point Likert scale (1 = does not describe me, 9 = describes me well). Higher scores

indicated greater difficulty. The CDDQ explores three domains: (1) Lack of readiness (Cronbach's $\alpha = .70$; e.g., "it is usually difficult for me to make decisions"), (2) Lack of information (Cronbach's $\alpha = .94$; e.g., "I find it difficult to make a career decision because I do not have enough information about the occupations or training programs that exist"), and (3) Inconsistent information (Cronbach's $\alpha = .89$; e.g., "I find it difficult to make a career decision because I have contradictory data about the existence or the characteristics of a particular occupation or training program"). These three domains cover ten specific difficulties, which each demonstrate their varying own internal consistency, where most (e.g., lack of motivation, lack of information about the self, or unreliable information) demonstrated strong internal consistency (Cronbach's $\alpha = .70-.88$), indecisiveness and dysfunctional beliefs showed a relatively low $\alpha = .61-.67$ respectively, suggesting limited reliability for this construct in this sample. This does however align with previous psychometric research using confirmatory factor analysis conducted by Sovet et al. (2017), which demonstrated that using either the total score or the three domains explains the ten subscales and indicating variability in internal consistency across CDDQ subdomains. Overall, this measure offers insight into vocational identity.

Life Satisfaction

The French Satisfaction with Life Scale (SWLS; Diener et al., 1985) is a 5-item measure of psychological well-being. It has demonstrated strong validity (Cronbach's $\alpha = .80-.90$), and is validated for adolescent populations (Jovanović, 2016; Samson et al., 2021). Participants rated agreement with statements on a 7-point Likert scale (1 =strongly disagree, 7 = strongly agree). Higher scores reflect life satisfaction (ranging from 5-35). Items assess how individuals perceive their lives, including statements like "In most ways, my life is close to my ideal," and "So far, I have gotten the important things I want in life."

Procedure

This cross-sectional study was approved by the University of Ottawa research ethics board (see Appendix A). Graduating Grade 12 students from French-language secondary schools in Ontario were recruited via a notice (Appendix B) and completed a voluntary uncompensated 20-minute online questionnaire (Appendix C) after providing informed consent (Appendix D). Each school received a unique access code. Data collection occurred from March to May 2013 and data was electronically transmitted to the principal investigator. Although the data is older, ongoing trends in Francophone growth in Ontario (Government of Ontario, 2024) support its

continued relevance. Accordingly, secondary data analysis was also approved by the University of Ottawa research ethics board (Appendix E).

Analysis Plan

Prior to analysis, data was screened for missing values using a missing data procedure, where participants who did not respond to key variables—such as ethnolinguistic identity, intentions to study in French or CDMD—were excluded from the analyses. Descriptive statistics and mean scores were calculated for all variables of interest to summarize participant characteristics and inform subsequent analyses. To test the correlational *Hypotheses 3, 4, 5, 6, 7, and 8* assumptions for Pearson bivariate correlations (linearity, normality) were checked, then correlational analyses were conducted. To test for *Hypotheses 1 and 2*, which explored the predictive abilities of one measure on another, assumptions for hierarchical regressions (linearity, homoscedasticity, undue influence, independence of observations, and normality) were also assessed, and hierarchical regressions were ran. In addition to hierarchical regressions, Hayes' (2013) PROCESS macro for SPSS—which allows for regression-based testing of moderation and effects and produces interaction terms that clarify whether and how a moderator interacts with a relationship between two other variables—was used to explore moderating effects and answer *Hypothesis 3*.

Results

Preliminary Analyses

Preliminary analyses assessed skew, kurtosis, and internal consistency of variables of interest (see Table 1). As in prior studies, Cronbach's α was high for CDMD (.94) and life satisfaction ($\alpha = .85$). Internal consistency for French-ambience was low ($\alpha = .41$), likely due to conceptual and contextual differences between items (e.g., language spoken at home, language spoken in classrooms, and the language spoken with friends). Despite this, combining the items was theoretically justified, as each item reflects a distinct domain of French-exposure relevant to ethnolinguistic identity.

Around half of participants primarily identified as bilingual Francophone (50.4%). A large proportion reported speaking French or another language at home (47.6%) and many spoke French with their friends frequently (9.7% exclusively in French and 33.4% generally in French). Notably, 345 responses were missing for the variable Language Spoken at Home item, suggesting a data recording error. Most participants planned to pursue post-secondary education

in French (62.3%), and among them, 61% cited proximity to French-language post-secondary institutions as a contributing factor (see Table 2). Respondents also scored high on the SWLS ($M = 26.7$, $SD = 6.0$;), where scores from 5-9 indicate extreme dissatisfaction, 26-30 indicate satisfaction, and 31-35 indicate extreme satisfaction (see Table 2).

Bivariate correlations were conducted to examine the relationship between ethnolinguistic identity, linguistic intentions, satisfaction with life, and CDMD (e.g., lack of motivation, dysfunctional beliefs; see Table 1).

Table 1*Pearson Bivariate Correlations with Descriptive Statistics*

V	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.
<i>M</i>	3.5	3.3	26.7	2.7	5.4	4.0	3.8	3.6	3.9	3.3	3.6	3.3	3.7	4.1	3.7	3.5
<i>SD</i>	0.8	1.7	6.0	1.7	1.7	1.5	2.0	2.0	2.2	2.0	2.0	1.7	2.0	1.1	1.8	1.7
<i>α</i>	—	—	.85	.70	.61	.67	.86	.87	.86	.79	.83	.80	.88	.70	.94	.89
Skew	-.516	-.322	-.846	1.072	-.045	.319	.454	.520	.379	.587	.480	.530	.507	.343	.392	.392
Kurtosis	-.240	-1.620	.599	.668	-.581	-.234	-.575	-.575	-.797	-.517	-.650	-.392	-.526	.507	-.540	-.548
1. Ethno	—															
2. Ling	.466*	—														
3. LS	.125*	.064	—													
4. Moti	-.089	-.035	-.115*	—												
5. Inde	.048	.061	-.078	.276*	—											
6. Dysf	.002	-.019	-.033	.142*	.228*	—										
7. Proc	.010	.063	-.122*	.419*	.395*	.214*	—									
8. Self	-.011	.048	-.162*	.469*	.393*	.155*	.669*	—								
9. Occ	-.006	.071	-.113*	.430*	.393*	.097	.706*	.734*	—							
10. Add	-.020	.072	-.149*	.392*	.335*	.184*	.645*	.661*	.732*	—						
11. Unr	-.016	.081	-.162*	.382*	.352*	.191*	.611*	.674*	.660*	.684*	—					
12. Icon	-.049	.025	-.210*	.487*	.353*	.186*	.585*	.683*	.669*	.647*	.735*	—				
13. Econ	-.035	.024	-.218*	.418*	.353*	.181*	.507*	.570*	.559*	.528*	.751*	.685*	—			
14. Read	-.019	.067	-.116*	.710*	.731*	.634*	.505*	.501*	.458*	.450*	.456*	.511*	.468*	—		
15. Lack	-.017	.049	-.150*	.490*	.432*	.181*	.869*	.879*	.905*	.863*	.748*	.741*	.614*	.544*	—	
16. Info	-.043	-.233*	.486*	.403	.403*	.204	.647*	.729*	.715*	.704*	.878*	.906*	.855*	.541*	.796*	—

Note. $p < .001^*$, 1. Ethno – Ethnolinguistic Identity, 2. Ling – Linguistic Intentions, 3. LS – Life Satisfaction, 4. Moti – Lack of Motivation, 5. Inde – Indecisiveness, 6. Dysf – Dysfunctional Beliefs, 7. Proc – Lack of Process Knowledge, 8. Self – Lack of Self Knowledge, 9. Occ – Lack of Occupation Knowledge, 10. Add – Lack of Additional Information, 11. Unr – Unreliable Information, 12. Inc – Internal Conflicts, 13. Econ – External Conflicts, 14. Read – Lack of Readiness, 15. Lack – Lack of Information, 16. Info – Inconsistent Information

Table 2*Descriptive Statistics and Demographic Information*

Variable	% (n)
Age (n = 1127)	
15-16	0.6% (7)
17	60.9% (686)
18	35.0% (395)
19	2.6% (29)
20-21	0.9% (10)
Sex (n = 1127)	
Male	42.4% (478)
Female	57.5% (649)
Ethnolinguistic Identity (n = 1124)	
Francophone	8.4% (94)
Bilingual Francophone	50.4% (566)
Francophone and Anglophone	26.2% (295)
Bilingual Anglophone	14.1% (158)
Anglophone	1.0% (11)
French-ambience	
Language Spoken at Home (n = 782)	
Mostly French	12.4% (97)
English and French	8.6% (67)
Mostly English	5.8% (45)
French and Another Language	47.6% (372)
English and Another Language	25.7% (201)
Language Spoken in Class (n = 1113)	
Exclusively French	12.1% (135)
Generally French	27.6% (307)
English and French	31.3% (348)
Generally English	25.5% (284)
Exclusively English	3.5% (39)
Language Spoken with Friends (n = 1110)	
Exclusively French	9.7% (108)
Generally French	33.4% (371)
English and French	32.3% (358)
Generally English	17.4 (193)
Exclusively English	7.2% (80)
Linguistic Intentions (n = 1099)	
Definitely English	25.8% (284)
Probably English	11.9% (131)
Probably French	8.0% (88)
Likely French	11.4% (125)
Definitely French	42.9% (571)
Proximity and Intentions (n = 684)	
Strongly Agree	24.6% (168)
Agree	36.4% (249)
Unsure	10.4% (71)
Disagree	16.1% (110)
Strongly Disagree	12.6% (86)

Note. N = 1130. Proximity and Intentions represent the number of respondents who stated they were planning on pursuing post-secondary education in French (n = 684) and identified proximity to French-language or bilingual universities as a reason for doing so.

French-ambience's Influence on Ethnolinguistic Identity

Assumptions were checked prior to running a regression examining the predictive ability of French-ambience on ethnolinguistic identity. A scatterplot of residuals versus predicted values showed a horizontal, evenly spread pattern, supporting linearity and homoscedasticity. A P-P plot and histogram of residuals indicated normality (mesokurtic distribution). Tolerance and VIF values showed no multicollinearity. Cook's Distance, Leverage, and Mahalanobis Distance ($CV = 7.81$) indicated no undue influence.

After confirming assumptions, a hierarchical linear regression was conducted to test whether French-ambience (language spoken at home, in classrooms, and with friends) predicted ethnolinguistic identity. The model was significant, explaining 18% of the variance, $R^2 = .186$, $F(3, 751) = 57.292$, $p < .001$. Coefficients of the final model were also significant, $b = .304$, $SE = .042$, $p < .001$, $\eta_p^2 = .258$, 95% $CI [.222, .386]$ (see Table 3). These results support *Hypothesis 1*, suggesting that French-ambience contributes to the development of ethnolinguistic identity.

Table 3

Summary of Linear Regression Analysis Predicting Ethnolinguistic Identity from French-Ambience

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	95% <i>CI</i>	
				LL	UL
(Constant)	1.852***	0.132	13.994	1.593	2.112
Hlang	0.087***	0.024	3.627	0.040	0.133
Clang	0.107**	0.039	2.633	0.026	0.181
Flang	0.304***	0.042	7.308	0.222	0.386

Note. $p < .05^*$, $p < .01^{**}$, $p < .001^{***}$, Hlang – Language spoken at home, Clang – Language spoken in class, Flang – Language spoken with friends.

Ethnolinguistic Identity & Linguistic Intentions

A correlation analysis revealed a significant positive relationship between ethnolinguistic identity and linguistic intentions, $r = .466$, $p < .001$, 95% $CI [.418, .511]$, indicating a moderate association. These results support *Hypothesis 2*, demonstrating that a strong ethnolinguistic identity is associated with strong linguistic intentions.

Influence of Proximity on Ethnolinguistic Identity and Linguistic Intentions

Assumptions were checked prior to running a regression examining the predictive ability of ethnolinguistic identity on linguistic intentions, controlling for proximity to French-language post-secondary institutions. A scatterplot of residuals versus predicted values showed a horizontal, evenly spread pattern, supporting linearity and homoscedasticity. A P-P plot and histogram of residuals indicated normality (mesokurtic distribution). Tolerance and VIF values showed no multicollinearity. Cook's Distance, Leverage, and Mahalanobis Distance ($CV = 7.81$) indicated no undue influence.

After confirming assumptions, a moderation analysis was conducted using the PROCESS macro (Hayes, 2013) to examine whether proximity to French-language post-secondary institutions moderated the relationship between ethnolinguistic identity and linguistic intentions. The overall model was statistically significant, accounting for approximately 6% of the variance in linguistic intentions, $R^2 = .065$, $F(3, 677) = 15.764$, $p < .001$. Ethnolinguistic identity significantly predicted linguistic intentions, $b = .308$, $SE = .091$, $p < .001$, 95% CI [.129, .486]. However, the interaction term between ethnolinguistic identity and proximity was not significant, $b = .125$, $SE = .103$, $p = .225$, 95% CI [-.077, .328], suggesting that proximity did not significantly alter the strength of the relationship. These results suggest that ethnolinguistic identity predicts linguistic intentions but provide no support of a moderating effect of proximity, and therefore do not support *Hypothesis 3* (see Table 4).

Table 4

Summary of Linear Regression Analysis Predicting Linguistic Intentions from Ethnolinguistic Identity while Controlling for Proximity to French-Language Post-Secondary Institutions

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	95% <i>CI</i>	
				LL	UL
(Constant)	3.258***	0.344	9.449	2.581	3.936
Ethno	0.308***	0.091	3.380	0.129	0.486
Proximity	0.125	0.103	1.212	-0.077	0.328
Proximity X Ethno	-0.023	0.026	-0.872	-0.076	0.029

Note. $P < .001$ ***, Ethno = Ethnolinguistic Identity.

Ethnolinguistic Identity & CDMD (4)

A correlation between ethnolinguistic identity and CDMD revealed one significant result: a weak negative correlation with a lack of motivation, $r = -.089$, $p = .003$, 95% $CI [-.148, -.031]$. This suggests that stronger ethnolinguistic identity is modestly associated with higher motivation. However, the effect size is very small—likely due to the large sample size—indicating the relationship may be negligible. No other CDMD subscales were significantly correlated with ethnolinguistic identity, providing no support for *Hypothesis 4*.

Ethnolinguistic Identity and Life Satisfaction

A significant positive correlation was found between ethnolinguistic identity and life satisfaction, $r = .125$, $p < .001$, 95% $CI [.066, .183]$, indicating a small but meaningful association. These results support *Hypothesis 5*, suggesting that stronger ethnolinguistic identity is linked to greater life satisfaction.

Career Decision-Making Difficulties & Life Satisfaction

No significant results were found between life satisfaction and the CDMD subscale of indecisiveness and dysfunctional beliefs. However, significant negative correlations were observed for all other subscales, such as lack of motivation, $r = -.115$, $p < .001$, 95% $CI [-.173, -.058]$. This suggests that life satisfaction is negatively associated with most CDMD subscales—except for indecisiveness and dysfunctional beliefs—indicating that higher CDMD are generally linked to lower life satisfaction. These findings support *Hypothesis 6*.

Career Decision-Making Difficulties & Linguistic Intentions

A significant negative correlation was found between linguistic intentions and the CDMD subscale of inconsistent information, $r = -.233$, $p < .001$, 95% $CI [.290, -.175]$. Indicating a moderately association. As students experience more inconsistent information in their career decision-making, their intentions to study in French decrease. However, no other CDMD subscales were significantly correlated with linguistic intentions, offering limited support for *Hypothesis 7*.

Life Satisfaction & Linguistic Intentions

A significant positive correlation was found between life satisfaction and linguistic intentions, $r = .064$, $p = .035$, $CI [.004, .123]$, indicating a weak association. These results suggest that students with higher life satisfaction may also report slightly stronger intentions to

study in French. However, the small effect size indicates this relationship may be driven by the large sample, offering only modest support for *Hypothesis 8*.

Discussion

The results offer mixed support for the hypotheses (see Table 5), with evidence supporting Hypotheses 1, 2, 4, 6, and 8. However, several effect sizes were small. A key focus of this study was exploring how French-ambience influences ethnolinguistic identity. Like Landry et al.'s (1991) findings, French-ambience promotes stronger identity. However, unlike their findings it is clear that peer-based French-ambience also plays a crucial role in this relationship. Additionally, just as prior research demonstrated, this study's results showed a strong link between ethnolinguistic identity and linguistic intentions (Nault et al., 2019; Samson et al., 2021; Sovet et al., 2017). Consistent with those findings, this study found a significant positive correlation, suggesting that a strong identity supported by immersion in high French-ambience settings or belonging to the Franco-Ontarian community support continued French-language use during the transition to post-secondary education. This study also extends previous work by examining the impacts of proximity to French-language or bilingual institutions. Moreover, ethnolinguistic identity was positively correlated with life satisfaction, which is also positively correlated to linguistic intentions. Conversely, ethnolinguistic identity was not correlated to CDMD—which is negatively correlated with life satisfaction and linguistic intentions—like previous studies suggested (Samson et al., 2021; Sovet et al., 2017).

Table 5

Predicted and Actual Outcomes of Analyses

Hypothesis	Expected Outcome	Actual Outcome
1.	French-ambience → ethnolinguistic identity	Supported
2.	Ethnolinguistic identity (+) and → linguistic intentions	Supported
3.	Proximity ∧ Hypothesis 2 relationship	Not Supported
4.	Ethnolinguistic identity (-) CDMD	Not supported
5.	Ethnolinguistic identity (+) life satisfaction	Partially Supported
6.	CDMD (-) life satisfaction	Supported
7.	CDMD (-) linguistic intentions	Not Supported
8.	Life satisfaction (+) linguistic intentions	Partially Supported

Note. CDMD = Career decision-making difficulties, predicts variance = \rightarrow , positively correlates = (+), negatively correlates (-), moderates = \wedge .

Ethnolinguistic Identity and French-ambience

The findings suggest that French-ambience within the Franco-Ontarian community, significantly shape ethnolinguistic identity. Specifically, students exposed to higher French-ambience reported a stronger ethnolinguistic identity, highlighting the role of social interactions within ethnolinguistic groups. Notably, certain domains of French-ambience like using French with friends play a large role in this relationship.

The results align with previous research emphasizing the role of social interactions in shaping ethnolinguistic identity (Landry et al., 1991). SCCT suggests that identity—specifically career identity—is shaped by environmental factors, like group membership, meaning that students in high French-ambience communities will develop stronger identities. These results are also consistent with previous studies, which showed that supportive ethnolinguistic groups reinforce language use, enhancing linguistic commitment and ethnolinguistic identity (Nault et al., 2019).

The mechanisms underlying how French-ambience influences ethnolinguistic identity are multifaceted, with family environment playing a vital role. Students raised in Francophone households may receive early exposure and develop commitment to the French-language and cultural traditions that shape their identity. This influence is strengthened by social interactions in French with family (Landry et al., 1991) and with friends, which encourage participation in French-language activities. Additionally, speaking French in school and accessing support through community organizations and cultural events further strengthens ethnolinguistic identity.

This study not only confirms the role of family and school in the development of ethnolinguistic identity but also highlights the nuanced contribution of interacting with Francophone friends. The findings suggest that friend networks may be equally if not more important to the development of ethnolinguistic identity during adolescence when social belonging becomes a key developmental concern (Gagné et al., 2014; Thomson et al., 2024). Additionally, the study extends previous work on French-ambience by showing its impact on ethnolinguistic identity in Ontario, not just the prairie provinces (Landry et al., 1991). The results indicated that students rely on personal relationships to reinforce their ethnolinguistic identity,

regardless of institutional support levels, highlighting the importance of immersion in high French-ambience communities.

Ethnolinguistic Identity and Linguistic Intentions

The significant positive correlation between ethnolinguistic identity and linguistic intentions reinforces the notion that a strong tie to the Franco-Ontarian community and French-language encourages continued French use after high school. This aligns with previous research showing that students who strongly identify with their ethnolinguistic group are more confident and motivated to use French in educational and career contexts (Samson et al., 2021; Sovet et al., 2017). While earlier studies emphasized the link between ethnolinguistic identity and linguistic continuity, this study highlights the protective role of ethnolinguistic identity—demonstrating that it predicts linguistic intentions even after accounting for proximity to French-language post-secondary institutions.

One possible explanation is that students with a strong connection to the Franco-Ontarian community may be more inclined to seek environments that sustain this identity—even when such options are less accessible, such as attending the University of Ottawa despite the geographical distance. A strong ethnolinguistic identity may also reinforce the perception that linguistic continuity is vital for educational, vocational, and social opportunities and integration. Supportive linguistic environments—at home, in school, or among friends—may further encourage students to pursue post-secondary education in French, thereby contributing to the ethnolinguistic vitality of the community.

Unlike prior studies that focused primarily on internal factors, this study expands the understanding of the relationship between ethnolinguistic identity and linguistic intentions by examining external influences—such as proximity to French-language post-secondary institutions and the role of peer groups. While ethnolinguistic identity is known to promote linguistic continuity, few studies have investigated how it develops. This study adds to the literature by showing that high French-ambience environments significantly contribute to the formation of ethnolinguistic identity, offering new insights into how linguistic continuity can be reinforced among Franco-Ontarians.

Ethnolinguistic Identity and Life Satisfaction

Beyond its influence on linguistic intentions, ethnolinguistic identity plays a critical role in overall well-being. It has been linked to greater life satisfaction, particularly among minority

groups like Franco-Ontarians (Samson et al., 2021; Sovet et al., 2017). Consistent with prior studies, a significant positive correlation was found among Ontario French-language high school students preparing to enter post-secondary studies. These findings align with prior research showing that strong ethnolinguistic identity contributes to or is related to greater well-being and psychological resilience (Samson et al., 2021; Sovet et al., 2017).

These results may reflect the role of ethnolinguistic identity in fostering a stronger sense of belonging within the Franco-Ontarians community—a known predictor of well-being (Gagné et al., 2014; Samson et al., 2021; Sovet et al., 2017; Thomson et al., 2024). A strong ethnolinguistic identity can also provide psychological security and reinforce positive self-perceptions. As a protective factor, it may buffer students from the challenges of minority group membership and pressures to assimilate into the dominant North American Anglophone culture, contributing to greater life satisfaction.

In addition to confirming past findings, this study expands the literature by exploring how life satisfaction relates to linguistic intentions, CDMD, and ethnolinguistic identity. While ethnolinguistic identity and linguistic intentions emerged as significant correlates of well-being, the results also suggest that CDMD may adversely influence life satisfaction. Unlike previous studies focused on adults, this study highlights these dynamics among students graduating from high school.

Ethnolinguistic Identity and Career Decision-Making Difficulties

While ethnolinguistic identity was positively associated with life satisfaction, its relationship with CDMD was less clear. Contrary to prior studies (Sovet et al., 2017) and expectations, no significant association was found between the two, suggesting that although ethnolinguistic identity provides psychological benefits, it does not necessarily ease CDMD experienced by Franco-Ontarian students. The non-significant relationship found in this study may suggest that while ethnolinguistic identity influences career preferences—such as a desire to work in Francophone or bilingual environments—it does not necessarily reduce CDMD.

The present findings may also be shaped by psychometric considerations of the CDDQ. While the total scale and most subscales demonstrated strong internal consistency, indecisiveness and dysfunctional beliefs yielded relatively low internal consistency (Cronbach's $\alpha = .61-.67$), suggesting that the items within this subscale were less homogeneous in capturing a single underlying construct in this sample. This low reliability can attenuate correlations,

potentially obscuring true relationships between these constructs. Additionally, inconsistent endorsements of items could reflect developmental factors or contextual variability. This interpretation is consistent with Sovet et al.'s (2017) confirmatory factor analysis findings that support the CDDQ's three-factor structure and highlight variability in internal consistency across factors. Together, these findings suggest that the non-significant association between ethnolinguistic identity and CDMD in the present study should be interpreted cautiously.

While previous research suggests that a strong ethnolinguistic identity is linked to a strong vocational identity—providing a foundation for informed career decision-making (Samson et al., 2021; Sovet et al., 2017)—this study did not find significant evidence of that relationship. This suggests that this connection may not be strong enough to buffer against broader challenges involved in choosing a career. None of the CDMD subscales were correlated with ethnolinguistic identity. One possible explanation is that earlier studies viewed the relationship through a shared identity lens, without accounting for other influential factors, such as personal interests, perceived job opportunities, and socioeconomic constraints.

In studies that did examine the link between ethnolinguistic identity and CDMD, inconsistent findings may be due to smaller sample sizes and low statistical power (Sovet et al., 2017). While ethnolinguistic identity may shape students' educational and linguistic choices, its influence on vocational identity and challenges may be less direct. Additionally, prior studies often focused on adult or post-secondary populations (Samson et al., 2021), whereas high school students may still be the early stages of developing their vocational aspirations.

Although the expected relationship was not supported, this study contributes to the literature by demonstrating that a strong ethnolinguistic identity may not reduce CDMD or promote vocational readiness. Importantly, the results highlight that many French-language high school students are experiencing substantial CDMD—which adversely impacts their linguistic intentions—underscoring the need for stronger career guidance resources to address these issues (Samson & Bastien, 2018). These findings underscore the need for future research to examine this relationship more thoroughly and to identify factors that support the development of vocational identity among secondary school students.

Social Cognitive Career Theory

Guided by SCCT (Lent et al., 2000), which highlights the interplay of personal (e.g., self-efficacy, identity), environment (e.g., supports, contextual affordances), and behavioural factors

in career decision-making, this study examined how French-ambience and ethnolinguistic identity contribute to CDMD and linguistic intentions among Francophone students. Consistent with SCCT, environmental factors like French-ambience significantly predicted ethnolinguistic identity. In turn, ethnolinguistic identity's positive correlations with both life satisfaction and linguistic intentions align with SCCT's emphasis on how contextual and identity-related influences shape well-being and academic and linguistic goal formation, reflecting personal agency within one's environment.

However, not all findings aligned neatly with SCCT predictions. Ethnolinguistic identity did not significantly predict CDMD, suggesting that identity alone may be insufficient to reduce CDMD without considering intervening constructs such as self-efficacy or outcome expectations—key mechanisms in SCCT. Furthermore, proximity to Francophone universities did not moderate the relationship between ethnolinguistic identity and linguistic intentions, indicating that the broader environmental context may be more impactful than geographic closeness. Still, the negative association between CDMD and life satisfaction supports SCCT's premise that career difficulties can undermine well-being, while the positive links between life satisfaction and linguistic intentions further underscore the model's relevance in explaining behavioural intentions through personal and affective factors.

Altogether, these results provide partial support for SCCT's utility in capturing how personal identity and contextual affordances influence vocational and linguistic pathways, suggesting that it is a relevant framework for exploring career outcomes in relation to personal, environmental, and behavioural factors. However, the mixed support highlights the importance of more nuanced applications of SCCT, particularly in minority contexts like Francophones in Ontario.

Strengths

Measures and Design.

This study has numerous strengths. The large sample size enhances statistical power, offering valuable insight into trends within the data. The use of the French CDDQ (Gati et al., 1996) and the French SWLS (Diener et al., 1985) add to the validity, reliability, and its cultural relevance due to their depth and high validity (Cronbach's $\alpha = .95$ and $.80-.90$ respectively). The quantitative approach, cross-sectional design, and use of linear regressions and moderation

strengthened the robustness of the findings while providing timely and affordable insights into the experiences of Graduating French-language Ontario high school students.

Generalizability and Contributions.

A key strength of this study is its focus on an understudied population, making it highly relevant to Ontario's French-language student demographic. The findings offer valuable insights into educational policy and support strategies within Franco-Ontarian communities. This study is grounded in existing literature, supported by evidence and the SCCT framework (Lent et al., 2000, 2002). Its primary strength lies in being one of the first to explore the impact of community and French-ambience on ethnolinguistic identity with the Franco-Ontarian context. Additionally, it is the first to explore the moderating effect of proximity to French-language post-secondary institutions on the relationship between ethnolinguistic identity and linguistic intentions, offering new insight to the field.

Limitations

Conceptualization, Measurement, and Methodology.

Despite its strengths, limitations should be acknowledged. While it adds to the understanding of French-ambience, particularly through the inclusion of friends, it could benefit from multidisciplinary research to obtain object measures of language use in students' lives (e.g., census data, linguistic mapping), rather than relying solely on self-reported data. Additionally, although the study explored the moderating effect of proximity to French-language post-secondary institutions, the single-item measure may not fully encapsulate proximity. Additionally, the use of single-item measures, such as ethnolinguistic identity and linguistic intentions limited the depth of understanding divulged from data. Similarly, the nature of a cross-sectional study limited information gathering on confirmatory data on post-secondary outcomes. Notably, tracking a large cohort of students across Ontario would have been laborious and prohibitive.

Additionally, although the CDDQ total score demonstrated excellent internal consistency, the indecisiveness and dysfunctional belief subscales showed low reliability, echoing the findings of Sovet et al. (2017), which showed similar variability in reliability across CDDQ factors despite strong overall structural validity. The lower internal consistency of these subscales may have introduced some measurement error and could have weakened some findings.

Sample Considerations and Unexamined Factors.

This study focused on graduating French-language high school students in Ontario and did not explore outcomes for bilingual Anglophone students, which limited the exploration of intentions to attend English post-secondary schools. The study heavily relied on the CDDQ (Gati et al., 1996) to assess CDMD, but including a measure of vocational identity could have provided deeper insights into the relationship between vocational outcomes and ethnolinguistic identity.

Future Directions

While this study provides valuable insights into the relationship among French-ambience, ethnolinguistic identity, linguistic intentions, CDMD, and life satisfaction in Franco-Ontarian students, it also highlights areas for future research. Subsequent studies should adopt longitudinal designs, employ more advanced statistical analyses, and explore mixed-methods approaches to capture evolving student experiences and shifting trends. Future research should refine the conceptualization and measurement of key constructs, like ethnolinguistic identity and linguistic intentions by making more comprehensive measures to better capture their multidimensional nature.

Future studies should continue to use SCCT, while acknowledging its mixed support for the role of personal factors in shaping career outcomes. Refining the model's focus to more closely examine variables like ethnolinguistic identity may offer clearer insights. It may also be valuable to assess the applicability of SCCT within smaller, culturally distinct populations, such as Francophone communities in predominantly Anglophone regions in different provinces.

By refining and supplementing measurement approaches to better capture constructs like ethnolinguistic identity and some subscales of the CDDQ (e.g., dysfunctional beliefs), adopting longitudinal and mixed-methods designs, expanding statistical analyses, and broadening the populations studied, future research can deepen our understanding of the educational, vocational, and well-being trajectories of Franco-Ontarian students. These efforts will help inform more effective policies and support systems that promote linguistic continuity and well-being among linguistic minority groups like Franco-Ontarians.

Implications

The findings underscore the need for targeted educational policies and support systems that reinforce French-language students' ethnolinguistic identities and offer comprehensive and

culturally responsive career guidance and counselling services that effectively integrated language identity as a factor in vocational planning, particularly in minority contexts and as they navigate the challenges of post-secondary transitions. While ethnolinguistic identity positively influences linguistic intentions, continuity, and well-being, it alone is not a sufficient buffer against CDMD. Therefore, schools, policymakers, and community organizations must take a more active role in supporting students linguistic choices during these crucial periods. At the same time, the study highlights the crucial role of promoting French-ambience—especially through relationships with friends and family—to foster ethnolinguistic identity, linguistic continuity, and sustain the ethnolinguistic vitality of Franco-Ontarian communities (Negura & Samson, 2008).

Conclusions

This study highlights the critical role of French-ambience in shaping ethnolinguistic identity, and how ethnolinguistic identity shapes the well-being and linguistic intentions of Ontario French-language high school students. However, in contrast to previous research, no significant relationship emerged between ethnolinguistic identity and CDMD—which is negatively correlated with linguistic intentions and well-being—suggesting a weaker or more complex link. Additionally, proximity to French-language post-secondary institutions did not moderate the relationship between identity and linguistic intentions.

As Canada’s linguistic minority communities continue to evolve, further research is essential to deepen our understanding of how French-ambience and ethnolinguistic identity influence students’ educational, vocational, linguistic, and well-being outcomes. By refining methodologies, narrowing the conceptual focus, and broadening the scope of investigation, future studies can build on these findings to better support Franco-Ontarian students and other ethnolinguistic minorities across Canada. Ultimately, such research will help ensure that students are equipped with the support they need to thrive academically, professionally, and personally.

To ensure the preservation of the French language across Canada—not only in Quebec—it is crucial to support students in provinces where Francophones are a minority. As Franco-Ontarian students navigate complex linguistic, educational, and vocational landscapes, continued research must explore the intersection of ethnolinguistic identity, community and French-ambience, vocational beliefs, and well-being. Refining our understanding of these constructs is vital to sustaining the ethnolinguistic vitality of this minority group, particularly as students

transition to post-secondary pathways. In doing so, Canada can ensure that students are both supported and empowered to embrace their identity and heritage while pursuing personal and academic success.

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Appendix A: Approval Certificate

Numéro de dossier: 02-13-11

Date (mm/jj/aaaa): 03/27/2013



Université d'Ottawa **University of Ottawa**
 Bureau d'éthique et d'intégrité de la recherche Office of Research Ethics and Integrity

Certificat d'approbation déontologique

CÉR Sciences sociales et humanités

Chercheur principal / Superviseur / Co-chercheur(s) / Étudiant(s)

Prénom	Nom de famille	Affiliation	Rôle
André	Samson	Éducation / Éducation	Chercheur principal

Numéro du dossier: 02-13-11

Type du projet: Professeur

Titre: Choix de carrière et transitions scolaires

Date d'approbation (mm/jj/aaaa)	Date d'expiration (mm/jj/aaaa)	Approbatio n
03/27/2013	03/26/2014	Ia

(Ia: Approbation complète, Ib: Autorisation préliminaire de libération de fonds de recherche)

Conditions Spéciales / Commentaires:

Le présent certificat est valide pour les écoles qui ont donné leur permission et relèvent des conseils scolaires suivants :

Conseil scolaire public du Grand Nord de l'Ontario,
 Conseil des écoles publiques de l'Est de l'Ontario,
 Conseil scolaire de district catholique de l'Est ontarien,
 Conseil scolaire catholique Franco-Nord,
 Conseil scolaire catholique de district des Grandes Rivières,
 Conseil scolaire public du Nord-Est de l'Ontario,

Numéro de dossier: 02-13-11



Date (mm/jj/aaaa): 03/27/2013

Université d'Ottawa **University of Ottawa**
 Bureau d'éthique et d'intégrité de la recherche Office of Research Ethics and Integrity

La présente confirme que le Comité d'éthique de la recherche (CER) de l'Université d'Ottawa identifié ci-dessus, opérant conformément à l'Énoncé de politique des Trois conseils et toutes autres lois et tous règlements applicables de l'Ontario, a examiné et approuvé la demande d'approbation déontologique du projet de recherche ci-nommé. L'approbation est valide pour la durée indiquée plus haut et est sujette aux conditions énumérées dans la section intitulée "Conditions Spéciales / Commentaires".

Lors de l'étude, le protocole ne peut être modifié sans approbation préalable écrite du CER sauf si le sujet doit être retiré en raison d'un danger immédiat ou s'il s'agit d'un changement ayant trait à des éléments administratifs ou logistiques de l'étude comme par exemple un changement de numéro de téléphone. Les chercheurs doivent aviser le CER dans les plus brefs délais de tout changement pouvant augmenter le niveau de risque aux participants ou affecter considérablement le déroulement du projet. Ils devront aussi rapporter tout événement imprévu et / ou dommageable et devront soumettre toutes les nouvelles informations pouvant nuire à la conduite du projet et/ou à la sécurité des participants. Toutes modifications apportées au projet, aux lettres d'information / formulaires de consentement ainsi qu'aux documents de recrutement doivent être soumises pour approbation à ce Service en utilisant le document intitulé "Modification au projet de recherche" au: <http://www.recherche.uottawa.ca/deontologie/formulaires.html>.

Veillez soumettre un rapport annuel au Responsable de la déontologie en recherche, quatre semaines avant la date d'échéance indiquée afin de fermer le dossier ou demander un renouvellement de l'approbation déontologique. Le document nécessaire est disponible en ligne au: <http://www.recherche.uottawa.ca/deontologie/formulaires.html>.

Pour toutes questions, vous pouvez communiquer avec le bureau de déontologie en composant le poste 5387 ou en nous contactant par courriel à: ethics@uOttawa.ca.

Appendix B: Recruitment Notice



Université d'Ottawa

Faculté d'éducation

Projet de recherche portant sur :

**Le choix de carrière chez les finissants et les finissantes
des écoles secondaires de langue française de l'Ontario**

Feuille d'information à l'intention des élèves

Préparé par André Samson Ph.D., c.o.

Faculté d'éducation

Université d'Ottawa

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Ottawa ON

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Invitation :

Vous êtes invité à participer au projet nommé « **Le choix de carrière chez les finissants et les finissantes des écoles secondaires de langue française de l'Ontario** ». Ce projet est sous la responsabilité du professeur André Samson de la faculté d'éducation de l'Université d'Ottawa. Ce projet de recherche a été financé par le Ministère de l'éducation de l'Ontario.

Si vous acceptez de participer à ce projet, vous aurez à répondre à un questionnaire en ligne. Ce questionnaire porte sur votre choix de carrière et les facteurs qui vous ont aidé à choisir votre programme d'études post secondaires, votre futur travail, métier ou profession. Il vous prendra environ 35 à 45 minutes pour répondre à ce questionnaire. Toujours si vous acceptez, le questionnaire sera administré durant une période de cours déterminée par la direction de votre école. Si vous décidez de ne pas participer, vous devrez vous présenter à votre cours comme d'habitude. Si vous acceptez de participer, vous serez invité à vous présenter à un laboratoire d'ordinateurs de votre école et ce, sous la supervision d'une personne responsable nommée par la direction de votre école.

Participation volontaire:

Votre participation à ce projet est libre et anonyme. De plus, si vous décidez de participer à ce projet, vous pouvez vous en retirer en tout temps, et/ou refuser de répondre à certaines questions, sans subir de conséquences négatives. Si vous décidez de vous retirer de l'étude, les données recueillies ne seront pas comptabilisées.

Objectif:

L'objectif de cette recherche vise à étudier comment les jeunes qui termineront leurs études secondaires en juin 2013 vivent leur décision par rapport à leur choix et projet de carrière ou d'études postsecondaires. En d'autres termes, est-ce que ces jeunes se sentent prêts à faire un pas de plus dans leur cheminement vocationnel? Peuvent-ils nommer leur projet de carrière avec une certaine précision? Quelles sont les personnes qui les ont le plus aidé à faire leur choix de carrière? Est-ce que ces jeunes sont globalement satisfaits de leur cheminement au terme de leurs études secondaires? Quelle est l'importance du français dans leur projet de carrière ou d'études?

Avantages:

Votre participation à cette recherche est très importante car elle permettra aux chercheurs de développer une meilleure connaissance en ce qui regarde les enjeux et les défis que les jeunes doivent relever en vue de leur choix de carrière. À terme, votre participation devrait aider le ministère de l'éducation à améliorer les programmes et politiques.

Confidentialité:

L'information que vous partagerez restera strictement confidentielle. Le contenu ne sera utilisé que pour les fins de notre recherche et selon le respect de la confidentialité.

Anonymat:

L'anonymat est garanti de la façon suivante : en aucun moment d'inscrire votre nom sur le questionnaire. Lors de la réception électronique vos réponses, votre nom n'apparaîtra donc pas, si bien que la règle de l'anonymat sera strictement garantie.

Conservation des données:

Les données recueillies seront conservées de façon sécuritaire sur la mémoire de l'ordinateur du chercheur principal. Seul, le chercheur principal aura accès à ces données.

Renseignements :

Pour tout renseignement additionnel concernant cette étude, vous pouvez communiquer avec moi, André Samson. Pour tout renseignement sur les aspects éthiques de cette recherche, vous pouvez

vous adresser au Responsable de l'éthique en recherche à l'Université d'Ottawa, 550, rue Cumberland, pièce 154, 613-562-5387 ethics@uottawa.ca.

Veillez conserver cette feuille d'information pour vos dossiers.

Appendix C: Student Questionnaire

A. Données démographiques

1. Ton sexe :	<input type="radio"/> Homme <input type="radio"/> Femme	
2. Ton âge :	<input type="text"/> <input type="button" value="v"/>	
3. Ton lieu de naissance	<input type="radio"/> Canada <input type="radio"/> Autre pays	
4. Pays de naissance des parents	PÈRE <input type="radio"/> Canada <input type="radio"/> Autre pays	MÈRE <input type="radio"/> Canada <input type="radio"/> Autre pays
5. Dernier niveau de scolarité complété des parents (le choix d'une possibilité exclut les autres).	PÈRE <input type="radio"/> Élémentaire <input type="radio"/> Secondaire <input type="radio"/> Collégial <input type="radio"/> Universitaire	MÈRE <input type="radio"/> Élémentaire <input type="radio"/> Secondaire <input type="radio"/> Collégial <input type="radio"/> Universitaire
6. À ma connaissance mes parents ont surtout fait leurs études en français	PÈRE <input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas	MÈRE <input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas
7. Langue parlée à la maison	<input type="radio"/> Surtout le français <input type="radio"/> Surtout le français et l'anglais <input type="radio"/> Surtout l'anglais <input type="radio"/> Surtout le français et une autre langue <input type="radio"/> Surtout l'anglais et une autre langue <input type="radio"/> Surtout une autre langue	
8. Langue parlée avec les amis en salle de classe (le choix d'une possibilité exclut les autres).	<input type="radio"/> Exclusivement le français <input type="radio"/> Généralement le français <input type="radio"/> Également le français et l'anglais <input type="radio"/> Généralement l'anglais <input type="radio"/> Exclusivement l'anglais	
9. Langue parlée avec les amis à l'école et en dehors des salles de classe (le choix d'une possibilité exclut les autres).	<input type="radio"/> Exclusivement le français <input type="radio"/> Généralement le français <input type="radio"/> Également le français et l'anglais <input type="radio"/> Généralement l'anglais <input type="radio"/> Exclusivement l'anglais <input type="radio"/> Une autre langue que le français ou l'anglais	
10. Même si je peux parler une autre langue, personnellement, je pense que je suis un : (le choix d'une possibilité	<input type="radio"/> Francophone <input type="radio"/> Francophone bilingue <input type="radio"/> Également francophone et anglophone	

exclut les autres)	<input type="radio"/> Anglophone bilingue <input type="radio"/> Anglophone
11. Auras-tu complété les exigences du DESO en juin 2013 ?	<input type="radio"/> Oui <input type="radio"/> Non
12. Appartiens-tu à un peuple autochtone ou métis ?	<input type="radio"/> Oui <input type="radio"/> Non
13. Que penses-tu faire en septembre 2013 ? (le choix d'une possibilité exclut les autres).	<input type="radio"/> Cinquième année au secondaire <input type="radio"/> Apprentissage d'un métier <input type="radio"/> Étudier dans un collège <input type="radio"/> Étudier dans une université <input type="radio"/> Travailler à temps plein <input type="radio"/> Prendre une année de réflexion avant de poursuivre mes études au collège <input type="radio"/> Prendre une année de réflexion avant de poursuivre mes études à l'université
14. Selon toi, tu poursuis actuellement quelle filière ou destination (le choix d'une possibilité exclut les autres) :	<input type="radio"/> Pré-Universitaire <input type="radio"/> Pré-Collégiale <input type="radio"/> Apprentissage (métiers spécialisés) <input type="radio"/> Pré-Emploi (marché du travail)

Postsecondaire

B. Expérience de réflexion en orientation

Indique par rapport aux énoncés qui suivent ta participation à différentes rencontres ou activités reliées à ton orientation professionnelle	Jamais	Rarement	Parfois	Souvent	Très souvent
1. J'ai déjà discuté avec la conseillère ou le conseiller d'orientation de mon école de mes projets d'études postsecondaires ou de carrière.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai trouvé que ces discussions ont été:	Pas du tout utiles	Très peu utiles	Plus ou moins utiles	Utiles	Très utiles
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. J'ai déjà discuté avec mes amies et mes amis de mes projets d'études ou/et de carrière.	Jamais	Rarement	Parfois	Souvent	Très souvent
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

J'ai trouvé que ces discussions ont été:	Pas du tout utiles	Très peu utiles	Plus ou moins utiles	Utiles	Très utiles
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. J'ai déjà discuté avec mes parents de mes projets d'études ou/et de carrière.	Jamais	Rarement	Parfois	Souvent	Très souvent
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai trouvé que ces discussions ont été:	Pas du tout utiles	Très peu utiles	Plus ou moins utiles	Utiles	Très utiles
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. J'ai déjà discuté avec mes enseignantes et mes enseignants de mes projets d'études ou/et de carrière.	Jamais	Rarement	Parfois	Souvent	Très souvent
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai trouvé que ces discussions ont été:	Pas du tout utiles	Très peu utiles	Plus ou moins utiles	Utiles	Très utiles
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. J'ai déjà fait des recherches personnelles (comme par exemple, sur le Web), en dehors de mes heures de classe, pour m'informer sur des programmes d'études postsecondaires, des métiers ou des professions qui pourraient m'intéresser.	Jamais	Rarement	Parfois	Souvent	Très souvent
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai trouvé que ces recherches ont été:	Pas du tout utiles	Très peu utiles	Plus ou moins utiles	Utiles	Très utiles
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. J'ai visité le site 'career cruising' pour m'informer au sujet des métiers, professions ou programmes d'études postsecondaires qui pourraient m'intéresser.	Jamais	Rarement	Parfois	Souvent	Très souvent
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai trouvé que ces visites ont été:	Pas du tout utiles	Très peu utiles	Plus ou moins utiles	Utiles	Très utiles
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. J'ai visité le site « Passeport-compétences de l'Ontario » au sujet des métiers, professions ou programmes d'études postsecondaires qui pourraient m'intéresser.	Jamais	Rarement	Parfois	Souvent	Très souvent
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai trouvé que ces visites ont été:	Pas du tout utiles	Très peu utiles	Plus ou moins utiles	Utiles	Très utiles
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. J'ai déjà discuté avec des enseignantes ou des enseignants des services aux élèves (ERRÉ, COOP, MHS) pour obtenir de l'information sur un métier ou une profession qui pourrait m'intéresser.	Jamais	Rarement	Parfois	Souvent	Très souvent
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai trouvé que ces discussions ont été:	Pas du tout utiles	Très peu utiles	Plus ou moins utiles	Utiles	Très utiles
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Postsecondaire

C. Dynamique du projet professionnel

Indique le degré de ton accord par rapport aux affirmations suivantes qui portent sur ton choix d'études postsecondaires et ton avenir professionnel	Très en désaccord	En désaccord	Ni en accord, ni en désaccord	En accord	Très en accord
1. J'ai trouvé que le cours d'exploration de carrière offert en 10 ^{ième} année (GLC20) m'a aidé à réfléchir sur le métier ou la profession que j'aimerais faire après mes études secondaires.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Mon école offre suffisamment d'activités, de cours ou de rencontres pour m'aider à faire un choix réaliste d'études postsecondaires et de carrière.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Postsecondaire

D. Défis liés au choix de carrière

Vous trouverez ci-dessous une série d'énoncés concernant le processus de choix de carrière.

Veillez évaluer dans quelle mesure chaque énoncé vous décrit à l'aide de l'échelle suivante:

Vous cliquez sur le chiffre 1 si l'énoncé ne vous décrit pas ou, au contraire, vous cliquez le chiffre 9 si l'énoncé vous décrit bien. Bien sûr, vous pouvez aussi cliquer sur n'importe lequel des niveaux intermédiaires. Veuillez répondre à toutes les questions svp.	Ne me décrit pas								Me décrit bien
1. Je sais que je dois choisir une carrière mais je ne suis pas motivé à prendre une décision maintenant (« Ça ne me tente pas »).	1	2	3	4	5	6	7	8	9
2. Le travail n'est pas la chose la plus importante dans la vie, donc la question de choisir une carrière me préoccupe peu.	1	2	3	4	5	6	7	8	9
3. Je crois que je n'ai pas besoin de faire un choix de carrière maintenant car avec le temps, le bon choix de carrière se présentera.	1	2	3	4	5	6	7	8	9
4. J'ai habituellement de la difficulté à prendre des décisions.	1	2	3	4	5	6	7	8	9
5. J'ai habituellement besoin de la confirmation et du soutien d'un professionnel ou d'une personne de confiance lorsque je prends des décisions.	1	2	3	4	5	6	7	8	9
6. J'ai habituellement peur de l'échec.	1	2	3	4	5	6	7	8	9
7. J'aime faire les choses à ma façon.	1	2	3	4	5	6	7	8	9
8. Je m'attends à ce que le fait de m'engager dans la carrière de mon choix règle également mes problèmes personnels.	1	2	3	4	5	6	7	8	9
9. Je crois qu'il n'existe qu'une seule carrière qui me convienne.	1	2	3	4	5	6	7	8	9
10. Je m'attends à ce que la carrière que je choisirai répondra à toutes mes aspirations.	1	2	3	4	5	6	7	8	9

11. Je crois que le choix d'une carrière se fait une seule fois et pour la vie.	1	2	3	4	5	6	7	8	9
12. Je fais toujours ce que l'on me dit de faire, même si cela va à l'encontre de ma volonté.	1	2	3	4	5	6	7	8	9
13. Je trouve difficile de faire un choix de carrière puisque je ne connais pas les étapes à suivre.	1	2	3	4	5	6	7	8	9
14. Je ne sais pas quels sont les facteurs à prendre en considération pour faire un choix de carrière éclairé.	1	2	3	4	5	6	7	8	9
15. Je trouve difficile de faire un choix de carrière, car je ne sais pas comment combiner les informations que j'ai sur moi-même et les informations que j'ai sur les différentes carrières.	1	2	3	4	5	6	7	8	9
16. Je trouve difficile de faire un choix de carrière, car je ne sais toujours pas quelles professions m'intéressent.	1	2	3	4	5	6	7	8	9
17. Je ne suis pas encore certain(e) de mes préférences professionnelles (par exemple, quel type de relation je veux avoir avec les gens, quel environnement de travail je préfère).	1	2	3	4	5	6	7	8	9
18. Je n'ai pas assez d'information sur mes compétences (par exemple, aptitudes numériques et verbales) et/ou sur les traits de ma personnalité (par exemple, persévérance, esprit d'initiative, patience) pour faire un choix de carrière éclairé.	1	2	3	4	5	6	7	8	9
19. Je trouve difficile de faire un choix de carrière, car je ne sais pas quels seront mes compétences et/ou mes traits de personnalité dans le futur.	1	2	3	4	5	6	7	8	9
20. Je n'ai pas assez d'information sur les différentes professions et formations existantes pour faire un choix de carrière éclairé.	1	2	3	4	5	6	7	8	9
21. Je n'ai pas assez d'information sur les caractéristiques des professions ou des formations qui m'intéressent (par exemple, la demande du marché, le salaire moyen, les possibilités de promotion, ou les pré-requis pour les formations) pour faire	1	2	3	4	5	6	7	8	9

requies pour les formations, pour faire un choix de carrière éclairé.									
22. Je trouve difficile de faire un choix de carrière, car je ne sais pas à quoi les professions vont ressembler dans l'avenir.	1	2	3	4	5	6	7	8	9
23. Je trouve difficile de faire un choix de carrière, car je ne sais pas comment obtenir des informations supplémentaires sur moi-même (par exemple, sur mes aptitudes ou sur mes traits de personnalité).	1	2	3	4	5	6	7	8	9
24. Je ne sais pas comment obtenir des informations précises et à jour sur les professions et les formations existantes, ou sur leurs caractéristiques.	1	2	3	4	5	6	7	8	9
25. Mes préférences professionnelles changent constamment (par exemple, parfois je veux être un travailleur autonome et parfois je préfère être un employé).	1	2	3	4	5	6	7	8	9
26. Je trouve difficile de faire un choix de carrière, car j'ai des informations contradictoires sur mes aptitudes et/ou mes traits de personnalité (par exemple, je crois être patient à l'égard des gens qui m'entourent alors que d'autres me décrivent comme étant quelqu'un d'impatient).	1	2	3	4	5	6	7	8	9
27. Je trouve difficile de faire un choix de carrière, car j'ai des informations contradictoires concernant les caractéristiques d'une profession ou d'une formation spécifique (par exemple certaines personnes me disent que les métiers manuels sont bien rémunérés tandis que d'autres me disent le contraire).	1	2	3	4	5	6	7	8	9
28. Je suis attiré(e) de manière égale par un grand nombre de professions et il m'est difficile de choisir parmi elles.	1	2	3	4	5	6	7	8	9
29. Je n'aime aucune des professions ou des formations dans lesquelles je peux être admis(e).	1	2	3	4	5	6	7	8	9
30. Je trouve difficile de faire un choix de carrière, car la profession qui m'intéresse a une caractéristique qui me dérange (par exemple, je m'intéresse à l'enseignement, mais je n'ai pas envie d'étudier autant d'années).	1	2	3	4	5	6	7	8	9

professionnel ou de nos projets d'études postsecondaires.							
4. Établissent un lien entre la matière enseignée en classe et les possibilités d'emploi sur le marché du travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Prennent le temps d'expliquer pourquoi nous devons réfléchir à notre avenir professionnel ou nos projets d'études postsecondaires.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Postsecondaire

Répondez à chacune des affirmations suivantes en cliquant la réponse qui correspond le mieux à votre degré d'accord ou de désaccord avec celles-ci.

Dans l'ensemble, te sens-tu appuyé(e) par tes parents ?	Totalement en désaccord	En désaccord	Légèrement en désaccord	Ni en accord, ni en désaccord	Légèrement en accord	En accord	Totalement en accord
1. Mes parents essaient de m'aider quand j'ai des questions par rapport à mon avenir professionnel ou à mes projets d'études postsecondaires.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Je me sens à l'aise de parler de mon avenir professionnel ou de mes projets d'études postsecondaires à mes parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mes parents s'intéressent vraiment à mon avenir professionnel ou à mes projets d'études postsecondaires.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Je sens que mes parents respectent mes choix par rapport à mon avenir professionnel ou à mes projets d'études postsecondaires.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Mes parents ont beaucoup d'attentes par rapport à mon avenir professionnel ou mes projets d'études postsecondaires.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G. Postsecondaire

Répondez à chacune des affirmations suivantes en cliquant la réponse qui correspond le mieux à votre degré d'accord ou de désaccord avec celles-ci.

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4. Jusqu'à maintenant, j'ai obtenu les choses importantes que je voulais dans la vie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Si je pouvais recommencer, je n'y changerais presque rien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Postsecondaire

I. La poursuite d'études postsecondaires en anglais ou en français

1. Pour mes études postsecondaires secondaires, je vais étudier :	<input type="radio"/> Je vais étudier certainement en français <input type="radio"/> Je vais étudier probablement en français <input type="radio"/> Je ne suis pas certain, mais probablement en français <input type="radio"/> Je ne suis pas certain, mais probablement en anglais <input type="radio"/> Je vais étudier certainement en anglais
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Les raisons pour lesquelles j'ai décidé de poursuivre mes études postsecondaires en français	Très en désaccord	En désaccord	Je ne sais pas	En accord	Très en accord
1. Je vais étudier en français parce que les collèges de langue française ou les universités francophones/bilingues sont situés relativement proche de l'endroit où j'habite actuellement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Je vais étudier en français parce que je suis fier d'être francophone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Je vais étudier en français parce que les collèges de langue française et universités francophones/bilingues offrent de très bons programmes d'études.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Je vais étudier en français parce que je veux rester avec mes amis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Je vais étudier en français parce que mes parents m'ont encouragé à étudier en français.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Je vais étudier en français parce que les collèges de langue française et universités francophones/bilingues offrent une aide financière (bourse d'études) généreuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Je vais étudier en français parce que c'est le meilleur moyen pour me trouver un bon emploi qui exige le bilinguisme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Je vais étudier en français parce que je me sens plus à l'aise d'étudier en français.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Je vais étudier en français parce que j'ai plus de chance d'être accepté dans un programme d'études francophones que dans un programme d'études anglophones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Les raisons pour lesquelles j'ai décidé de poursuivre mes études postsecondaires en anglais	Très en désaccord	En désaccord	Je ne sais pas	En accord	Très en accord
1. Je vais étudier en anglais parce que les collèges ou universités francophones/bilingues sont trop éloignés de chez moi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Je vais étudier en anglais parce que le programme d'études que j'ai choisi n'est pas offert en français.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Je vais étudier en anglais parce que j'ai l'impression que je ne suis pas assez compétente ou compétent en français.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Je vais étudier en anglais parce que les collèges et universités anglophones sont plus reconnus et prestigieux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Je vais étudier en anglais parce que je veux rester avec mes amis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Je vais étudier en anglais parce que mes parents m'ont encouragé de le faire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Je vais étudier en anglais parce que les institutions anglophones offrent une aide financière (bourse d'études) généreuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Je vais étudier en anglais parce que c'est le meilleur moyen de me trouver un bon emploi après mes études.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix D: Informed Consent



Université d'Ottawa

Faculté d'éducation

Titre du projet:

Les transitions scolaires chez les finissants et les finissantes des écoles secondaires de langue française de l'Ontario.

Nom du chercheur principal:

André Samson professeur à la Faculté d'éducation de l'Université d'Ottawa, 145 Jean-Jacques Lussier, Ottawa ON ; tél. 613- 562-5800 (4029);
asamson@uottawa.ca

Invitation à participer:

Je suis invité (e) à participer à la recherche nommée ci haut qui est menée par le professeur André Samson de la faculté d'éducation de l'Université d'Ottawa.

But de l'étude:

L'objectif de cette recherche vise à étudier comment les jeunes qui termineront leurs études secondaires en juin 2013 vivent leurs choix de carrière, de métier ou d'études. En d'autres termes, est-ce que ces jeunes se sentent prêts à faire un pas de plus dans leur cheminement vocationnel? Peuvent-ils nommer leur projet de carrière avec une certaine précision? Quels sont les adultes qui influencent leur choix de carrière ? Sont-ils globalement satisfaits de leur cheminement de vie au terme de leurs études secondaires ? Pourquoi optent-ils de poursuivre leurs études en français ou pourquoi optent-ils de poursuivre leurs études en anglais?

Participation:

Ma participation consistera essentiellement à répondre à un questionnaire en ligne. Ce questionnaire porte sur mes projets et choix de carrière et sur mes connaissances par rapport au marché du travail. Il faudra environ 45 minutes pour répondre à ce questionnaire.

Bienfaits:

Ma participation à cette recherche aura pour effet d'augmenter et de préciser les connaissances des chercheurs en ce qui regarde le choix et cheminement de carrière des jeunes qui terminent leurs cours secondaires dans les écoles de langue française de l'Ontario.

Confidentialité et anonymat:

J'ai l'assurance du chercheur que l'information que je partagerai avec elle/lui restera strictement confidentielle. Je m'attends à ce que le contenu ne soit utilisé que pour développer les connaissances des chercheurs et du ministère de l'Éducation en ce qui regarde le choix et le cheminement de carrière. Selon le respect de la confidentialité en aucun moment votre nom ne sera mentionné. **L'anonymat** est garanti par le fait que je n'aurai pas à fournir mon nom pour répondre au questionnaire et mon nom n'apparaîtra en aucun moment sur le questionnaire et sur les publications qui seront faites à propos de cette recherche.

Conservation des données:

Les données recueillies seront conservées sur la mémoire de l'ordinateur du chercheur principal et ce, pour une durée maximale de cinq ans. Seul, le chercheur principal aura accès à ces données.

Participation volontaire:

Ma participation à la recherche est volontaire et je suis libre de me retirer en tout temps, ou refuser de répondre à certaines questions, sans subir de conséquences négatives. Si je choisis de me retirer de l'étude, les données recueillies jusqu'à ce moment seront automatiquement effacées.

Acceptation:

J'accepte de participer à cette recherche menée par André Samson Ph.D. de la Faculté d'éducation de l'Université d'Ottawa.

Pour tout renseignement additionnel concernant cette étude, je peux communiquer avec le chercheur ou son superviseur.

Pour tout renseignement sur les aspects éthiques de cette recherche, je peux m'adresser au Responsable de l'éthique en recherche, Université d'Ottawa, Pavillon Tabaret, 550, rue Cumberland, pièce 154, K1N 6N5, (613) 562-5387 ou ethics@uottawa.ca.

Appendix E: Certification of Institutional Ethics Approval

08/08/2024

Université d'Ottawa

Bureau d'éthique et d'intégrité de la recherche

University of Ottawa

Office of Research Ethics and Integrity

CERTIFICAT D'APPROBATION ÉTHIQUE | CERTIFICATE OF ETHICS APPROVAL

Numéro du dossier / Ethics File Number	S-08-24-10561
Titre du projet / Project Title	Influence of community on the development of ethnolinguistic & vocational identity: Impacts on life satisfaction & linguistic intentions in Ontario grade 12 students in French-language high schools
Type de projet / Project Type	Thèse de maîtrise / Master's thesis
Statut du projet / Project Status	Approuvé / Approved
Date d'approbation (jj/mm/aaaa) / Approval Date (dd/mm/yyyy)	08/08/2024
Date d'expiration (jj/mm/aaaa) / Expiry Date (dd/mm/yyyy)	07/08/2025

Équipe de recherche / Research Team

Chercheur / Researcher	Affiliation	Role
Connor MCCRINDLE	Faculté d'éducation / Faculty of Education	Chercheur Principal / Principal Investigator
André SAMSON	Faculté d'éducation / Faculty of Education	Superviseur / Supervisor

Conditions spéciales ou commentaires / Special conditions or comments

550, rue Cumberland, pièce 154 550 Cumberland Street, Room 154
Ottawa (Ontario) K1N 6N5 Canada Ottawa, Ontario K1N 6N5 Canada

613-562-5387 • 613-562-5338 • ethique@uOttawa.ca / ethics@uOttawa.ca
www.recherche.uottawa.ca/deontologie | www.recherche.uottawa.ca/ethics

08/08/2024

Université d'Ottawa

Bureau d'éthique et d'intégrité de la recherche

University of Ottawa

Office of Research Ethics and Integrity

Le Comité d'éthique de la recherche (CÉR) de l'Université d'Ottawa, opérant conformément à l'*Énoncé de politique des Trois conseils* (2014) et toutes autres lois et tous règlements applicables, a examiné et approuvé la demande d'éthique du projet de recherche ci-nommé.

L'approbation est valide pour la durée indiquée plus haut et est sujette aux conditions énumérées dans la section intitulée "Conditions Spéciales ou Commentaires". Le formulaire « Renouvellement ou Fermeture de Projet » doit être complété quatre semaines avant la date d'échéance indiquée ci-haut afin de demander un renouvellement de cette approbation éthique ou afin de fermer le dossier.

Toutes modifications apportées au projet doivent être approuvées par le CÉR avant leur mise en place, sauf si le participant doit être retiré en raison d'un danger immédiat ou s'il s'agit d'un changement ayant trait à des éléments administratifs ou logistiques du projet. Les chercheurs doivent aviser le CÉR dans les plus brefs délais de tout changement pouvant augmenter le niveau de risque aux participants ou pouvant affecter considérablement le déroulement du projet, rapporter tout événement imprévu ou indésirable et soumettre toute nouvelle information pouvant nuire à la conduite du projet ou à la sécurité des participants.

The University of Ottawa Research Ethics Board, which operates in accordance with the *Tri-Council Policy Statement* (2014) and other applicable laws and regulations, has examined and approved the ethics application for the above-named research project.

Ethics approval is valid for the period indicated above and is subject to the conditions listed in the section entitled "Special Conditions or Comments". The "Renewal/Project Closure" form must be completed four weeks before the above-referenced expiry date to request a renewal of this ethics approval or closure of the file.

Any changes made to the project must be approved by the REB before being implemented, except when necessary to remove participants from immediate endangerment or when the modification(s) only pertain to administrative or logistical components of the project. Investigators must also promptly alert the REB of any changes that increase the risk to participant(s), any changes that considerably affect the conduct of the project, all unanticipated and harmful events that occur, and new information that may negatively affect the conduct of the project or the safety of the participant(s).

Kim THOMPSON (GESTIONNAIRE / MANAGER)

Directeur / Director

Pour/For **Barbara GRAVES** Président(e) du/ Chair of the **Comité d'éthique de la recherche en sciences sociales et humanités / Social Sciences and Humanities Research Ethics Board**

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