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Part-time work: The attitudes, perceptions and opinions of year 11 students

Marilyn Ralph
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**PART-TIME WORK:
THE ATTITUDES, PERCEPTIONS AND OPINIONS
OF YEAR 11 STUDENTS**

By

Marilyn Ralph B.A.

**A Thesis Submitted in Partial Fulfilment of the
Requirements for the Award of
Bachelor of Education with Honours
at the Faculty of Education
Edith Cowan University**

Date of Submission: June 1994

USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

Abstract

A large number of full-time secondary students of all types have part-time jobs although research shows that these jobs are not sought or shared proportionately amongst the student sub-groups. Previous research suggested that social class or socio-economic status (each defined in different ways by different researchers) had an effect on whether or not students engaged in part-time work. However none suggested why this might be so. The purpose of this study was to investigate the factors which influenced the decisions which students from different socio-economic backgrounds made about paid part-time work and to determine whether there were differences amongst these groups.

A sample stratified by high, middle and low socio-economic groups was selected. The socio-economic status of the school neighbourhood, rather than that of the family of the individual student was used. This decision was based on Karmel's (cited in Ross, Farish & French 1985, p.2) finding that the values and actions of the child were subjected to greater influence from the neighbourhood, acting as an extension of the family, than from the individual home background. The socio-economic status of a neighbourhood was defined according to the latest available census data. To achieve a sample of Year 11 students, six schools were selected; two in a High socio-economic neighbourhood (SEN), two in a Middle SEN and two in a Low SEN. A final sample of 131 students made up the respondent population.

All students were surveyed using a branching questionnaire which stratified the sample into those who had had a part-time job during 1992 or 1993, workers, and those who did not have a part-time job during this period, non-workers. Following preliminary analysis of the questionnaire data, 12 students were randomly selected to be interviewed using a semi-structured interview schedule. This sample comprised 2 workers and 2 non-workers from each SEN.

Students were surveyed on the reasons for having or not having a part-time job, the effects of having a part-time job, job search strategies and on possible relationships between school and part-time work.

Descriptive statistical methods of ANOVA and the Scheffe test were used to identify significant differences ($p < .01$) amongst the SENs. Importance was placed on a qualitative approach, including the interview, so as to observe the level of importance or level of agreement which students in each SEN placed on each item in the survey and to gain individual comments.

The only significant difference ($p < .01$) found amongst the SENs was between the Low and Middle SENs showing that students from the Low SEN frequently used their part-time wage to help their parents whereas students from the Middle SEN hardly ever used their wage for this.

The results of this study showed that although students worked primarily to earn money, the majority of working and non-working students in each SEN recognised and valued the benefits of part-time work in terms of personal development, workplace skills, work experience and social opportunities.

The majority of non-working students in each SEN chose not to have a part-time job because of concerns about school priorities. Interview comments showed that these students were concerned that they were missing the benefits which might come from part-time work and expressed a desire for broader work experience programs in school which were related to their core subject areas. Interview comments also showed that students benefited from integrated career education units.

I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any institution of higher education; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Signed:

Marilyn Ralph

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CHAPTER 1. INTRODUCTION

Overview of Chapter 1.

Chapter 1 outlines changes in the personal and educational needs of secondary students which were brought about by an increase in the number of students who engage in paid part-time work. The research problem of whether social class impacts on student decisions about part-time work is detailed and the sociological and educational significance of the research is explained. Finally, Chapter 1 describes the limitations of the study and defines terms as they are used in this study. In particular, the use of the term socio-economic status and the use of the terms attitudes, perceptions and opinions are fully explained.

Background to the Study

Secondary Students in the Part-Time Labour Force

In contemporary Australian society, teenagers in the 15 to 19 year old age range have been affected by trends in the full-time and part-time labour market and trends in post-compulsory schooling. These trends are closely related, impacting on and reflecting each other (AEC, 1991). Full-time employment opportunities for the 15 to 19 year age group have declined as part-time opportunities have increased. In 1966, 58% of this teenage population were in full-time employment compared with 28% in 1990 (AEC, 1991, p. 28). Part-time employment statistics show that whereas in 1966, 3.5% of 15 to 19 year olds held part-time jobs, this figure increased to 20% in 1990 (AEC, 1991, p. 29). The strength of the relationship between the part-time labour market and secondary students is signified by reports that full-time secondary students hold approximately three quarters of the part-time jobs held by 15 to 19 year olds (AEC, 1991, p. 29). Nolan and Hagen (1989, p. 3) found that 56.9% of secondary students participated in part-time work.

The Changing Needs of Post-Compulsory Schooling

The rising unemployment rate in the full-time labour market for teenagers prompted societal pressure for increases in the retention rates for post-compulsory schooling to Year 12. By 1990, 60% of students were completing 12 years of schooling compared with 34.5% in 1980

(AEC, 1991, p.1). Schools were faced with the need to provide an upper secondary education to a much broader range of students; tertiary bound, non-tertiary bound and those in need of a vocational education.

At the same time, the education system was under pressure from Australian employers who were critical of the standard of school leavers and their lack of preparedness for employment. This led to government investigations into current education policies and practices. Although structural changes in the labour market were acknowledged as being major causes of teenage unemployment, schools were carefully examined to determine their deficiencies. As a result, they were given the "responsibility to prepare students for work and to ensure that they had the basic skills necessary to make them employable" (Blakers, 1990, p. 125).

In Western Australia, the Beazley Report (1984) provided guidelines for the skills and attitudes which students should develop during their schooling. Through the Finn Review (1991), the Mayer Committee (1992) and the Carmichael Report (1992), Australian education authorities addressed the post-compulsory schooling needs of young people.

Importance of Work Experience

Work experience programmes were introduced into schools as an important strategy in providing students with an education which would empower them as competent and informed citizens. To extend and support the teaching and learning opportunities offered by school based work experience programmes, the National Board of Employment, Education and Training (1991, p. 52) recommended that teachers "[capitalise] on students' personal experience in the labour market to assist them to develop a critical understanding of and approach to work and the workplace".

Statement of the Problem

To make full use of part-time work experiences, educators need to consider not only those students who have actual experience in the paid part-time work place but also consider what meaning paid part-time work holds for those students who do not have part-time jobs. Those students who choose not to work will have different "experiences" of part-time work than those who wish to work but have been unable to find a job.

A review of the literature (see Chapter 2, p. 11) showed that secondary students have diverse and shared experiences with part-time work, in the workplace or in their attempts to find a part-time job. Studies (Kablaoui & Pautler, 1991; Ashenden, 1990; Nolan & Hagen, 1989; Comish & Coventry, 1984) found that differences in the participation rates of secondary students in part-time work were, in part, attributable to gender, minority status, academic performance and, less conclusively, social class. Although social class was used to select the sample for several studies (Green, 1990; Wilson, Wyn, Reeder & Woock, 1987; Reeder, 1986; Comish & Coventry, 1984), Ashenden (1990) found that comparison of participation rates amongst studies was inconclusive because of differences in the definition of the term social class.

Researchers did not suggest why there might be differences amongst students from different social classes. It may be that students from different social classes have different views about part-time work. Green (1990) conducted his research so as to investigate the attitudes to part-time work which were held by a group of middle class American secondary students. Using Green's assumption that student decisions about part-time work are related to their attitudes about part-time work, the results of other researchers such as Hobbs and Grant (1990), Nolan and Hagen (1989) and Wilson et al (1987) were also studied to gain an insight into the attitudes, perceptions and opinions which different groups of students held about part-time work. (See p. 9 for a definition of the terms attitudes, perceptions and opinions.) As the various sample populations were each selected by different criteria, it was not

possible to make comparisons amongst these studies. Little Australian research was found which enabled comparison of the patterns in the attitudes, perceptions and opinions about part-time held by students from different socio-economic groups.

Significance of the Study

Knowledge and understanding about the attitudes, perceptions and opinions on which students base their decisions about paid part-time work and through which they interpret their experiences of engaging or not in part-time work, has the potential to be used by educators:-

1. as primary data for social analysis of the adolescent workplace,
2. for skill identification and documentation in student portfolios,
3. for skill identification and support of students who wish to find part-time work but have been unsuccessful,
4. as class or school project topics for investigation,
5. for school level curriculum innovation,
6. for classroom level curriculum innovation, and
7. as a school timetabling factor.

Purpose of the Study

The purpose of this study was to determine whether there were differences in the attitudes, perceptions and opinions about paid part-time work which were held by secondary students from different socio-economic groups, as defined by Karmel (cited in Ross, Farish & French, 1985). (See page 8 for the definition of socio-economic status which was used to select the sample for this study.)

Students were surveyed on :-

- participation in the paid part-time labour force,
- strategies used to find a part-time job,
- use of the wage from their part-time job,
- the benefits of part-time work,
- the disadvantages of part-time work,
- whether having a part-time job influenced their decisions about post compulsory schooling,
- participation in career education programmes, and
- their desire for suggested relationships between school and part-time work.

Year 11 students were chosen as subjects as it was thought that they would have less limitations on their choices about part-time work. It was thought that Year 10 students would more likely be younger than the age where they would easily engage in part-time work and Year 12 students would more likely be affected by study commitments. Although there is disagreement from other researchers (Hobbs & Grant, 1991, p. 111), Murphy (cited in Ashenden, 1990, p. 10) found that Year 11 students were more likely to have part-time jobs.

Research Questions

Research Question 1

Is there a difference in the attitudes, perceptions and opinions about paid part-time work amongst Year 11 students from schools in neighbourhoods of different socio-economic status?

Subsidiary Research Questions

Is there a difference:-

- 1.1 in the reasons given for seeking part-time work,
 - 1.2 in the gains thought to come from part-time work,
 - 1.3 in the disadvantages thought to come from part-time work,
 - 1.4 in the use of the wage from part-time work,
 - 1.5 in the type of job search strategies used,
 - 1.6 in the reasons given for not having a part-time job,
 - 1.7 in whether part-time work influences decisions about completion of post-compulsory schooling:
 - 1.8 in the hours per week worked in a part-time job,
- amongst Year 11 students from schools in neighbourhoods of different socio-economic status.

Research Question 2

Is there a difference in the attitudes, perceptions and opinions about a school and part-time work relationship amongst Year 11 students from schools in neighbourhoods of different socio-economic status.

Research Question 3

Is there a difference in the strategies to find part-time work used by Year 11 students from schools in different socio-economic neighbourhoods who have or have not participated in Vocational Education or Work Studies classes?

Limitations

Unit of Analysis

Generalisation of the results of this study must take into consideration that the sample population was not obtained by random selection. As the student sample comprised intact classes within a particular school population, the students would be grouped in some way, by academic status or subject choice, and the results should be generalised only to like classes in like schools.

Geographic Location

The schools selected were in the southern area of Perth. These neighbourhoods may have differing characteristics to other regions of Perth which may influence the results. The characteristics of those neighbourhoods selected may differ from similar neighbourhoods in other cities or regions of Western Australia or Australia. These differences may influence the results.

Sample Description

Ethnicity.

No data were collected to determine the ethnicity of individuals within the sample. Previous studies have suggested that minority groups are less likely to participate in part-time work. This study did not consider the impact of minority status although some of the schools included minority groups in their population.

Gender.

Gender balance was not considered in this study although previous studies have suggested that there are differences in participation rates and in the meaning of part-time work according to gender which may have influenced the results of this study.

Academic Achievement.

Previous studies have suggested that the decisions which students make about paid part-time work may be related to differences in academic achievement levels. The sample for this study was selected in a manner to avoid a sample skewed by academic factors, however the impact of different academic achievement levels was not studied.

Absentees From the Sample.

Several Work Studies students were absent on the days when the questionnaires were administered. It is possible that their attitudes, perceptions and opinions may have provided a different balance to the findings of this report.

Definition of Terms

Socio-economic status

In this study the socio-economic status of the school neighbourhood, rather than that of the family of the individual student, was used to select the sample as Karmel (cited in Ross, Farish & French, 1985, p. 2) found that "the influence of the neighbourhood, as an extension of the family" had a greater impact on the values and actions of the child than did home background.

The Australian Bureau of Statistics states that "a large body of research exists which indicates that differences in occupation structure tend to reflect differences in the socio-economic status of suburbs". (ABS Cat. No. 2501.5, 1986, p. 4). Therefore, in this study, it was assumed that there would be shared cultural and social values within the population of a suburb of a particular socio-economic status, as defined by the latest available census data in Perth: a social atlas.

Socio-economic Neighbourhood (SEN) - High, Middle and Low

The acronym SEN is the abbreviation used when referring to High, Middle or Low socio-economic neighbourhoods (SEN).

Part-Time Work

For this study, part-time work included any paid work undertaken outside of school hours for an employer. It did not include work experience organised by the school or odd jobs undertaken for the family for pocket money.

Worker

In this study, the term worker is used to refer to those students who had a paid part-time job during 1992 or 1993.

Non-worker

In this study, the term non-worker is used to refer to those students who did not have a paid part-time job during 1992 or 1993.

Attitudes, perceptions and opinions

Psychological tests were not used in this study to determine student attitudes to part-time work. The use of the term attitudes is based on Green's (1990) finding that student decisions about part-time work indicated the attitude which they had about part-time work (see Literature Review, page 11). The Oxford dictionary definition of attitudes is a "settled opinion or way of thinking and behaviour reflecting this". Therefore perceptions and opinions, as behaviours related to attitudes, were included as separate but closely related terms in the study. The Oxford dictionary definition of perception is the "intuitive recognition of a truth, aesthetic quality, etc". The Oxford dictionary definition of opinion is "what one thinks about a particular topic or question" (Oxford Complete Wordfinder, 1993). As the study progressed, it became apparent that the attitudes of the students were of most concern and so the terms attitudes, perceptions and opinions were used interchangeably.

Summary of Chapter 1

Part-time work plays an increasingly important role in the lives of secondary students. It is important for educators to have an understanding of the needs of students from different socio-economic sub-groups in order to provide an education which will support and enhance the school and work roles of the students. Green (1990) found that the needs of a student influenced their attitude to part-time work and that this in turn influenced their decisions about part-time work. By surveying students from high, middle and low SENs about the decisions they made regarding part-time work, this study seeks to determine whether there

are differences in the attitudes, perceptions and opinions amongst the students from different socio-economic neighbourhoods.

CHAPTER 2. REVIEW OF LITERATURE

Introduction

Previous research findings (Wirtz, Rohrbeck, Charner & Fraser, 1988; Hobbs & Grant, 1991) suggested that social and situational factors affected student participation in part-time work and influenced their decisions about whether or not to engage in part-time work. In particular, several researchers (Ashenden, 1990; Kablaoui & Pautler, 1991; Cornish & Coventry, 1984) found that the social class or socio-economic status of the student might affect the extent to which particular groups participated in part-time work. Research by Green (1990), Reeders (1986) and Hobbs and Grant (1991) suggested that the values of the social class to which the student belonged would influence the decisions which the students made about part-time work. However, these findings, through comparison amongst studies, were inconclusive as researchers used different means, such as school type, socio-economic status and type of neighbourhood to define social class.

Some researchers (Ashenden, 1990; Kablaoui & Pautler, 1991) suggested that there were differences amongst the social groups and their experiences with part-time work. However, comparisons of the research by Green (1990), Reeders (1986) and Wilson et al. (1987) showed that students from different social groups also had common reasons for having or not having a part-time job. Green (1990) stated that the needs of the student influenced the student's attitudes and opinions about part-time work. He further concluded that these attitudes and opinions influenced the decisions which the student made about part-time work. Therefore, although there are differences amongst the social groups, the common reasons which students have for working or not working suggest there may also be shared attitudes about part-time work amongst the different social groups.

Analysis of this research invites questioning of whether there are differences in the attitudes, perceptions and opinions about paid part-time work held by secondary students from different social groups which may affect their decisions about part-time work. This review of

the literature provides details of the factors which might impact on students and their decisions about part-time work. In particular it focuses on the findings of studies which have included qualitative methods to gather data about part-time work from secondary students who are from different social groups.

General Literature on Paid Part-Time Work and Full-Time Secondary Students.

Participation Patterns in Part-Time Work

Reviews of Australian and overseas studies by Ashenden (1990) and Kablaoui and Pautler (1991) concluded that, although secondary students of many types participated in part-time work, the available jobs were not shared or sought proportionately. This supported earlier research by Cornish and Coventry (1984, p. 5) who suggested that student participation in part-time work would be affected by "family, school and social psychological differences". More specifically, other studies (Ashenden, 1990; Nolan & Hagen, 1989; Wirtz et al. 1988; Reeders, 1986; Cornish & Coventry, 1984; McNeil, 1984) found that gender, minority status, socio-economic status and academic achievement were factors which affected student participation in paid part-time work. The findings about these factors are discussed below.

The Effect of Gender

Australian studies (Ashenden, 1990; Reeders, 1986) disagreed about the effect of gender on participation in part-time work. Reeders' (1986, p. 32) analysis of data from studies by Greenberger et al. (1982), O'Neil and Bosio (1982) and Coventry et al. (1984) found that more boys than girls had part-time jobs. Ashenden (1990, p. 12) cited a study by Dalziel (1989) which supported this finding but also cited ABS data (ABS Cat No 62030.0) which found that more girls than boys worked.

The Effect of Academic Achievement

Several studies (Nolan & Hagen, 1989; Wirtz et al. 1988; Cornish & Coventry, 1984) found that more high achievers than low achievers had part-time jobs. Cornish and Coventry (1984, p. 5) reported that students who had high aspirations and a personal sense of academic success were more likely to have part-time jobs than students who were less

confident in their ambitions and academic abilities. Those students who achieved high academic success and were from higher social classes also seemed more easily able to selectively enter and leave the part-time labour market, according to their study commitments (Green, 1990; Ashenden, 1990).

The Effect of Minority Status

Australian and overseas studies (Nolan & Hagen, 1989; Cornish & Coventry, 1984; Kablaoui & Pautler, 1991) found that white students with English speaking backgrounds were more likely to be employed than those from other cultural backgrounds. Nolan and Hagen (1989) surveyed two Melbourne schools, selected to provide a sample which was representative of students with varying demographic, ethnic and socio-economic backgrounds. Their data showed that 60% of students with Australian born parents had part-time jobs compared to 35.45% of students whose parents were born in Southern Europe or South East Asia (Nolan & Hagen, 1989, p. 9). Studies by D'Amico (1984), Gottfredson (1984), Borus (1983) and Lewis-Epstein (1981) (cited in Kablaoui & Pautler, 1991, p. 199) found that, although students from many ethnic groups participated in part-time work, white students were more likely to have part-time jobs than Hispanic or black students.

The Effect of Socio-Economic Background

There was disagreement about the effect which the socio-economic background of the student had on their engagement in part-time work. Ashenden (1990) concluded that a lack of consistency amongst researchers, in the criteria used to determine social class or socio-economic status, made it difficult to compare the results of different studies. The results of the following studies demonstrated the differences in the use of terms and in the findings amongst researchers. Kablaoui and Pautler (1991, p. 200) reviewed several American studies and concluded that students from middle income families were more likely to have part-time jobs than those from families with a low or high income. However, an Australian study by Cornish and Coventry (1984, p. 5) concluded that students from a high socio-economic family were more likely to work than those from a middle or low socio-economic family. Another Australian study by Dalziel (cited in Ashenden, 1990, p. 12)

found that students from wealthy suburbs were more likely to have part-time jobs than students from working class suburbs.

Part-Time Work and its Relationship With Decisions

About Completing Post-Compulsory Schooling

Structural changes in the labour market have supported part-time work for secondary students although, as has been shown, the jobs available may not be shared evenly. Wilson et al. (1987, p. 2) suggested that many students, who might previously have entered the full-time labour market after completing Year 10, were now continuing on to post-compulsory schooling but were taking part-time jobs. If this is so, some of those students who have been unsuccessful in finding a part-time job may also be more likely to complete post-compulsory schooling were they to find a part-time job. Career educators would benefit from information about such sub-groups and their educational and work related needs. This would require an awareness of the role which part-time work plays in the lives of secondary students and an understanding of the attitudes and opinions which they hold about any possible relationships between school and part-time work.

The Effects of Part-Time Work on Secondary Students

Researchers (Ashenden, 1990; Kablaoui & Pautler, 1991) have investigated the effects which part-time work had on the education and socialisation of the student. A review of past American research, by Kablaoui and Pautler (1991), revealed that positive, and possibly negative, effects were attributed to participation in part-time work. It was generally agreed in these studies that the most significant and positive outcome was the development of social skills such as self confidence, responsibility, communication and the maturity that came with financial independence. Negative outcomes were also attributed to part-time work by some researchers (cited in Kablaoui & Pautler, 1991, p. 205) who found that having a part-time job could lead students away from school, family and social activities and towards delinquent

activities. However, an Australian study by Murphy (cited in Nolan and Hagen, 1989, p. 6) found that school performance was not significantly affected by having a part-time job.

Negative outcomes were linked to those students who worked very long hours (Kablaoui & Pautler, 1991, p. 201). Ashenden (1990, p. 15) pointed out that Australian students differed from American students in the average number of hours per week that they worked in part-time jobs. The Australian student was found to work an average of 9 hours per week, approximately half the average hours per week of the American student. Hobbs and Grant (1991, p. 45), in their study of Queensland students and part-time work, found that students who worked more than ten hours per week in a part-time job, exceeding the Australian average, were more likely to have problems meeting their school and study commitments. Nolan and Hagen (1989, p. 22) concluded that students with part-time jobs were still able to "lead a reasonably extensive social and recreational life" but that they needed to actively organise their lives, and were doing so, for this to happen.

Literature on Previous Findings About the Meaning of Paid Part-Time Work to Full-Time Secondary Students

The fact that students are prepared to actively plan their lives to meet work, school and social needs indicates that part-time work plays an important role in the lives of many secondary students. Researchers, such as Hobbs and Grant (1991), Green (1990), Wirtz et al. (1988) and Berryman and Schneider (1982), sought to find out why part-time work was important to secondary students. In these separate studies, the populations from which the samples were drawn were a particular social class, type of school or geographic region. Comparison of the results of these studies showed that, across all student types, there seemed to be a consistent range of reasons given for decisions about participation in part-time work. Within this range, student's decisions appeared to be influenced by cultural values or by the localised limitations of their residential neighbourhood.

The Influence of Social and Situational Factors

Wirtz et al. (1988) found that social circumstances or values were influential in the decision making of secondary students and in the attitudes which they had about part-time work. Most researchers (Kablaoui & Pautler, 1991, p. 203; Ashenden, 1990, p. 9) agreed that secondary students primarily decided to take a part-time job so as to earn money. However Wirtz et al. (1988, p. 10) discovered a wider range of reasons, such as planning for educational expenses and providing family support, when he asked students why they wanted money. Wirtz et al. (1988) suggested that social factors of minority status and socioeconomic level would be more likely to impact on a need for financial security whereas situational factors such as an academic or vocational priority would impact on a need for savings or for developing work skills (Wirtz et al., 1988, p. 4).

The Influence of Geographic Factors and Neighbourhood Values

Further evidence of the effect of situational and possibly social factors on secondary students and their participation in part-time work was discovered by Hobbs and Grant (1991). Their findings indicated the influence of geographic factors and of group values on students and their participation in part-time work. Hobbs and Grant (1991) conducted case studies of 12 Queensland Government schools which provided a cross section of geographic location, principal employment type and general employment patterns. The Year 11 and 12 populations of these schools were surveyed on why they worked in part-time jobs or why they did not work.

Hobbs and Grant (1991, p. 15) found that localised limitations of a lack of part-time jobs or a lack of public transport meant that some students did not work. Another finding suggested that differences in group values influenced students' decisions about part-time work. After analysing responses to find the most frequently given reason for not working, other than localised limitations, three schools were found to differ from the majority. The most frequent responses for these schools were based on family values. The student populations of two of

the schools gave lack of parental permission as their most frequent reason for not working. The third school, again reflecting parental control, claimed that family commitments prevented them from taking part-time work. The students from this school also most frequently claimed that a lack of work experience prevented them from having a part-time job (Hobbs and Grant, 1991, p. 17).

The schools studied by Hobbs and Grant (1991) were located in neighbourhoods which were geographically different. It may be hypothesised that the factors which influenced the decisions about part-time work for each school population might have similarities or differences depending on the social values or labour market circumstances of the neighbourhood in which the relevant school was located. Hobbs and Grant (1991) do not describe the student populations so it is not possible to determine the social factors which may have influenced the decisions of these groups of students.

Methods Used in Previous Research

Qualitative Research

To gain a greater understanding of the factors which influenced students in their decisions about part-time work, some researchers designed qualitative studies which provided for more in-depth individual data to be gathered. Green (1990), Reeders (1986) and Wilson et al. (1987) were among those who sought to gather qualitative data about the attitudes, perceptions and opinions which secondary students held about paid part-time work. Case studies or surveys combined with interviews were used to gather information about the social, occupational and educational significance of part-time work to individual students. Reeders (1986) used case study methods to gather data from 45 predominantly working class male students. He noted that the interview material was most useful for providing illustrative quotations because of the difficulty in making generalisations from the transcripts (Reeders, 1986, p. 32). Wilson et al. (1987) chose case studies of 24 students, selected to be representative of gender, ethnicity and school type available in the Melbourne region.

The parents and teachers of the students were also interviewed. Their responses were used to confirm student perceptions of part-time work or to provide contrasting opinions. For example, Wilson et al. (1987, p. 9) reported the perception of a student from a private school, which was confirmed by comments from an interview with parents from that school, that part-time work led to a broadened view of life by offering the opportunity of mixing with a more diverse range of people than was possible for the student in their home or school life.

Triangulation of Data

Jick (1979, p. 603) referred to this multiple perspective as triangulation of data stating that "triangulation may be used not only to examine the same phenomenon from multiple perspectives but also to enrich our understanding by allowing for new or deeper dimensions to emerge".

Between Methods Triangulation of Data

Denzin (cited in Jick, 1979, p. 602) described another kind of triangulation as the "between methods" type, when "two or more distinct methods are found to be congruent and yield comparable data". This form of triangulation is often achieved within one study by gathering data through questionnaires and semi-structured interviews. Caruthers (1990, p. 66) found that data gathered through a questionnaire was validated and further illuminated by the data which was gathered from a very small sample through semi-structured interviews.

Green's Study

Green (1990) chose the combination of questionnaire and semi-structured interview to conduct his study of 138 senior students from a school with a predominantly middle class population. The questionnaire was used to gather statistical data while the interview was used to gather qualitative data. Green (1990, p. 427) quoted Lofland and Lofland's (1984) description of the semi-structured interview as a "guided conversation whose goal is to elicit from the interviewee detailed materials that can be used in qualitative analysis". The interview schedule was guided by a conceptual framework, developed by Green, which defined the social contexts of part-time employment for his sample of secondary students.

This conceptual framework was also used as an initial set of data categories for the data reduction stage of data analysis.

Comparison of the Literature About Part-Time Work and Social Class

American Middle Class Students - Workers and Non-Workers

Green's (1990) study of 138 American middle class students supported the idea that situational factors would impact on the decisions which secondary students made about part-time work. Green's (1990) analysis of student decisions showed that the needs of the student, created by situational factors, influenced the attitudes and opinions which the student held about part-time work. The attitudes and opinions, in turn, influenced the decisions which the student made about part-time work. Green (1990) found that four categories of students participated in part-time work. One group of students were ready to move on to full-time employment and an adult life with family commitments. A second group had strong interests in academic and extracurricular activities but felt that part-time work was a useful time-structuring element in their lives. The third group used part-time work for social exploration of the workplace and to meet a wider range of people. The last group were simply interested in the material benefits which were possible through their part-time work earnings (Green, 1990, p. 429).

Green (1990) also identified two categories of non-working students. The first group were committed to academic and extracurricular activities and chose not to work. The second group, similar to the two groups identified by Hobbs and Grant (1991, p. 17), wished to work but did not have parental permission (Green, 1990, p. 430).

From analysis of the different attitudes and opinions about part-time work which were revealed, Green (1990, p. 432) concluded that these students were all exhibiting variations of an American middle class work ethic. This suggested that the population of this school

were influenced by the values of the neighbourhood which was made up of predominantly middle class families.

Shared Values With Various Australian Social Classes

However, the studies by Hobbs and Grant (1991), Wilson et al. (1987) and Reeders (1986), found that Australian students, who were not necessarily middle class, gave a similar range of reasons for working or not working to those given by the middle class group which were surveyed by Green (1990). For example, those students from Green's study who sought work experience which would lead to full time employment were reflected in Reeders' (1986) Australian study of working class male students. Reeders found that these students believed that part-time work gave them the opportunity to learn skills, make contacts and prove themselves worthy of an apprenticeship or full time job (Reeders, 1986, p. 33). Wilson et al. (1987) interviewed other unclassified students who offered reasons for working which were consistent with a category determined by Green (1990). The findings of Wilson et al. (1987, p. 5) supported Green's conclusion that, for some students, part-time work met their desire for material acquisitions and, for others, a desire to structure time or learn time management skills.

There also seemed to be shared values amongst the non-working students from different social groups. Hobbs and Grant (1991, p. 131) found, by surveying the non-working students from each of the 12 schools in their sample, that 25% - 30% of non-working students in most of the schools were "committed non-workers". As Green (1990) also found, this group of students preferred to spend their time on academic or leisure activities. This suggests that these students, from backgrounds which may be different or similar, shared values irrespective of their backgrounds.

Differences Amongst Various Social Classes

There were also apparent differences amongst the groups. Green's (1990) research, and findings by Berryman and Schneider (1982), offered evidence of a contrast in the job search skills of some students. Green (1990, p. 430) identified a group of students, from his middle

class sample, who worked selectively according to their academic and recreational priorities. These students seemed to have a clear understanding of the labour market and to make use of that knowledge. In contrast, Berryman & Schneider (1982) found that, in their sample, a large number of students not involved in part-time work claimed that this was because they did not know how to find a job. It was not possible to compare these two groups, to identify the social or situational factors which may have been present, as little information was available about the sample in Berryman and Schneider's study. It would also be helpful to know whether the students from each group had participated in any vocational education classes.

Summary of the Literature About Part-Time Work and Full-Time Secondary Students

Although students of all types engage in part-time work, there is evidence to suggest that rates of participation are affected by social and situational factors such as gender, minority status, academic performance and, less conclusively, socio-economic status.

The most significant and positive outcome of part-time work for full-time students was the development of social skills such as self confidence, responsibility, communication skills and the maturity which came with financial independence. Some researchers believed that negative outcomes could result from part-time work although this was linked to those students who worked excessively long hours.

It was generally agreed by researchers that money was the primary reason why secondary students sought part-time jobs. Student responses indicated that the money might be used for personal or luxury spending, for saving or to help support the family. Some students also valued the work experience and skills which came from part-time work and recognised the resultant personal development.

The most common reasons given for not working were a commitment to study, sport or adolescent pursuits. There were also students who wished to work but for a number of reasons were unable. These students did not have parental permission, were unable to find a job or did not have transport to the workplace. Other reasons suggested a lack of confidence or skills in the student.

Whatever the reasons that students gave for the decisions they made about part-time work, it was apparent that social and situational factors were important because of their influence on the attitudes, perceptions and opinions which secondary students held about paid part-time work. The reports from the studies of Hobbs and Grant (1991) and Dalziel (cited in Ashenden, 1990) suggested that the decisions which students made might be influenced by factors within the school neighbourhood. While previous research offered a range of reasons which students gave for participation or non-participation in part-time work, it did not offer clear findings about the reasons for some apparent differences in participation rates between the socio-economic groups. The purpose of this study is to determine, through quantitative and qualitative methods, whether there are differences in the attitudes, perceptions and opinions about part-time work which are held by students from different socio-economic neighbourhoods.

Graphic Conceptual Framework

Reasons for participation or non-participation in part-time work by secondary students, based on research by Hobbs & Grant (1991), Green (1990) and Berryman & Schneider (1982).

Students may seek part-time work to:-

- earn money for - personal use
 - helping with family expenses
 - entertainment
 - saving
 - future education expenses
- develop work skills
- gain work experience
- get a reference
- meet a wide range of people
- make contacts for future jobs
- secure an apprenticeship

Students may not seek paid part-time work because:-

- they give priority to schoolwork
- sport is more important
- they have too many family commitments
- the parents won't give permission
- they have no transport to the workplace
- they lack the confidence to apply for a job
- they prefer to have free time
- they don't think they are skilled enough

(Framework continues)

Graphic Conceptual Framework (continued)

Students may seek paid part-time work but be unsuccessful in their job search because:-

- they have poor job search skills
- there is a shortage of part-time jobs
- they lack confidence

Research findings about patterns of participation in part-time work for secondary students from different socio-economic groups

- Students from middle income families are more likely to have a part-time job than students from high or low income families (Kablaoui & Pautler, 1991).
- Students from high income families are more likely to have a part-time job than students from low or middle income families (Cornish & Coventry, 1984).
- Students from wealthy suburbs are more likely to have a part-time job than students from working class suburbs (Dalziel, cited in Ashenden, 1990).
- Students who maintain high academic results and are from wealthier families are more easily able to selectively enter and leave the part-time labour market (Green, 1990; Ashenden, 1990)

CHAPTER 3. METHOD OF THE STUDY

Design of the Study

This study was designed to survey a sample population of Year 11 students, drawn equally from neighbourhoods of high, middle and low socio-economic status. The purpose of the study was to gather data regarding the attitudes, perceptions and opinions about part-time work held by some Year 11 students to determine whether there were differences amongst the students from high, middle and low SENS.

Quantitative and qualitative approaches of data collection, through questionnaire and semi-structured interview, were used to achieve the "between methods" triangulation as described by Denzin (cited in Jick, 1979, p. 602) and advocated by Carruthers (1990, p. 66). (See Chapter 2. Literature Review, p.18).

Description of the Population Sample

The School Sample

The schools were selected from the southern metropolitan area. The socio-economic status of each secondary school neighbourhood in the southern metropolitan area was identified using Census 81 and Census 86 data in Perth: a social atlas. Six schools were selected: two in high socio-economic neighbourhoods, two in middle socio-economic neighbourhoods and two in low socio-economic neighbourhoods. The Priority Schools Program List from the Ministry of Education was used as a guide for the selection of two schools from low socio-economic neighbourhoods.

Schools in Low Socio-Economic Neighbourhoods

School 1 - The school population, transient in nature, is in the 800 - 850 range. The majority of the student population is of first or second generation British migrant background. There is a high level of socio-economic disadvantage shown in the school population, and in the local

community, which also has high levels of unemployment. Students commonly live in state housing or rental properties.

School 2 - The school population is approximately 730, including a small minority of students from areas outside of the school neighbourhood. Approximately 30% of students are from low income families. There is a mix of students who live in state housing, rental or private properties. The community is strongly multicultural, as is the school population.

Schools in Middle Socio-Economic Neighbourhoods

School 3 - The school population is approximately 1220. The students are from the older housing areas or the wealthier new suburbs. There is a small minority of students of Asian background. The neighbourhood is in the upper middle socio-economic range.

School 4 - The school population is approximately 1100 students. There is a mix of students from state housing and private properties. The majority of students are Australian born with a small minority who are from the United Kingdom. The neighbourhood suffers a very high unemployment rate and is in the lower middle socio-economic range.

Schools in High Socio-Economic Neighbourhoods

School 5 - The school population is approximately 1200 and is mainly Australian born with a small minority of Asian born students and students of Asian descent. Most families live in the wealthier private housing areas.

School 6 - The school population is approximately 1400 and is strongly multicultural. A significant number of students are Asian born. Most families live in the wealthier private housing areas.

The Student Sample

Each school was asked to grant access to a TEE English class or a Horizontal Form class so as to avoid a sample which was skewed by academic interest or ability. It was necessary to compromise with some schools because of the low class numbers available naturally or because of excursions. A minimum of 22 was set for a final sample size in each school, although a lesser number was accepted for Schools 4 and 5 because of their poor return rate of consent forms. The composition of the final sample is shown in Table 1.

Table 1

Composition of the Final Student Sample per SEN

SEN	N	Classes selected
Low		
School 1	26	1 TEE English, 1 Senior English
School 2	27	1 Foundation Mathematics
Middle		
School 3	23	2 TEE English
School 4	16	2 TEE English
High		
School 5	16	2 Horizontal Form
School 6	23	2 TEE English

The Interview Sample

Twelve students, two working and two non-working students from each SEN, were randomly selected from those students who had given permission to be interviewed. This group of students comprised 5 workers and 12 non-workers in the Low SEN, 15 workers and 12

non-workers in the Middle SEN and 9 workers and 10 non-workers in the High SEN. Gender balance was not considered.

Data-Gathering Instruments

The Questionnaire

A branching questionnaire was developed from the preliminary range of opinions and perceptions which had been gathered from the literature regarding secondary students and their relationships with paid part-time work (see Appendix A - Trial Questionnaire and Appendix B - Questionnaire). The questionnaire was used to assess, in the sample population, the level of agreement with, or level of importance of, given items related to part-time work, or the frequency of spending of the part-time wage on given items and to establish the range of opinions held within this population. Provision was made for unanticipated responses in each question with an Other category of response.

All students were asked biographical questions in Section 1. They were then directed to a section for working students if they had worked in 1992 or 1993 or to a section for non-working students if they had not held a job during this period. Students were questioned on several aspects of part-time work and asked to respond using 5 point Likert Scales. The responses indicated the importance to the student of given items in the questionnaire or the student's level of agreement with given items in the questionnaire. The verbal anchors in the scale used to assess the importance to a student of given items in the questionnaire were very important, important, unsure, not very important and not important. The verbal anchors used to assess a student's level of agreement with given items in the questionnaire were strongly agree, agree, unsure, disagree and strongly disagree. The verbal anchors used to assess the spending of the part-time wage were always, sometimes, unsure, hardly ever and not at all. Anderson (1990, p. 212) recommended the use of a neutral position so as to encourage a more complete response rate for each question.

Each questionnaire had a detachable slip on which the student recorded their name, section of the questionnaire which was answered and whether they had given permission to be interviewed. This slip was collected separately, to preserve confidentiality, and used to stratify and randomly draw the interview sample (see Appendix C).

The Interview

Following an initial analysis of the questionnaire responses, a semi-structured interview schedule was developed for those students who were workers (see Appendix D) and another for those who were non-workers (see Appendix E). Common questions and questions relevant to the working status of the student were asked of each student. Prompt or probing questions were included where appropriate.

Procedure

Developing the Questionnaire

Previous studies (Hobbs & Grant, 1991; Nolan & Hagen, 1989; Wilson et al, 1987; Reeders, 1988) of secondary students and their relationships with paid part-time work have pointed out a range of attitudes and opinions which the students hold about part-time work. These were used as a preliminary set of responses to guide informal discussions, individually and in twos and threes, with a small group of 6 Year 11 students. These students came from a range of neighbourhoods which were similar to the range in the sample. The discussions were used to determine appropriate language and to test the completeness of the preliminary range of opinions. During the time when the discussions were held, the researcher developed a questionnaire based on the range of opinions drawn from the literature and guided by the language and responses of the small group of students. This strategy was recommended by Marshall & Duignan (cited in McPherson, 1987, p. 128). In particular, the strategy of using the knowledge and language of the small group of students

helped guard against inappropriate terminology which may have caused invalid responses. The questionnaire was then trialled on the small group of students. Following this trial, changes were made to correct errors and ambiguities in the wording and instructions of the instrument. To address the reliability of the questionnaire, the trial instrument was shown to a number of research advisers for comment and recommendations. No statistical tests for reliability or validity were conducted.

The questionnaire was designed so that in Section 1, all students answered 4 questions to determine their participation in upper and lower school career education and one question regarding receipt of AUSTUDY and gender of the participant. A final question in Section 1 regarding the part-time work history of the student, directed respondents classified as workers to Section 2 and respondents classified as non-workers to Section 3 of the branching questionnaire.

Students classified as workers were asked to respond to 7 questions which asked for details of the student's work times, job search strategies, current status in the part-time labour market and whether part-time work had influenced decisions about post-compulsory schooling. Respondents were then asked to indicate the level of importance or the level of agreement with 47 items related to reasons for working, use of the part-time work wage, beliefs about part-time work, relationships between school and part-time work and the advantages and disadvantages of part-time work.

Students classified as non-workers were asked questions which stratified respondents into those who were actively seeking part-time work and those who were not. Job seekers were questioned on their job search strategies and reasons for wanting a part-time job. All students classified as non-workers then responded to 28 items related to reasons for not having a part-time job, beliefs about part-time work and relationships between school and

part-time work. The items in Section 2 and 3 related to reasons for working, beliefs about part-time work and relationships between school and part-time work were duplicated.

Trialling the Questionnaire

The questionnaire was trialled on a separate Year 11 Work Studies class of 14 students to further test its validity and reliability. Following a brief introduction to the class by the researcher, information letters to the parent and student (see Appendix F) and parent/student consent forms (see Appendix G) were distributed to the students. Two days later, the questionnaire was administered. The questionnaires were not coded and the procedure took 30 minutes.

Following analysis of the responses from the trial class, some instructions within the questionnaire were clarified and further responses were added to some questions. A ranking scale in the question regarding the use of part-time wages was changed to a Likert scale as this gave a clearer indication of how students used their wages (see Appendixes A & B).

Developing the Interview Questions

Questionnaire responses were tallied in Likert Scale categories per item and per SEN. Additional written comments in the questionnaire were categorised and recorded. Interview questions were developed to gain information about the current part-time employment status of the student, to give the student an opportunity to expand on reasons for working or not working and to offer an opinion or perception about career education classes and the relationship between school and part-time work. Although some common questions were asked, separate interview schedules were used for students classified as workers and those classified as non-workers. In each classification, students were asked standard questions and initially offered a range of responses. The language and knowledge of the small group of 6 Year 11 students and a trial of the instrument were used to address the reliability and validity of the interview schedule. No statistical tests were used to test the reliability or validity of the instrument.

Trialling the Interview Questions

The interview questions were trialled on the six students who were involved in the initial informal discussions during the development of the questionnaire. During the trial, probing open questions were developed and used if the dialogue became stilted or when a point needed clarification or seemed worthy of further investigation. Student responses were recorded as spoken and paraphrased back to the student to ensure proper understanding by the researcher. The trial of the interview, using students who were similar to the respondents in the sample and who had contributed to the initial development of the language and items in the questionnaire, attended to the validity of the interview instrument.

Preparation of the Sample Schools

The Principals of the six schools selected were telephoned to gauge their initial interest in the project. One school declined to participate and was replaced by a school in a similar socio-economic neighbourhood. The Principals were then contacted in writing (see Appendix H). Information packages including a sample of the student/parent information letter and consent form (see Appendixes I and J) and a copy of the questionnaire (see Appendix B) were sent to each school, four weeks before the end of Term 3.

Each Principal, when telephoned within a week of delivery of the information packages, offered provisional support dependent on staff members being willing to become involved in the project. Following staff meetings, each Principal indicated a staff member, the Head of Department or Year Co-ordinator, who had agreed to act as the liaison person. A timetable to conduct the survey was negotiated through these people.

Data gathering commenced in the last 2 weeks of Term 3 and was completed by the end of the second week of Term 4.

Obtaining Student and Parent Consent

In each school, students were given a student/parent information letter and consent form (see Appendixes I and J), a minimum of 2 days and a maximum of 4 days prior to the administration of the survey. The information letters were distributed by the researcher following a brief introduction to the class. In two schools, where it was necessary to add further classes in an attempt to achieve a minimum sample size, the class teacher distributed this second set of letters because of time constraints.

Administering the Questionnaire

The questionnaires were administered during the last 2 weeks of Term 3. The questionnaire was administered to each intact class, or combined class, by the researcher in a classroom situation. Students completed the questionnaires following a brief introduction to clarify the purpose and layout of the questionnaire.

On completion of the survey, the detachable slip was removed and the slips and questionnaires filed separately. Each class required a maximum of 30 minutes to complete the process.

Conducting the Interviews

On the first day of Term 4, schools were informed by hand delivered mail of the students who had been selected for an interview (see Appendix K). The liaison person in each school was telephoned the following day and a timetable and location for the interviews was established. The interviews were conducted from the middle of the first week to the middle of the second week of Term 4.

Two working students and 2 non-working students from each socio-economic category were interviewed, individually, in a 10 minute interview. Each student was interviewed at their own school. The interviews took place in a private room or in a private outdoor area. The interviewer and the respondent were comfortably seated in a semi-facing position with the aim of creating a relaxed atmosphere. Each student was reminded that the interview was

voluntary and that the student had the right to not answer any question. Student responses were recorded, as they were spoken, on to an interview form. The researcher paraphrased the answers back to the respondent to ensure clarity of understanding. Probing questions were used where the dialogue faltered, when further explanation was necessary or when a point seemed worthy of further exploration. Responses and further questions were recorded on an interview form. Audio-taping was not used as very few students gave permission.

Concluding the Data Gathering

Final letters of appreciation, advising of the completion of data gathering, were sent to each Principal (see Appendix H). Similar letters were also sent to the liaison person in the trial school (see Appendix M) and to the liaison person in each of the six schools (see Appendix N).

Data Analysis Procedures

Analysis of Questionnaire Data

The response choices for each item in the questionnaire were first scored as follows. Where a choice was to be made between yes or no, yes was scored as 1 and no was scored as 2. Where more than one response could be given within one question, the choices were scored as 1, 0, 1, 0 continuously. Likert Scale response choices were assigned a score of 1 to 5. The choices of very important, strongly agree and always were scored as 1 and the choices of not important, strongly disagree and not at all were scored as 5. Data were recorded using a Wordstar 4.4 non document file. This record was used to tally responses per item per SEN. Numerical data were then converted to percentages for comparison amongst the SENs.

Means were calculated for each item in a Likert Scale based on the assignment of scores from 1 - 5 to the response choices. Using the EDSTATS package, one way ANOVAs and Scheffe Tests were used to identify significant differences ($p < .01$) amongst the SENs. As ANOVAs were conducted on 131 consecutive questionnaire items, thus increasing the

likelihood of a Type 1 error, the level of probability was set at .01 as a rigorous test for significant differences.

Analysis of Interview Data

The interview responses were subjected to content analysis. The responses of each individual were summarised and categorised. The conceptual framework, derived through a review of the literature and used to develop the questionnaire items, was used to determine the data categories. Quotes from individual students were used to present individual view points which gave greater depth to the statistical information gathered from the questionnaire.

CHAPTER 4. RESULTS OF THE STUDY

Summary Statement

A branching questionnaire was administered to all subjects which stratified the sample into students who had worked in a paid part-time job during 1992 or 1993 and students who did not have a paid part-time job during this period. Following preliminary analysis of the questionnaire responses, 12 students were interviewed using a semi-structured interview schedule. See Chapter 3, p. 25 for a description of this sample.

Means were calculated for each item in a Likert Scale based on an assignment of scores from 1 - 5 to the response choices. The scales, very important, strongly agree and always were scored as 1 and not important, strongly disagree and not at all were scored as 5. Descriptive statistical methods of ANOVA and the Scheffe Test were used to identify significant differences ($p < .01$) amongst the SENs. As multiple ANOVAS were conducted on the data from the questionnaire, increasing the likelihood of a Type 1 error the probability level was set at .01 as a rigorous test for significance.

Importance was placed on a qualitative approach to data gathering and analysis as it was considered vital to observe the level of agreement or the level of importance which students in each SEN attributed to each item in the survey and also to obtain individual comments to gain a greater depth of understanding of the data. A significant difference, ($p < .001$) was found on the following item.

I usually use the wage from my part-time job to help the family with expenses (eg clothes, sports equipment).

$p = .001$ Low SEN v Middle SEN ($p = .001$)

Low SEN v High SEN ($p = .108$)

Middle SEN v High SEN ($p = .309$)

The findings of this study are discussed in detail in the following Research Questions. Full details of the distribution of students responses, in percentages per SEN, are contained in Appendix P.

Findings

The Distribution of Workers and Non-Workers in Each SEN

Table 2 shows the percentage of students in each SEN who were workers, non-workers and job-seekers.

Table 2

Workers, Non-workers and Part-Time Job Seekers in each SEN

	% of Students		
	Low	Middle	High
Status	n=53	n=39	n=39
Part-time work			
Worker	45.28	61.54	41.02
Non-worker	54.72	38.41	58.97
Part-time job seeker	32.08	20.51	20.51

Comparison amongst the socio-economic groups on the distribution of workers, non-workers and job seekers.

The Middle SEN had the highest percentage (61.54%) of workers and the High SEN had the lowest percentage (41.02%) of students who were workers. The Low SEN had the highest percentage (32.08%) of students who were looking for a part-time job.

Note: See Appendix O, Table O-1 for a full report of the percentage of workers, non-workers and part-time job seekers in each school in the sample.

Research Question 1

Is there a difference in the attitudes, perceptions and opinions about paid part-time work amongst Year 11 students from schools in neighbourhoods of different socio-economic status?

Students were surveyed on :-

- the degree of importance which they placed on given reasons for having or not having a part-time job,
- their level of agreement with given statements about the advantages and disadvantages of having a part-time job,
- how often they spent their pay on given items,
- the hours per week which they worked during term time and during school vacation,
- the type of job search strategies used, and
- whether having a part-time job did or would influence their decisions about completing post compulsory schooling.

The findings of Research Question 1 are detailed in the following subsidiary question reports.

The only significant difference ($p < .01$) found amongst the SENs was between the Low and Middle SENs involving how often each group used their pay to help the family with expenses ($p = < .001$, SEN 1 and SEN 2 $p = < .001$) (see Subsidiary Research Question 1.4).

Subsidiary Research Question 1.1

Is there a difference in the reasons given for having a part-time job amongst Year 11 students from different socio-economic neighbourhoods?

Table 3**Means of the Importance Given to Reasons for Having a Part-Time Job**

Reasons for having a part time job	Mean			One Way ANOVA		
	Low	Middle	High	F	P	Sig. Dif.
	SEN n=41	SEN n=32	SEN n=24			
to earn money	1.40(40)	1.29(31)	1.38	0.394	0.676	-
to meet different people	2.88	2.84(31)	2.38	1.388	0.255	-
to gain work skills	1.68	1.78	2.13	0.925	0.400	-
to work with friends	3.20(40)	3.41	3.33	0.037	0.964	-
to be independent	1.88	2.19	1.83(23)	0.919	0.403	-
my parents wanted me to	4.08(40)	3.72	4.17	1.220	0.300	-
to get a reference	1.95	1.81	2.63	4.007	0.021	-
to fill in time	4.10(40)	4.34	3.75	2.467	0.090	-
to make job contacts	2.51	2.38	3.08	1.808	0.170	-
might lead to apprenticeship	3.02	3.23	4.17	4.461	0.014	-
help support family	3.69	4.28	3.83(23)	3.054	0.052	-

(8 incomplete responses encountered)

Note. The values represent the mean scores from a Likert Scale where 1 = very important and 5 = not important.

*p < .01.

Comparisons amongst the socio-economic neighbourhoods on the level of importance placed on the given reasons for having a part-time job.

Note: See Appendix P, Table P-1, Table P-2 and Table P-3 for a full report of the percentage of student responses, per item, in each SEN.

There were no significant differences ($p < .01$) amongst the groups of students in the importance which they placed on any of the given reasons for working. Table 3 shows the mean level of importance placed on the various given reasons for having a part-time job within each SEN. The highest percentage (92.68% - 96.87%) of students from each SEN said that earning money was an important or very important reason for working. Over 60% of students in each SEN also said that getting a reference, gaining work skills, being independent and making contacts for future jobs were important or very important reasons for wanting a part-time job.

The interview data supported the finding that there were no differences amongst the groups according to why they wanted part-time work and gave examples of the personal needs which were met through part-time work. Each of the students who were interviewed said that their primary reason for having a part-time job was to earn money for personal expenses. A student from the High SEN said that "earning money to pay for my own personal expenses gives me the independence and power to make my own decisions". A student from the Low SEN explained further that "preparing for the future was equally as important as earning money for personal expenses". This student was saving for a car and ensuring that he had work in the future in case he could not get a full-time job. The interview comments from this student illustrated why gaining work skills was an important reason for working. The student said that he expected that his work experience would "show an employer that I have general skills and a knowledge of business" which would be transferable to any future job.

Other interview comments, by a student from the High SEN, gave examples of why meeting new people was an important reason for working. This student said that, through meeting many people, she had developed her communication skills and had been able to overcome previous shyness while gaining work experience. She also said that she had gained skills which were of use in English and Mathematics classes.

Subsidiary Research Question 1.2

Is there a difference in the gains said to come from part-time work amongst Year 11 students from different socio-economic neighbourhoods?

Table 4

Means of the Level of Agreement With the Gains From Paid Part-Time Work

Gains From Part-Time Work	Mean			<u>One Way ANOVA</u>		
	Low	Middle	High	F	P	Sig. Dif.
	SEN n=24	SEN n=24	SEN n=16			
social activities out of						
school	2.88	2.42	2.31	0.065	0.937	-
makes life more interesting	2.96	2.67	2.56	0.499	0.610	-
can buy the things I like	1.54	1.58	1.50	0.069	0.933	-
meet interesting people	2.29	1.92	2.06	0.670	0.515	-
want better school results	2.33	3.25	2.94	1.550	0.220	-
new skills/useful at school	2.96	2.70(23)	2.94	0.283	0.755	-
access expensive activities	2.71	2.25	2.44	0.908	0.409	-
help family meet expenses	2.83	3.25	3.44	2.252	0.114	-

(1 incomplete response encountered)

Note. The values represent the mean scores from a Likert Scale where 1 = strongly agree and 5 = strongly disagree.

*p< .01.

Table 5

Means of the Level of Agreement With the Skills Gained From Part-Time Work

Skills developed from part-time work	Mean			<u>One Way ANOVA</u>		
	Low	Middle	High			
	SEN n=53	SEN n=39	SEN n=39	F	P	Sig. Dif.
accept responsibility	1.70	1.62	1.44	2.090	0.128	-
make decisions	1.92	1.95	1.69	1.052	0.362	-
obey instructions	1.62	1.74	1.69	1.912	0.152	-
be punctual	1.83	1.72	1.51	1.718	0.183	-
be organised	1.70	1.59	1.51	0.925	0.399	-
communicate with many types	1.75	1.74	1.44	2.670	0.073	-
be more confident	1.60	1.74	1.46	1.422	0.244	-
learn about workplace	1.74	1.59	1.67	0.369	0.699	-

Note. The values represent the mean scores from a Likert Scale where 1 = strongly agree and 5 = strongly disagree.

* $p < .01$.

Comparisons amongst the socio-economic neighbourhoods on the level of agreement with the given advantages of paid part-time work.

Note: See Appendix P, Table P-4 to Table P-9 for a full report of the percentage of student responses, per item, in each SEN.

There were no significant differences ($p < .01$) amongst the groups of students in their level of agreement with the given list of advantages which might come from having a part-time job.

Table 4 and Table 5 show the mean level of agreement with each of the given advantages and given skills, respectively, within each SEN. The most frequently agreed to advantage, by 93.75%-100% of students from each SEN, was the freedom of choice in spending.

There were similarities amongst the students from each SEN, in their level of agreement about the skills which they developed through having a part-time job (see Table 5). Over 80% of the students in each SEN agreed or strongly agreed that part-time work was helpful in developing personal and workplace skills and knowledge.

The majority of students in each SEN also agreed about the social advantages of having a part-time job with 70.83% - 87.5% agreeing or strongly agreeing that they were able to meet interesting people and 62.50% - 66.66% agreeing or strongly agreeing that their social activities were broadened.

The comments from the students who were interviewed supported and expanded on the data gathered from the questionnaires. The following interview excerpts gave examples of some student perceptions of the advantages of part-time work and the value which was placed on these by individuals. A student from the High SEN said that the financial independence, which was a benefit of working, enabled her to make her own decisions. She commented that, "these are minor decisions but they prepare me for making major decisions in the future". However two students from the Middle SEN placed the value of getting work references and experience before the freedom of choice and help with recreation which came with earning money.

Subsidiary Research Question 1.3

Are there differences in the disadvantages thought to come from part-time work amongst Year 11 students from different socio-economic neighbourhoods?

Table 6**Means of the Level of Agreement With the Disadvantages of Having a Part-Time Job**

Disadvantages of having a part-time job	Mean			One Way ANOVA		
	Low	Middle	High			
	SEN	SEN	SEN			
	n=24	n=24	n=16	F	P	sig. Dif.
hard to complete homework	2.58	3.17	3.44	2.244	0.115	-
hard to spend time with friends	2.88	3.08	3.38	0.808	0.450	-
feel tired at school	3.08	3.13	3.75	1.676	0.196	-
hard to find time for interests	3.04	3.35(23)	3.75	1.843	0.167	-
hard to take part in sport	3.17	3.21	3.88	1.699	0.191	-

(1 incomplete response encountered)

Note. The values represent the mean scores from a Likert Scale where 1 = strongly agree and 5 = strongly disagree.

*p < .01.

Comparisons amongst the socio-economic neighbourhoods on the level of agreement with the given list of disadvantages of paid part-time work.

Note: See Appendix P, Table P-10, Table P-11 and Table P-12 for a full report of the percentage of student responses, per item, in each SEN.

There were no significant differences ($p < .01$) amongst students from the Low, Middle and High SENs in their level of agreement with the given list of disadvantages. Table 6 shows

the mean level of agreement in each SEN with each given disadvantage. Overall, it seemed that the students from each SEN did not agree that having a part-time job adversely affected the time which they had available for other activities, although there were exceptions. The students in the Low SEN seemed more likely than the students from the Middle or High SENs, to experience difficulties in finding time for some other activities. In the Low SEN, 62.50% of students agreed or strongly agreed that having a part-time job made it difficult to find time for homework compared to 41.67% of students from the Middle SEN and 25% of students from the High SEN. Students from the Low SEN were fairly evenly divided in agreeing or disagreeing that their time for sport, leisure or rest was affected by having a part-time job whereas 63.50% - 81.25% of students from the High SEN and 54.18% - 66.67% of students from the Middle SEN disagreed or strongly disagreed with these suggested disadvantages.

Although data from the questionnaires suggested that students in general did not experience difficulties in finding time for part-time work and other activities, the comments from those students who were interviewed gave examples of the pressure of time felt by individual students from each SEN and showed how these students coped with all of their commitments. A student from the Middle SEN said that while having a part-time job didn't stop him from participating in other activities, he missed simply having free time to "bludge". This lack of free time was confirmed by a student from the Low SEN who described how she must set a "really strict schedule" in order to cope with work and school. This student also commented on the stress which she often felt. Another student from the Low SEN agreed about the stress but said that work could also relieve stress from other situations as he was able to "get away from everything else". Two students, one from the Low SEN and one from the High SEN said that they had modified their sports schedules to fit in with their part-time jobs. These students emphasised the importance of sport and work in their lives.

Subsidiary Research Question 1.4

Is there a difference in the use of part-time work wages amongst Year 11 students from different socio-economic neighbourhoods?

Table 7

Means of the Frequency With Which the Part-Time Work Wage was Spent on Given Items

Expenditure	Mean			One Way ANOVA			Significant differences Scheffe (P)		
	Low	Middle	High				SEN v SEN		
	SEN	SEN	SEN						
	n=24	n=24	n=18	F	P	Sig. Dif.	LvM	LvH	MvH
help parents/expenses	2.25	3.88	3.19	8.695	0.001	0.001	0.001	0.108	0.309
personal items	1.67	1.98	1.88	1.250	1.294	-	-	-	-
save	1.98	1.80	2.00	0.033	0.967	-	-	-	-
entertainment	2.46	1.83	2.19	0.994	0.376	-	-	-	-
snacks, drinks etc	2.79	2.71	2.50	0.299	0.742	-	-	-	-
give to parents	3.88	4.29	4.47(15)	1.628	0.205	-	-	-	-
save for a car	2.54	2.58	2.81	0.145	0.865	-	-	-	-
save for university	3.92	4.00(23)	4.27(15)	0.336	0.716	-	-	-	-
car expenses	4.38	3.58	4.53(15)	2.686	0.078	-	-	-	-
pay back debts	3.75	3.75	4.00(15)	0.157	0.855	-	-	-	-

(5 incomplete responses encountered)

Note. The values represent the mean scores from a Likert Scale where 1 = always and 5 = not at all.

*p< .01

Comparisons amongst the socio-economic neighbourhoods on how frequently students spend their wage on each of the given items.

Note: See Appendix P, Table P-13, Table P-14 and Table P-15 for a full report of the percentage of student responses, per item, in each SEN.

There was a significant difference ($p < .01$) between the students from the Low and Middle SENs in the use of the wage to help parents with those family expenses, such as clothes or excursions, related to the activities of the student. Table 7 shows the mean frequency of spending for each of the given items in each SEN. A majority of 75% of students from the Low SEN said that they always or sometimes used their wage to help parents in contrast to 75% of students from the Middle SEN who said that they hardly ever or never used their wage to help with this family expense. Students from the High SEN were evenly divided between those who did and those who did not usually help parents with expenses.

There were no significant differences ($p < .01$) amongst the SENs for the other given ways of spending the part-time wage (see Table 7). The majority (62.5% - 95.86%) of students from each SEN appeared to divide their income between saving and spending on incidentals and entertainment or personal items. The highest percentage (93.75% - 95.86%) of students from each SEN said that they always or sometimes spent their wages on personal items.

Subsidiary Research Question 1.5

Is there a difference in the job search strategies used by Year 11 students from different socio-economic neighbourhoods?

Table 8**Mean Number of Students Using Given Job Search Strategies**

Job search strategies	Mean			<u>One Way ANOVA</u>		
	Low	Middle	High			
	SEN n=41	SEN n=32	SEN n=24	F	P	Sig. Dif.
newspaper advertisements	0.34	0.22	0.21	0.969	0.383	-
employer's noticeboard	0.29	-	0.04	3.140	0.048	-
CES	0.07	0.03	0.08	3.417	0.037	-
friend's employers	0.32	0.28	0.13	0.977	0.380	-
parents helped	0.29	0.13	0.29	2.329	0.103	-
asked relatives	0.10	0.19	-	3.422	0.037	-
direct approach	0.24	0.41	0.50	1.581	0.211	-
school work experience	-	0.13	0.04	1.731	0.259	-
application form	0.24	0.47	0.50	1.950	0.148	-

Note. The values represent the mean number of students using each strategy.

*p < .01.

Comparisons of the use of job search strategies amongst the socio-economic neighbourhoods.

Note: See Appendix P, Table P-16, for a full report of the percentage of student responses, per item, in each SEN.

There were no significant differences ($p < .01$) in the job search strategies used by the students in each SEN. As Table 8 shows, although each SEN used a wide range of strategies, the majority of strategies were used by only a few students in each SEN. In the Middle and High SENs, the highest percentages of students, 50% and 46.88% respectively, used the direct approach to seek a part-time job and the highest percentage of students (34.15%) in the Low SEN used job advertisements in the newspaper.

Subsidiary Research Question 1.6

Is there a difference in the reasons for not participating in paid part-time work amongst Year 11 students from different socio-economic neighbourhoods?

Please turn to next page for Table 9, Means of the Level of Importance of the Given Reasons for not Having a Part-Time Job.

Table 9

Means of the Level of Importance of the Given Reasons for not Having a Part-Time**Job**

Reasons for not having a part-time job	Mean			One Way ANOVA		
	Low	Middle	High	F	P	Sig. Dif.
	SEN n=29	SEN n=14	SEN n=23			
can't find a part-time job	3.10	2.64	3.65	2.423	0.097	-
don't need extra money	4.07	3.43	3.87	1.574	0.215	-
interfere with schoolwork	2.66	3.43	1.83	2.836	0.066	-
parents won't allow	4.48	4.43	4.13	0.754	0.475	-
too busy with sport	3.90	3.31(13)	3.52	2.526	0.088	-
work for own family	4.48	4.50	4.00	1.855	0.165	-
too much homework	3.64	2.93	2.13	3.941	0.024	-
I think not enough skills	4.32(28)	4.07	3.61	2.555	0.086	-
unsure how to look for a job	4.00	3.86	3.35	0.927	0.401	-
lack confidence to apply	3.70(27)	4.07	3.91	0.667	0.517	-
friends don't work	4.52	4.00	4.35	1.274	0.287	-
no transport to workplace	4.31	3.14	3.87	4.497	0.015	-
prefer to do voluntary work	4.52	4.50	4.17	1.224	0.300	-
don't want to work	4.00	3.50	3.83	1.171	0.317	-
AUSTUDY (or other)						
enough money	4.45	3.92(13)	4.48(21)	1.413	0.251	-

(8 incomplete responses encountered)

Note. The values represent the mean scores from a Likert Scale where 1 = very important and 5 = not important.

*p< .01.

Comparisons amongst the socio-economic groups on the level of importance of the given list of reasons for not working.

Note: See Appendix P, Table P-17, Table P-18 and Table P-19 for a full report of the percentage of student responses, per item, in each SEN.

There were no significant differences ($p < .01$) amongst the SENs on the level of importance which students placed on any of the given reasons for not having a part-time job. Table 9 shows the mean level of importance which each SEN placed on each of the suggested disadvantages. Concerns about academic performance appeared to be the most common reason for not having a part-time job which was given importance by the students from each SEN. A majority of 82.61% of students from the High SEN and 50% of students from the Middle SEN said that having too much homework was an important or very important reason for not having a part-time job. Majorities of 86.96% of students from the High SEN and 55.17% of students from the Low SEN placed importance on concern about the effect which having a part-time job would have on school work as a reason for not having a part-time job. The majority (64.29% - 86.21) of students from each SEN seemed not to be influenced in their decisions about having a part-time job by their parents, family or friends.

In each of the SENs, there were high percentages (13.79% - 26.09%) of "unsure" responses to the reasons for not having a part-time job related to work skills, personal confidence and job search skills. The highest percentages of these responses were from the High SEN.

Subsidiary Research Question 1.7

Is there a difference in whether paid part-time work influences the decisions about completion of post-compulsory schooling amongst Year 11 students from different socio-economic neighbourhoods?

Table 10

The Mean Scores of the Influence of Having a Part-Time Job on Decisions About Post-Compulsory Schooling

Mean					
Low	Middle	High	<u>One Way ANOVA</u>		
SEN	SEN	SEN	F	P	Sig. Dif.
n=53	n=39	n=39			
1.72	1.77	1.59	0.551	0.578	-

Note. The values represent the mean scores of a scale where 1 = yes and 2 = no.

* $p < .01$.

Comparisons amongst the socio-economic groups about the influence of having a part-time job on decisions about completion of post-compulsory schooling.

Note: See Appendix P, Table P-20 for a full report of the percentage of student responses, per item, in each SEN.

There were no significant differences ($p < .01$) amongst the groups in the influence which having a part-time job would have on decisions about post-compulsory schooling (see Table 10). The majority (71.70% - 82.05%) of students in each SEN said that the decisions which they made about the completion of post-compulsory schooling were not, or would not be, influenced by having a part-time job.

The interview data supported the questionnaire data as all of those interviewed said that their decisions about post-compulsory schooling were not or would not be influenced by having a part-time job. However, comments added to the questionnaire, by students who were in the minority as they were influenced by having a part-time job, gave examples of the perceptions and opinions which some individuals held about school and part-time work. A student from the Low SEN said that having a part-time job gave him a "starting block so as to be able to go up in the world". He added that school did not give such support. While this student appeared to have a positive view of work and a negative one of school, he still saw the need to continue at school. Two other students, one from the Low SEN and one from the Middle SEN, were influenced to continue at school because they were unhappy with their experiences in the part-time workplace. Each realised that they wanted a better quality of employment than that offered to unskilled workers and thought that further education would provide a pathway to this.

Subsidiary Research Question 1.8

Is there a difference in the hours per week worked in a part-time job amongst Year 11 students from different socio-economic neighbourhoods?

Students were asked to estimate the number of hours per week, within given ranges, which they worked in their part-time job, during term time and during school vacations. Table 11, on the following page, describes the minimum and maximum mean hours per week which students said they worked.

Table 11

The Minimum and Maximum Hours per Week Worked by Students During Term Time and School Vacation

Time worked in a part-time job	Mean hours/week			One Way ANOVA		
	Low	Middle	High	F	P	Sig. Dif.
	SEN	SEN	SEN			
	n=22	n=22	n=19			
Term				1.054	0.355	-
Minimum	8	6	8			
Maximum	10	8	10			-
Vacation				1.190	0.312	-
Minimum	9	11	12			
Maximum	11	12	13			

*p<.01.

Comparisons amongst the socio-economic groups on the hours per week worked by students in each SEN.

There were no significant differences (p<.01) amongst the SENs in the average hours worked during term or vacation. During term, the students from the Low and High SENs worked an average of 9 hours per week and the students from the Middle SEN, an average of 7 hours per week. These times increased during vacations when students in the Low SEN worked an average of 10 hours per week, students in the Middle SEN an average of 11.5 hours per week and students in the High SEN worked an average of 12.5 hours per week.

Research Question 2

Is there a difference in the attitudes, perceptions and opinions about a school and paid part-time work relationship between Year 11 students from schools in neighbourhoods of different socio-economic status?

Students were given five statements, each describing a possible way in which schools could become involved with students and their part-time work, and asked to indicate their level of agreement with each statement. The mean of the responses for each statement are presented in the following Table 12.

Table 12

Means of the Level of Agreement With Each Given Statement About a School and Part-Time Work Relationship

Relationship statement	Mean			<u>One Way ANOVA</u>		
	Low	Middle	High	F	P	Sig. Dif.
	SEN n=53	SEN n=39	SEN n=39			
School representative should help students find p/t work.	2.81	2.90	2.90	0.084	0.920	-
P/t work experiences should be discussed in class.	2.84	2.28	2.77	1.356	0.261	-
P/t work experiences are discussed in class.	3.29(52)	2.95	3.36	2.359	0.099	-
P/t work experiences should be used for assignment topics.	3.40	3.15	3.59	1.684	0.190	-
Skills gained through p/t work should be used for assessment.	3.53	3.33	3.79	1523	0.222	-

(1 incomplete response encountered)

Note. The values represent the mean scores from a Likert Scale where 1 = strongly agree and 5 = strongly disagree.

*p<.01.

Comparisons amongst the socio-economic groups on their level of agreement with the given statements about school and part-time work relationships.

Note: See Appendix P, Table P-21, Table P-22 and Table P-23 for a full report of the percentage of student responses, per item, in each SEN.

There were no significant differences ($p < .01$) amongst the SENs for each of the given statements about a school and part-time work relationship.

In each of the SENs, a large percentage (12.82% - 41.03%) of students indicated that they were "unsure" about each of the five given statements about a relationship between school and part-time work. This meant that, in most cases, less than 50% of students in each SEN indicated agreement or disagreement with each of the five statements.

The ambivalence of these responses was clarified by the comments which many students added to the questionnaire to express their opinion about the degree to which there should be a school and part-time work relationship. For example, a student from the Low SEN and one from the Middle SEN thought that school should not play any part in the working lives of students. Further explanations were offered by another student from the Middle SEN who said that it was a good idea to keep paid part-time work separate from school as there were advantages to having school based work experience programs as well as privately obtained paid part-time work. With both alternatives available, he was able to explore a wider range of employment options. He also said that he would not like to have teacher interference in what he regarded as his private work life.

Further comments, from those students who were interviewed, suggested that students might want a school and part-time work relationship which differed from the five suggested

relationships. There was a strong call for work experience programs from all of the students who were interviewed. The non-working students particularly recommended programs which were not necessarily linked to a Work Studies unit. One student from the High SEN said that it would be "good to link work and school as the same abilities were needed in both areas". Another student from the High SEN suggested that work experience be incorporated into other subjects as well as Work Studies. This student had chosen not to do Work Studies because of the experiences of friends who felt that there had been too much school work and study to catch up with after doing work experience. A student from the Low SEN wanted the school to organise broader work experience programs as timetabling problems were met when trying to include Work Studies with preferred subject areas. Several students added comments about the school and work relationship as it affected them as a student and a part-time worker. Many students commented on the amount of time which part-time work took from schoolwork and study time. A student from the Low SEN warned that "students should seriously consider their school workload before taking on any extra form of employment". A student from the Middle SEN asked for less homework as a compensation to those students who worked. However this student strongly disagreed that skills gained through part-time work be used as a school assessment item and so had not seen this as a means of "compensating".

Research Question 3

Does participation in a Vocational Education or Work Studies class influence the attitudes, perceptions and opinions about paid part-time work held by Year 11 students from schools in neighbourhoods of different socio-economic status?

This question could not be answered at a statistical level because of the following problems which were encountered.

1. Student responses showed that many had received effective career education through subject areas other than Vocational Education and Work Studies, thereby making this research question difficult to answer.
2. Many of the students enrolled in Work Studies classes were absent on the days when the survey was administered. This factor was not known until the time of the survey.
3. Because of the necessity of completing the administration of the questionnaire by the end of Term 3, to suit school timetables, it was not possible to delay the survey until the following term.

Observations from the interviews and data from the questionnaires have been reported and discussed as these are of interest. Table 13, on the following page, describes the student enrolment, per SEN, in Vocational Education and Work Studies

Table 13

Percentage of Students per SEN who Attended Vocational Education and Work Studies Classes

	% of students		
	Low	Middle	High
Career education program	n=53	n=39	n=39
Vocational Education			
Participants	62.36	89.74	57.89
Non-participants	37.74	10.26	42.11
Work Studies			
Participants	9.43	12.82	5.13
Non-participants	90.57	87.18	94.87

Interview Comments about Career Education, Its Benefits and Provision.

Only one of the students interviewed was enrolled in a Work Studies class but all students were positive about the skills they had developed in Vocational Education classes in lower secondary school and through English, Home Economics and Business subjects.

Working students were clear about the benefits which career education had given them. A student from the High SEN thought that her particular school had been active in providing career education, including the creation of a register of job vacancies in the locality. This student said that Vocational Education students had been given good advice about job search skills in Year 10 and that this year, through the Independent Living unit in Home

Economics, she was receiving information about resumes, job applications, interviews and advice about the qualities which employers seek. Another student from the High SEN and one from the Low SEN each said that they had gained the confidence to apply for jobs following the information and work experience which they had gained from Vocational Education classes. Another student from the Low SEN said that the Vocational Education classes had been supported by advice and handouts given in an English class. She had found this combination very helpful. A student from the Middle SEN had not been in any specific career education units but said that job search skills taught in English and Typing classes had been of value.

A non-working student from the High SEN had also not been enrolled in any specific career education units. However, a Year 10 English unit had covered resumes and interview techniques which students were able to role play. This student said how valuable this had been as "I didn't know the techniques before and it raised my confidence". A second non-working student from this SEN said that she had gained confidence about interview techniques through her language studies. She believed that the communication skills which she had developed through oral testing would be transferable to job search situations.

Summary of Findings

Statistics of Workers and Non-Workers

The Middle SEN had the highest percentage (61.54%) of workers while the High Sen had the lowest percentage (41.02%). The Low SEN had the highest percentage (32.08%) of students who were actively seeking work. See Appendix O, Table O-1 for full details of the percentage of workers and non-workers in each school.

Research Question 1

Subsidiary Research Questions 1.1 - 1.8

1.1 Reasons for having a part-time job

There were no significant differences ($p < .01$) amongst the SENs in the level of importance which the students placed on the given reasons for having a part-time job. In each SEN, 92.68% - 96.87% of students placed importance on earning money as a reason for wanting a part-time job. Over 60% of students in each SEN also said that getting a reference, gaining work skills, being independent and making contacts for future jobs were important or very important reasons for wanting to engage in part-time work.

1.2 The advantages of having a part-time job

There were no significant differences ($p < .01$) amongst the SENs in the level of agreement which students indicated for the given list of advantages which might come from having a part-time job. In each SEN, 93.75% - 100% agreed or strongly agreed that freedom of choice in spending was an advantage of having a part-time job. Over 80% of students in each SEN also recognised the gains from part-time work which related to their personal development and their future work needs. The social advantages of having a part-time job were agreed with by 62.50% - 66.66% of students in each SEN.

1.3 The disadvantages of having a part-time job

There were no significant differences ($p < .01$) amongst the SENs in the level of agreement with any of the given disadvantages which might come from having a part-time job. Students generally did not agree that the time which they allocated to other activities was adversely affected by having a part-time job. In the High and Middle SENs, 63.50% - 81.25% and 54.18% - 66.67% of students, respectively, disagreed or strongly disagreed that their time for sport, leisure or rest was affected by having a part-time job. Students from the Low SEN were more evenly divided and seemed more likely to experience difficulties, particularly in allocating time for homework.

The interview responses provided more in-depth information and showed that students from each SEN felt pressure on their time but had adapted to this by developing routines which enabled them to cope with the demands of each aspect of their lives. This involved strict time scheduling and adapting sports timetables to meet work commitments.

1.4 How students used their part-time work wage

There was a significant difference ($p < .01$) between the Low SEN and the Middle SEN ($p = .001$) as 75% of students from the Low SEN said that they always or sometimes used their wage to help parents with expenses while 75% of students from the Middle SEN said that they hardly ever or never used their wage in this way. Apart from this expenditure, in each SEN, 62.5% - 95.86% of students appeared to divide their part-time wage amongst saving and spending on incidentals, entertainment or personal items.

1.5 Job search strategies used

There were no significant differences ($p < .01$) in the job search strategies which the students from each SEN made use of. Within each SEN, a wide range of job search strategies were used by small percentages of students. The highest percentages of students from the High and Middle SENs, 50% and 46.88% respectively, used the direct approach to seek work

while the highest percentage (34.15%) of students in the Low SEN used newspaper advertisements.

1.6 Reasons for not having a part-time job

There were no significant differences ($p < .01$) amongst the SENs in the level of importance which students placed on the given list of reasons for not having a part-time job. Concerns about academic performance seemed the most common reason for not working. The majority (64.29% - 86.21%) of students from each SEN seemed not to be influenced by the needs or wishes of parents, family or friends. In each of the SENs, there were high percentages (13.79% - 26.09%) of "unsure" responses to the given reasons for not working which were related to work skills, personal confidence and job search skills.

1.7 The influence of having a part-time job on decisions about completion of post-compulsory schooling

There were no significant differences ($p < .01$) amongst the groups as 71.70% - 82.05% of students in each SEN said that the decisions which they made about the completion of post-compulsory schooling were not, or would not be, influenced by having a part-time job. The comments of some students who were influenced in their decisions about post-compulsory schooling are of interest. A student from the Low SEN said that part-time work, but not school, gave him the opportunity and the support to better himself. Although this student intended to complete Year 12 he appeared to have a negative view of school. In comparison, two other students, one from the Low SEN and one from the Middle SEN, had unpleasant experiences in the workplace and decided to continue at school as they expected that further education would provide a pathway to better jobs.

1.8 The hours per week which students worked in part-time jobs

There were no significant differences ($p < .01$) amongst the SENs in the average hours per week which students worked during term and during school vacations. During term time, students in the Middle SEN worked the least hours, a maximum of 8 hours per week and students in the Low and High SENs worked a maximum of 10 hours per week.

Research Question 2

Student desire for a school and part-time work relationship

There were no significant differences ($p < .01$) amongst the SENs in their level of agreement with each of the suggested school and part-time work relationships. As a large percentage (12.82% - 41.03%) of students in each SEN indicated that they were "unsure" about each of the five given relationships, in most cases less than 50% of students in each SEN indicated agreement or disagreement with each statement.

Comments from individuals who were interviewed suggested that students would want a school and part-time work relationship that offered a range of work experience programs which could be incorporated into core subject areas. It seemed that many students were interested in gaining work experience and enrolling in Work Studies units, but not at the expense of their chosen subject areas.

Research Question 3

The influence of participation in Vocational Education and/or Work Studies classes

This question could not be answered at the statistical level as interview responses showed that students from each SEN had received effective career education in classes other than Vocational Education or Work Studies. Also, many of the students enrolled in Work Studies classes were absent on the days when the surveys were administered and it was not possible to reschedule the survey.

The students in each SEN who were interviewed, spoke highly of the value of the skills and knowledge learned in Vocational Education classes and through Business Studies, English, Home Economics. Also, one student said that she had learned transferable skills through her Language studies. The students said that they had gained confidence from the career education classes and had made use of the skills which they had learned.

Conclusion

Chapter 4 presented the qualitative and quantitative results of the study. The findings were that, except on one item, there were no significant differences amongst students from different SENs. Further analysis of the results and discussion of the findings are presented in Chapter 5.

CHAPTER 5. DISCUSSION OF THE FINDINGS

Introduction

The results of this study find that the students from each SEN shared similar attitudes, perceptions and opinions about part-time work. Amongst the SENs, there was one significant difference ($p < .01$). In the Low SEN 75% of students said that they used the wage from their part-time job to help their parents with expenses whereas 75% of students from the Middle SEN said that they did not usually do this ($p = .001$, Low SEN v Middle SEN $p = .001$). This difference may be based on the social factor of the relative wealth of the family and therefore the greater need for students in Low SENs to contribute to family finances.

For all other items in the survey, which examined students attitudes, perceptions and opinions about part-time work, there were no significant differences ($p < .01$) amongst the SENs. The findings for each research question are discussed as follows.

Research Question 1

Subsidiary Research Questions 1.1 - 1.8

1.1 Why do students work?

As other studies (Ashenden, 1990; Kablaoui & Pautler 1991; Wirtz et al., 1988) have found, the results of this study showed that students in each SEN worked primarily to earn money. However, importance was also placed on those reasons for working which were related to the students' development as future employees and to their personal and social development. The depressed state of the current teenage labour market may be a situational factor which influences students in their decision making about part-time work.

1.2 What are the gains from having a part-time job?

Kablaoui and Pautler (1991) found that the development of self confidence, responsibility, communication skills and independence were the positive outcomes for students with

part-time jobs. The responses from this study indicated that the students in each of the SENs agreed that these gains came from their part-time work.

1.3 What are the disadvantages of having a part-time job?

Kablaoui and Pautler (1991) found that students who worked excessive hours per week might be distracted from school, family and social activities. Within each SEN, students disagreed that having a part-time job affected the time which they had available for school, leisure, sport or rest. These students worked an average of 9 hours per week during term time. Hobbs and Grant (1990) found that students who worked more than 10 hours per week were likely to have problems in meeting school commitments. As these students are within this limit, it may explain why they disagreed with the given disadvantages involving time.

The interview comments showed that students did feel pressure on their time and gave examples of how individual students actively organised their lives to cope with school, sport and work commitments. This supports the finding of Nolan and Hagen (1989) that students are able to enjoy extended activities and have a part-time job, but needed to actively organise their lives and were successfully doing this.

Students from the Low SEN were more likely to experience difficulties in managing their time. Perhaps they experience more pressure because they may be working, in part, to supplement the family income, as the discussion of Subsidiary Research Question 1.4 suggests, and may be less successful in organising their lives.

1.4 How do students use their pay?

Students from the Low SEN were more likely to use the wage from their part-time job to help parents with expenses. This may support the suggestion from Wirtz et al. (1988) that students from Low socio-economic backgrounds are more likely to want a part-time job for financial security.

1.5 What job search strategies do students use?

Although there were no significant differences ($p < .01$), students from the Low SEN seemed more likely to use passive job search strategies using advertised vacancies in newspapers and employer's noticeboards whereas students from the Middle and High SEN seemed more likely to use the direct approach to employers. This may indicate that students from High and Middle SENs have more confidence in their job search activities, particularly as the Low SEN had a low percentage of students who were workers and the highest percentage of students who were seeking work.

1.6 Why do students not have part-time jobs?

Non-working students in each SEN were most likely to place importance on concerns about academic performance as a reason for not working. Hobbs and Grant (1990) and Green (1990) also found that non-working students gave priority to school commitments. As tertiary entry requirements have become more competitive because of the competitive labour market, these students may also be motivated by this situational factor, related to their future employment opportunities, as were the working students.

1.7 Does having a part-time job influence decisions about post-compulsory schooling?

The majority of students made decisions about completion of post-compulsory schooling which were not influenced by having a part-time job. Some individual comments, from students who were in the minority, gave examples of the different ways in which students might be influenced by having a part-time job. The comment from one student from the Low SEN, who said that his part-time job was of more benefit to his future than schooling, suggested that there may be a sub-group of students whose needs are not being met by the existing career education or other school programs. The comments from two other students, one from the Low SEN and one from the Middle SEN, who had poor experiences with part-time work, offered evidence that teachers may help students to achieve the most from

school and prepare them for their future by including teaching and learning opportunities which encourage in students a critical and social awareness of the workplace.

1.8 What hours per week do students work?

During term time, students in each SEN worked an average of 9 hours per week or less in a part-time job. This supported the finding by Ashenden (1990, p. 15) that 9 hours per week was the average time that Australian students worked in a part-time job.

During term time, the majority of students from each SEN worked less than 10 hours per week, this being the upper limit after which Hobbs and Grant (1991, p. 45) suggested that negative outcomes might result from having a part-time job.

Research Question 2

Do students want a relationship between school and part-time work?

Students in each SEN were undecided about the value of linking school and part-time work in any of the suggested ways. However, interview comments suggested that there was a need for broader work experience programs in schools. The results of this study showed that working and non-working students from each SEN recognised and valued the work experience, job skills and personal development which came from having a part-time job. Interview comments showed that those non-working students who also chose not to do, or were unable to do Work Studies were concerned that they were missing the opportunity of developing work skills and personal confidence but many placed a higher priority on their academic performance.

Research Question 3

The influence of career education programs

Responses from those students who were interviewed gave evidence of the effectiveness of integrating career education units or topics into a range of subjects. For some students, these units or topics supplemented their experiences with Lower School Vocational Education classes and for other students this was the only career education which was experienced. The fact that all students valued the skills and knowledge which they gained suggests that students would benefit if Career Education, through discrete subjects or integrated units, was co-ordinated throughout the school. Students would then have assured access at a level which was suited to their needs.

Additional Findings

The Low SEN had the highest percentage of job seekers and a low percentage of workers. These students also seemed more likely to use a passive rather than an active direct approach in their job search activities. This SEN included an area of high unemployment and social disadvantage. It is possible that these students would benefit from training in personal development and job search skills which they may be lacking.

CHAPTER 6. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study shows that the socio-economic status of the neighbourhood is not an influencing variable, at the .01 level, in the attitudes, perceptions and opinions of Year 11 students. Unlike the findings of Green's (1990) study, which categorised students according to their reasons for working or not working in a part-time job, the results of this study showed that students from the three SENs appeared to share similar attitudes, perceptions and opinions about the role of part-time work, whether or not they engaged in this activity. Part-time work was seen by working and non-working students in each SEN as a means of self development in terms of confidence, independence, communication skills and as a means of gaining work skills and work experience.

The findings of this study suggested that students in each SEN are concerned about their employment futures and make decisions about part-time work which are influenced by the competitive state of the current labour market. Some students chose to find part-time jobs, recognising the benefits which may be gained whereas others chose not to work so as to concentrate on school work as their goal for future success. The latter students also recognised the benefits of part-time work and expressed concern about their lack of opportunities to gain work experience.

School based work experience offers a similar opportunity to students. However it seems that a sub-group of students, from within each SEN, miss all opportunities for gaining work experience because of academic priorities and are concerned about the effect of this on their future when seeking full-time employment.

The results of this study also suggested that non-working students were hesitant about their work skills, their personal confidence and their job search skills. This may be related to their lack of work experience or limited career education opportunities.

In each SEN, the students who had part-time jobs disagreed that their time for other activities was affected by the time required for their job. However the students from the Low SEN seemed more likely to experience difficulties with time management, particularly for homework. Interview comments showed that, in each SEN, individual students actively organised their lives so as to retain their sporting activities and to meet their school and other commitments. Possibly time management is a skill which needs to be discussed and reinforced in schools, particularly for students with part-time jobs.

Students in the Low SEN were also more likely, in part, to be working from financial need. The Low SEN had a low number of workers and the highest percentage of job seekers. This combination of factors may result in stressful situations for the student.

In general, part-time work was seen by students in each SEN to be beneficial to their futures in the adult labour market. There were no significant differences amongst the groups although the results suggested some potential problems which students from the Low SEN were more likely to encounter. Within each SEN, those students who chose not to have a part-time job were concerned that this might disadvantage them in their transition to the full-time workforce. These students expressed a desire for a school and part-time work relationship which would enable them to gain work experience through their core subject areas.

General Recommendations

The significance of this study was embedded in the importance of work experience for secondary students, increasingly more of whom complete 12 years of schooling while working in a part-time job. An understanding of the factors which contribute to students' decisions about part-time work may be of benefit to educators in providing an educational programme which is relevant and beneficial to all sub-groups of students.

The conclusions of this study show that educators should be aware that students generally have a positive attitude to part-time work, whether or not they engage in this activity. Students from all SENs perceive part-time work to be beneficial to their self development and to the development of their workplace skills and knowledge. Most students in the sample saw the experiences gained from part-time work as being useful in future search for full-time employment. The conclusions also point out that students in the Low SEN and students in each SEN who have an academic priority may have particular needs which should be considered. It is important for educators to consider the need to be innovative and adaptable in providing educational programmes to better meet the needs of those students who would want part-time work experience but are unable to achieve this under their present circumstances. A list of more specific recommendations follows.

Recommendations

- That the provision of co-ordinated career education programmes be investigated. Such programmes would comprise discrete subjects and integrated units in a range of relevant subjects so as to meet the needs of all types of students.
- That further research be carried out to investigate the needs of students with an academic priority and to investigate curriculum development which could incorporate work experience programs into core subject areas.
- That further research be carried out to investigate the level of confidence which students have in their personal abilities, their job search skills and in their workplace skills. This information could be used for curriculum and programme development in Career Education.
- That students be made aware of the advantages which might come from having a part-time job and also be made aware of the possible disadvantages and of the need for time management skills.
- That the needs of Low SEN students be investigated further to determine if time management skills should be reinforced to help students meet homework and part-time work commitments.
- That there be further investigation into the needs of students in Low SENs to determine whether their needs for personal development, particularly related to their futures as adults in the workplace, are being met.
- That teacher awareness of the possible needs of Low SEN students who have part-time jobs be promoted. These students may experience extra pressures because they may in part be working to help support the family.
- That there be a comparison of schools in similar Low SENs, with no special features which might change the nature of the school population, to study the affect of acknowledged good and poor career education programs.

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APPENDIX A

The Trial Questionnaire

PART-TIME WORK:
THE ATTITUDES, PERCEPTIONS AND OPINIONS OF YEAR 11 STUDENTS

QUESTIONNAIRE NUMBER _____

This questionnaire is not a test. The questions are to find out what has influenced the decisions you have made about paid part-time work.

For this study, part-time work means the paid work which you do for an employer. It does not include work experience which the school organises or the odd jobs which you do at home for pocket money.

Strict confidentiality of your responses will be maintained. Only the researcher will have access to the questionnaires. The report of the study will not identify this school or individual students in any way.

Should you change your mind about any answer, please cross out the first answer and re-answer the question. Please respond to each question which is relevant to you. Please respond to each statement in those questions.

Thank you for your time.

SECTION 1: BACKGROUND INFORMATION

1. ☐ Male ☐ Female (Please tick the box)
2. Do you participate in a Vocational Education or Work Studies class at the moment?
☐ YES ☐ NO (Please tick the box)
3. Did you participate in a Vocational Education class in Lower Secondary?
☐ YES ☐ NO (Please tick the box)
4. Do you plan to complete Year 12?
☐ YES ☐ NO (Please tick the box)
5. Do you receive a government education payment? (eg. ABSTUDY, AUSTUDY or other).
☐ YES ☐ NO (Please tick the box)
6. Have you worked in a paid part-time job during 1992 or 1993?
(Do not include work experience organised by the school or odd jobs that you do at home for pocket money).
(Please tick the box)
☐ YES (Now go to Section 2 on the next page)
☐ NO (Now go to Section 3 on Page 7.)

Questions for all people who have a paid part-time job now or who have worked in a paid part-time job during 1992 or 1993.

7. Did having a paid part-time job help you decide to continue your secondary education?

If you answered YES, what was important about having part-time work? (for example; money, work experience, add interest to life) *(Please describe)*

after school ☐

before school ☐

on weekends ☐

during school holidays ☐

Other, (please describe) _____

9. During the school term, what would be the average number of hours per week which you work in your paid part-time job?
(Please tick one box)

☐0-1 ☐1-3 ☐3-5 ☐5-7 ☐7-8 ☐9-11 ☐11-13 ☐13-15 ☐15+

10. During school vacations, what would be the average number of hours per week which you work in your paid part-time job?"
(Please tick one box).

<input type="checkbox"/> 0-1	<input type="checkbox"/> 1-3	<input type="checkbox"/> 3-5	<input type="checkbox"/> 5-7	<input type="checkbox"/> 7-8	<input type="checkbox"/> 9-11	<input type="checkbox"/> 11-13	<input type="checkbox"/> 13-15	<input type="checkbox"/> 15+
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11. How did you look for paid part-time work? (Please tick the box or boxes).

Advertisement in newspaper ☐
 Employer's noticeboard ☐
 CES ☐
 Friends asked their employer ☐
 Asked relatives ☐
 Direct approach to employer ☐
 School work experience ☐
 Application form ☐
 Other, (please describe) _____

12. Are you still doing paid part-time work? (Please tick the box and follow the instruction)

☐ Yes (Please go to Question 14)
☐ NO (Please go to the next question)

13. Why did you leave your paid part-time job? (Please tick the boxes which are appropriate for you).

I didn't like the boss ☐
 Sport was more important ☐
 Schoolwork needed more time ☐
 Parents disapproved of job ☐
 Friends left work ☐
 I wanted more free time ☐
 I was too tired after work ☐
 The workplace was unpleasant ☐
 I was fired ☐
 I began receiving AUSTUDY or other education payment ☐
 Other, (please describe) _____

14. The following are reasons why some students might choose to take a paid part-time job. How important are each of the following reasons to you? (Please tick one box for each reason, which best describes its importance to you.)

I chose to have a paid part-time job:-

	Very Import.	Import.	Unsure	Not Very Import.	Not Import.
to earn money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to meet different people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to gain skills for future work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to work with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to be independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
because my parents want me to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to get a reference for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to fill in time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to meet contacts for future jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
because it might lead to an apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To help support family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, (please describe).	_____				

15. In your answer to this question, please show how you would normally use the wage from your part-time job. (Write 1 to 10 in the boxes. 1 is for the most important use for your money and 10 is for the least important use).

Do you:-

Help parents to pay for expenses
(eg school, sport, clothes)

☐

Spend it on personal items
(eg tapes, clothes, sports gear)

☐

Spend it on entertainment
(eg concerts, sports events, dances)

☐

Spend it on snacks, meals, drinks

☐

Give it to your parents

☐

Save for a car

☐

Save for university

☐

Spend it on car expenses

☐

Pay back debts

☐

Other, (please describe how the pay is spent)

☐

16. The following statements show beliefs which people have about part-time work. How strongly do you agree or disagree with each statement? (Please tick one box, for each statement, to indicate your level of agreement or disagreement).

Working part-time helps me to:-	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
accept responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
obey instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicate with all types of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be more confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learn about the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, (please describe) _____					

17. The following statements are about a possible relationship between school and paid part-time work. How strongly do you agree or disagree with each statement? (Please tick one box for each statement to indicate your level of agreement or disagreement.)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A high school representative should help students to find part-time work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences should be discussed in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences are used for discussion in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences should be used as assignment topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills gained through part-time work should be used as assessment items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments about a possible relationship between school and part-time work ?

18. The following statements suggest how working in a paid part-time job might affect other parts of your life. How strongly do you agree or disagree with the following statements?

(Please tick one box, for each statement, to indicate your level of agreement or disagreement.)

Working part-time :-

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
makes it hard to complete my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps me get involved in social activities outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes it hard to spend time with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes me feel tired at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes it hard to find time for my favourite interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes my life more interesting than if I was not working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes it hard to take part in sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lets me buy the things that I like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps me meet interesting people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes me want to get better results at school to get a better job when I leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gives me new skills that are useful at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lets me take part in expensive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps my family to meet expenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, (please describe) _____

Your section of this questionnaire is now completed. Thank you for giving your time and consideration.

SECTION 3: NON PART-TIME WORKERS

For students who have not worked in a paid part-time job during 1992 and 1993.

19. Did you look for work during 1992 or 1993? *(Please tick the box and follow the instruction).*

☐ YES *(Please go to the next question)*

☐ NO *(Please go to question 23)*

20. Is your name now on a waiting list? *(Please tick the box)*

☐ YES

☐ NO

21. How did you look for work? *(Please tick the box or boxes).*

Advertisement in newspaper ☐

Employer's noticeboard ☐

CES ☐

Friends asked their employer ☐

Asked relatives ☐

Direct approach to employer ☐

School work experience ☐

Application form ☐

Other, *(please describe)* _____

Please turn the page.

22. The following are reasons why some students might choose to take a paid part-time job. How important are each of the following reasons to you?
(Please tick one box, for each reason, which best describes its importance to you.)

I wanted a paid part-time job:-	Very Import.	Import.	Unsure	Not Import.	Not Very Import.
to earn money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to meet different people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to gain skills for future work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to work with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to be independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
because my parents wanted this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to get a reference for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to fill in time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to meet contacts for future jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
because it might lead to an apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to help support my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, (please describe).	_____				

Please turn the page.

23. The following are reasons which students might give for not having a paid part-time job. How important are each of the following reasons for you not having a part-time job?

(Please tick one box, for each reason given, which best describes its importance to you.)

I don't have a paid part-time job because:-

	Very Import	Import.	Unsure	Not Import.	Not Very Import.
I can't find part-time work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't need extra money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm worried it would interfere with my school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my parents won't allow me to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm too busy with sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm too busy working for own family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have too much homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't think that I have enough skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm unsure about how to look for a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't feel confident to apply for a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my friends don't work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have no transport to the work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer to do voluntary work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't want to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AUSTUDY (or other education payment) gives me enough money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, (please describe) _____

Please turn the page

24. The following statements show things which people believe about part-time work. How strongly do you agree or disagree with each statement? (Please tick one box, for each statement, which shows the level of your agreement or disagreement).

Working part-time would help me to:-	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
accept responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
obey instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicate with all levels of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be more confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learn about the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, (please describe) _____

25. The following statements are about a possible relationship between school and paid part-time work. How strongly do you agree or disagree with each statement? (Please tick one box for each statement to indicate your level of agreement or disagreement.)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A high school representative should help students to find part-time work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences should be discussed in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences are used for discussion in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences should be used for assignment topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills gained through part-time work should be used for assessment items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments about any possible school and part-time work relationship?

26. Would having a paid part-time job help you decide to continue your secondary education?

☐

YES

☐

NO

(Please tick the box)

If you answered YES, what would be important about having a part-time job? (For example; the money, work experience, add interest to life). *(Please describe)*

Your section of this questionnaire is now completed. Thank you for giving your time and consideration.

APPENDIX B

The Questionnaire

**PART-TIME WORK:
THE ATTITUDES, PERCEPTIONS AND OPINIONS OF YEAR 11 STUDENTS**

QUESTIONNAIRE NUMBER _____

This questionnaire is not a test. The questions are to find out what has influenced the decisions you have made about paid part-time work.

For this study, part-time work means the paid work which you do for an employer. It does not include work experience which the school organises or the odd jobs which you do at home for pocket money.

Strict confidentiality of your responses will be maintained. Only the researcher will have access to the questionnaires. The report of the study will not identify this school or individual students in any way.

Should you change your mind about any answer, please cross out the first answer and re-answer the question. Please respond to each question which is relevant to you. Please respond to each statement in those questions.

Thank you for your time.

SECTION 1: BACKGROUND INFORMATION

1. ☐ Male ☐ Female (Please tick the box)

2. Do you participate in a Vocational Education or Work Studies class at the moment?
☐ YES ☐ NO (Please tick the box)

3. Did you participate in a Vocational Education class in Lower Secondary?
☐ YES ☐ NO (Please tick the box)

4. Do you plan to complete Year 12?
☐ YES ☐ NO (Please tick the box)

5. Do you receive a government education payment? (eg. ABSTUDY, AUSTUDY or other).
☐ YES ☐ NO (Please tick the box)

6. Have you worked in a paid part-time job during 1992 or 1993?
 (Do not include work experience organised by the school or odd jobs that you do at home for pocket money).
 (Please tick the box)
☐ YES (Now go to Section 2 on the next page)

☐ NO (Now go to Section 3 on Page 7.)

SECTION 2: PART-TIME WORKERS

Questions for all people who have a paid part-time job now or who have worked in a paid part-time job during 1992 or 1993.

(If you have not had a paid part-time job, go to Section 3 on page 7.)

7. Did having a paid part-time job help you decide to continue your secondary education?

☐ YES ☐ NO (*Please tick the box*)

If you answered YES, what was important about having part-time work? (for example; money, work experience, add interest to life) (Please describe)

8. When do you do paid part-time work? (Please tick the boxes that apply to you.)

after school ☐

before school ☐

on weekends ☐

during school holidays ☐

Other, (please describe) _____

For those who have or did have a regular paid part-time job during the school term:- (If you worked only during vacations, please go to Question 10.)

9. During the school term, what would be the average number of hours per week which you work in your paid part-time job?
(Please tick one box)

Hours per week (During school term)

0-1 1-3 3-5 5-7 7-8 9-11 11-13 13-15 15+

[illegible]

For those who have or did have paid part-time work during school vacations:-

10. During school vacations, what would be the average number of hours per week which you work in your paid part-time job?
(Please tick one box).

Hours per week (During school vacations)

0-1 1-3 3-5 5-7 7-8 9-11 11-13 13-15 15+

□ □ □ □ □ □ □ □ □

11. How did you look for paid part-time work? (Please tick the box or boxes).

Advertisement in newspaper ☐
 Employer's noticeboard ☐
 CES ☐
 Friends asked their employer ☐
 Father or Mother helped ☐
 Asked relatives ☐
 Direct approach to employer ☐
 School work experience ☐
 Application form ☐
 Other, (please describe) _____

12. Are you still doing paid part-time work? (Please tick the box and follow the instruction)

☐ Yes (Please go to Question 14)
☐ NO (Please go to the next question)

13. Why did you leave your paid part-time job? (Please tick the boxes which are appropriate for you).

I didn't like the boss ☐
 Sport was more important ☐
 Schoolwork needed more time ☐
 The work finished ☐
 Parents disapproved of job ☐
 Friends left work ☐
 I wanted more free time ☐
 I was too tired after work ☐
 The workplace was unpleasant ☐
 I was fired ☐
 I began receiving AUSTUDY or other education payment ☐
 Other, (please describe) _____

14. The following are reasons why some students might choose to take a paid part-time job. How important are each of the following reasons to you? (Please tick one box, for each reason, which best describes its importance to you.)

	Very Import.	Import.	Unsure	Not Very Import.	Not Import.
I chose to have a paid part-time job:-					
to earn money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to meet different people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to gain skills for future work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to work with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to be independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
because my parents want me to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to get a reference for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to fill in time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to meet contacts for future jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
because it might lead to an apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To help support family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, (please describe). _____					

15. In your answer to this question, please show how you would normally use the wage from your part-time job. (Please tick one box, for each suggestion, which shows how you use your wage.)

	Always	Some times	Unsure	Hardly ever	Not at all
Do you:-					
Help parents to pay for expenses (eg school, sport, clothes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spend it on personal items (eg tapes, clothes, sports gear)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Save	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spend it on entertainment (eg concerts, sports events, dances)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spend it on snacks, meals, drinks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give it to your parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Save for a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Save for university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spend it on car expenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pay back debts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, (please describe how the pay is used.) _____					

16. The following statements show beliefs which people have about part-time work. How strongly do you agree or disagree with each statement? (Please tick one box, for each statement, to indicate your level of agreement or disagreement).

Working part-time helps me to:-	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
accept responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
obey instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicate with all types of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be more confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learn about the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, (please describe) _____					

17. The following statements are about a possible relationship between school and paid part-time work. How strongly do you agree or disagree with each statement? (Please tick one box for each statement to indicate your level of agreement or disagreement.)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A high school representative should help students to find part-time work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences should be discussed in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences are used for discussion in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences should be used as assignment topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills gained through part-time work should be used as assessment items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any other comments about a possible relationship between school and part-time work ?					

18. The following statements suggest how working in a paid part-time job might affect other parts of your life. How strongly do you agree or disagree with the following statements?

(Please tick one box, for each statement, to indicate your level of agreement or disagreement.)

Working part-time :-

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
makes it hard to complete my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps me get involved in social activities outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes it hard to spend time with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes me feel tired at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes it hard to find time for my favourite interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes my life more interesting than if I was not working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes it hard to take part in sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lets me buy the things that I like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps me meet interesting people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes me want to get better results at school to get a better job when I leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gives me new skills that are useful at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lets me take part in expensive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps my family to meet expenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, (please describe) _____

Your section of this questionnaire is now completed. Thank you for giving your time and consideration.

SECTION 3: NON PART-TIME WORKERS

For students who have not worked in a paid part-time job during 1992 and 1993.

19. Did you look for work during 1992 or 1993? *(Please tick the box and follow the instruction).*

☐ YES *(Please go to the next question)*

☐ NO *(Please go to question 23)*

20. Is your name now on a waiting list? *(Please tick the box)*

☐ YES ☐ NO

21. How did you look for work? *(Please tick the box or boxes).*

Advertisement in newspaper ☐

Employer's noticeboard ☐

CES ☐

Friends asked their employer ☐

Mother or Father helped ☐

Asked relatives ☐

Direct approach to employer ☐

School work experience ☐

Application form ☐

Other, *(please describe)* _____

Please turn the page.

22. The following are reasons why some students might choose to take a paid part-time job. How important are each of the following reasons to you?
(Please tick one box, for each reason, which best describes its importance to you.)

I wanted a paid part-time job:-

	Very Import.	Import.	Unsure	Not Very Import.	Not Import.
to earn money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to meet different people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to gain skills for future work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to work with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to be independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
because my parents wanted this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to get a reference for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to fill in time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to meet contacts for future jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
because it might lead to an apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to help support my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, (please describe). _____

Please turn the page.

23. The following are reasons which students might give for not having a paid part-time job. How important are each of the following reasons for you not having a part-time job?

(Please tick one box, for each reason given, which best describes its importance to you.)

I don't have a paid part-time job because:-

	Very Import.	Import.	Unsure	Not Very Import.	Not Import.
I can't find part-time work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't need extra money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm worried it would interfere with my school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my parents won't allow me to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm too busy with sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm too busy working for own family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have too much homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't think that I have enough skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm unsure about how to look for a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't feel confident to apply for a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my friends don't work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have no transport to the work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer to do voluntary work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't want to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AUSTUDY (or other education payment) gives me enough money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, (please describe) _____

Please turn the page

24. The following statements show things which people believe about part-time work. How strongly do you agree or disagree with each statement? (Please tick one box, for each statement, which shows the level of your agreement or disagreement).

Working part-time would help me to:-	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
accept responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
obey instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicate with all levels of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be more confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learn about the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, (please describe) _____					

25. The following statements are about a possible relationship between school and paid part-time work. How strongly do you agree or disagree with each statement? (Please tick one box for each statement to indicate your level of agreement or disagreement.)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A high school representative should help students to find part-time work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences should be discussed in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences are used for discussion in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work experiences should be used for assignment topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills gained through part-time work should be used for assessment items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments about any possible school and part-time work relationship?

26. Would having a paid part-time job help you decide to continue your secondary education?

☐ YES ☐ NO (Please tick the box)

If you answered YES, what would be important about having a part-time job? (For example; the money, work experience, add interest to life). (Please describe)

Your section of this questionnaire is now completed. Thank you for giving your time and consideration.

APPENDIX C

**Detachable slip used to code students
for random selection of interview sample**

Detachable slip used to code students for interview sample

Questionnaire Code:

Student Name:

Which section was answered?
(Please tick the box)

Part-time worker ☐

Non part-time worker ☐

**Have you given permission to
be interviewed?**
(Please tick the box)

Yes ☐ No ☐

APPENDIX D

Semi-structured interview schedule for students who were workers

Semi-structured interview schedule - workers

INTERVIEW QUESTIONS

PART-TIME WORKERS

1. Austudy Y ☐ N ☐
2. What is the most important reason why you have a part-time job?
 - a. money for personal and/or leisure use
 - b. money because it will help meet expenses
 - c. to gain skills, references, contacts for future work
 - d. money to save for the future
 - e. other
3. What do you think is the greatest advantage of having a paid part-time job?
4. What do you think is the greatest disadvantage of having a paid part-time job?
5. Have you had to decide between continuing with an interest and continuing with your job? Y ☐ N ☐

If yes, describe circumstances.

What was the basis of your decision?

6. When you decided to continue with Year 11 and/or Year 12, were you influenced by the fact that you were:-
 - a. able to earn money to help with expenses
 - b. able to have a job as well as complete school
 - c. able to gain work experience, reference, contacts before getting a full-time job, or
 - d. the part-time job had no influence.
7. Do you participate in a career education class? Y ☐ N ☐
8. Did these studies help your job search strategies and skills in any way?
9. What do you think about the school becoming involved in the part-time work which students do, in (for example)
 - a. work experience programs
 - b. assignment topics in any subject area
 - c. job search assistance, or
 - d. do you think that the two are quite separate areas of a student's life?
10. Are you still working? Y ☐ N ☐

Is there anything else which you would like to say?

APPENDIX E

Semi-structured interview schedule for students who were non-workers

Appendix ESemi-structured interview schedule - non workers

INTERVIEW QUESTIONS

NON PART-TIME WORKER

1. AUSTUDY Y ☐ N ☐
2. Have you looked for a job in 1993? Y ☐ N ☐
3. What is the most important reason why you do not have a paid part-time job?
4. What do you think would be the disadvantages of working while you are at school?
5. What do you think would be the advantages of having a paid part-time job while you are at school?
6. How do you spend your time out of school hours?
7. What do you think about the school becoming involved in the part-time work which students do, in (for example)
 - a. work experience programs
 - b. assignment topics in any subject area
 - c. job search assistance, or
 - d. do you think that the two are quite separate areas of a student's life?
8. If you have looked for a job, would having a paid part-time job help you decide to continue with Year 11 and/or Year 12, because you would be:-
 - a. able to earn money to help with expenses
 - b. able to have a job as well as complete school
 - c. able to gain work experience, reference, contacts before getting a full-time job,
 - d. having a paid part-time job would have no influence.
9. Do you participate in a career education class?

Yes ☐ No ☐

What do you gain from these?

Is there anything else which you would like to say?

APPENDIX F

**Information letter to parents and students
regarding the trial of the questionnaire**

Appendix FInformation letter - trial questionnaire

Researcher: Ms Marilyn Ralph (Currently enrolled in Bachelor of Education with Honours, Edith Cowan University)

Telephone: 535 1347

Research Title: Part-time work: the attitudes, perceptions and opinions of Year 11 students.

Dear Parent/s and Student:

I am seeking Year 11 students who are willing to participate in the trial of a questionnaire. To take part, students must give their own consent and must have parental consent. Below is further information about the pilot study and I have enclosed a consent form which I hope you will complete. Please return the consent form toby this Wednesday, 8th September. If you have any questions, please telephone me at the above number.

Purpose of the study

As part of the commitment for my Honours course, I am undertaking research about the decisions which full-time secondary students make about paid part-time work. Previous overseas and Australian researchers have reported a range of attitudes, perceptions and opinions which secondary students hold about paid part-time work and which influence their decisions about whether or not to seek part-time work. The responses from the students in previous studies have been used to devise the questionnaire to be administered in this study. This pilot study is important as it will enable the researcher to ensure that the responses from overseas and interstate students are relevant to the attitudes, perceptions and opinions of Western Australian students. Following this pilot study, modifications will be made to the questionnaire as necessary.

Requirements of the study

The questionnaire has a general information section which all students will complete. Following this section, students will be directed either to a section for those who have a paid part-time job or to a section for those who do not have a paid part-time job.

Each student will be asked to respond to a range of questions about their attitudes and decisions in regard to paid part-time work. Students will also be asked whether they receive a Government education payment. The questionnaire should take a maximum of 20 minutes to complete and will be administered in a Work Studies class.

Confidentiality

Strict confidentiality of responses will be maintained. Only the researcher will have access to the questionnaires. The responses from this pilot study will only be used to modify the trial questionnaire. They will not be reported as part of the larger study. These questionnaires will be destroyed on completion of the research study.

Thank you for your time and consideration,

Marilyn Ralph

APPENDIX G

Student and parent consent form for trial of questionnaire

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Appendix G

Consent form - trial questionnaire

Researcher: Ms Marilyn Ralph (Currently enrolled in Bachelor of Education with Honours, Edith Cowan University)

Research Title: Part-time work: the attitudes, perceptions and opinions of Year 11 students.

PARENT AND STUDENT CONSENT

I,....., have read the information letter and any questions I have asked have been answered to my satisfaction. I agree to participate in this pilot study to trial a questionnaire.

I agree that the research data gathered for this study may be used to modify the questionnaire provided that I am not identifiable.

Student's signature:_____

Parent/Guardian signature:_____

Date:_____

Researcher's signature:_____

M. D. Ralph

Date:_____

APPENDIX H

Letter of introduction to each Principal

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Appendix H

Letter of introduction to Principals

Ms Marilyn Ralph
19 Redcliffe Road
Mandurah WA 6210 Telephone: (09) 535 1347

The Principal
-----Senior High School

9th September, 1993

Dear

Following my telephone call on the 8th September, I am writing to ask permission to conduct a research survey in your school. I would like to administer the questionnaire before the finish of Third Term but accept that this and any interviews may need to be carried out in the first week of Term 4. There will be six schools involved in this project.

I am currently enrolled in the Bachelor of Education (with Honours) course at Edith Cowan University. As part of the commitment for this course, I am undertaking research into the decisions which secondary students make about paid part-time work. As part-time work plays a significant role in the lives of many full-time secondary students, a better understanding is needed of the factors which influence student's decisions. It is for this reason, coupled with my interest in Career Education, that I wish to conduct this survey.

I would like to survey approximately thirty Year 11 students, using intact classes; preferably a horizontal form class or a TEE English class so as to avoid a very skewed sample. A maximum of thirty minutes should be necessary to administer the questionnaire. Within the following two school term weeks, ten minute interviews will be conducted with twelve randomly selected students, some of whom may come from this school. Selected students would be interviewed at their own school.

Strict confidentiality will be maintained. The report will not identify the school or individual students in any way.

I have enclosed a copy of the questionnaire to be administered and a copy of the parent and student information letter and consent form. I look forward to your reply and will telephone on Tuesday of next week.

I would be happy to provide your school with a summary of the final findings, report and recommendations if you would be interested. This would be available in mid 1994 and you may contact me at the above address.

Yours faithfully,

Marilyn Ralph

APPENDIX I

**Information letter to parents and students
regarding the purpose and requirements of the study**

Appendix IInformation letter to students and parents

Researcher: Ms Marilyn Ralph
Student - Edith Cowan University

Dear Parent/s and Student:

Research Title: Part-time Work: the attitudes, perceptions and opinions of Year 11 students.

I am seeking Year 11 students who are willing to participate in a research study. Further information follows and I have enclosed a consent form which I hope you will complete. Please return the consent forms to by

Purpose of study

I am currently enrolled in the Bachelor of Education with Honours course at Edith Cowan University. As part of the commitment for this course, I am undertaking research about the decisions which students make about paid part-time work. This information will add to the understanding of the role which part-time work plays in students' lives and help educators to design curricula which relate to the needs of students in a changing society. Students will have a wide range of attitudes, perceptions and opinions about part-time work which will influence their decisions. Therefore it is important that this study surveys Year 11 students from a wide range of backgrounds. This will include students who are and are not participating in part-time work.

Selection of students

A sample of approximately 180 students will be formed by selecting existing classes from six schools. These schools will be located in neighbourhoods which have different characteristics.

Requirements of study

Each student will be asked to complete a questionnaire which will ask students to respond to a range of questions about their attitudes and decisions in regard to paid part-time work. Students will also be asked whether they receive a Government education payment and whether they have been enrolled in any vocational education classes. The questionnaire should take a maximum of 15 minutes to complete, with a total of 30 minutes needed to administer the questionnaire.

Within two weeks of completing the questionnaire, twelve students (six part-time workers and six non-part-time workers) will be selected to be interviewed. These more personal responses will add to the information from the questionnaire. The interview questions will be developed from the questionnaire and will relate to part-time work. Each interview will be of ten minutes duration and will be conducted at the student's own school at a mutually convenient time. Interviews will be audio-taped if permission is given.

Confidentiality

Strict confidentiality of responses will be maintained. Only the researcher will have access to the questionnaires. The report of the study will not identify this school or individual students in any way. Should you have further questions, please contact me at my home telephone number, (09) 535 1347.

Marilyn Ralph

APPENDIX J

Parent and student consent form for student participation in the study

Appendix JStudent and parent consent form**PARENT AND STUDENT CONSENT**

Research Title: Part-time work: the attitudes, perceptions and opinions of Year 11 students.

Would you please sign the form below to indicate willingness to participate in this study. Please indicate whether you are prepared to be available for an interview.

Please return the completed form to

at your school by

To student and parent / guardian:

I have read the information letter and any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising I may withdraw at any time.

I understand the need to give full and honest answers to the questionnaire and during the interview but realise that I may choose not to answer a question which I decide is too personal.

I agree that the research data gathered for this study may be published provided I am not identifiable.

I will be available for selection to be interviewed.

(Please tick a box) YES ☐ NO ☐

I agree to an audio-tape being used to record the interview.

(Please tick a box) YES ☐ NO ☐

Student's signature:_____

Parent/Guardian signature:_____

Date:_____

Researcher's signature_____

M. D. Ralph

APPENDIX K

Letter to schools arranging for students to be interviewed

Letter arranging student interviews

To:

From: Marilyn Ralph
Telephone: 535 1347

Re: Research project - Part-time work: the attitudes, perceptions and opinions of Year 11 students.

The following Year 11 student/s of this school has/have been selected to undertake a 10 minute interview. They previously gave permission to be included in the interview sample.

.....
.....
.....

I would like to conduct the interviews this week if possible. I am happy to conduct an interview at whatever time suits the student and the school. As the interview will be conducted at the school, I would appreciate it if you could arrange a site for this where the student will feel comfortable and private.

I will contact you on Tuesday afternoon to begin making a timetable for the interviews.

Thank you for your help in organising this part of the data gathering for the research project.

Marilyn Ralph

APPENDIX L

Final letter to each Principal

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Appendix L

Final letter to each Principal

Ms Marilyn Ralph
19 Redcliffe Road
Mandurah WA 6210

Telephone: (09) 535 1347

The Principal
-----Senior High School

15th November, 1993

Dear

Re: Research Project - Part-time work: the attitudes, perceptions and opinions of Year 11 students.

Please accept my thanks for the co-operation and assistance which I received from your school and which enabled me to complete the data gathering for my Honours project.

The teachers and students involved were a pleasure to work with. I hope that my thanks are passed on to those students involved and have also written to -----to express my appreciation for the organisation which he/she undertook.

The report of this study will be available by the middle of 1994. I will forward a summary of that report to this school and again, thank you for your participation.

Yours faithfully

Marilyn Ralph

APPENDIX M

Final letter to liaison person for trial of questionnaire

Appendix M**Final letter - trial questionnaire**

Ms Marilyn Ralph
19 Redcliffe Road
Mandurah WA 6210

Telephone: (09) 535 1347

15th November, 1993

Dear ,

RE: Trial questionnaire - Part-time work: the attitudes, perceptions and opinions of Year 11 students.

Please accept my thanks for the co-operation and assistance which I received from you and from your class. I have now completed the data gathering for my research project and I would like to thank your students for their contribution. Their survey responses enabled me to clarify some questions and to add further choices of response in others.

The report of this study will be available by the middle of 1994. I can be contacted at the above address should your school be interested in receiving a copy of the summary which I would be happy to provide.

Yours faithfully

Marilyn Ralph

APPENDIX N

Final letter to liaison person for administration of survey

Final letter - administration of survey

Ms Marilyn Ralph
19 Redcliffe Road
Mandurah WA 6210

Telephone: (09) 535 1347

15th November, 1993

Dear

RE: Research Project - Part-time work: the attitudes, perceptions and opinions of Year 11 students

I have now completed the data gathering for my Honours project and would like to thank you for the organisation which you carried out on my behalf. Would you please convey my thanks to those students who were involved. I appreciate their support.

I will be forwarding a copy of the summary of the report to this school towards the middle of 1994.

Yours faithfully

Marilyn Ralph

APPENDIX O

**Description of the sample
Workers, non-workers and job seekers in each school**

Description of the sample

Table O-1

Workers, Non-Workers and Job Seekers in Schools 1-6

Part-time work status of student	% of students Schools					
	Low SEN		Middle SEN		High SEN	
	1	2	3	4	5	6
	(n=26)	(n=27)	(n=23)	(n=16)	(n=16)	(n=23)
Worker	34.62	55.56	65.23	56.25	31.25	47.83
Non-worker	65.38	44.44	34.78	43.75	68.75	52.17
Job seeker	50.00	14.81	21.74	18.75	37.50	8.70

APPENDIX P

**The distribution of responses, by percentages of students per SEN,
to questionnaire items related to
Subsidiary Research Questions 1.1 - 1.7
and Research Question 2**

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Appendix P

Distribution of students responses

Note: Percentages have been rounded, minor discrepancies may occur.

Subsidiary Research Question 1.1

Table P-1

Low SEN Responses to the Importance of the Given Reasons for Having a Part-Time Job

Reasons for having a part-time job	Importance of reasons (Likert Scale) % of students (n = 41)		
	Very important /Important	Unsure	Not very important /Not important
To earn money	92.68	2.44	2.44 (40)
To meet different people	46.34	14.63	39.03
To gain work skills	85.36	2.44	12.20
To work with friends	39.03	4.88	51.22 (40)
To be independent	78.05	7.32	14.63
My parents wanted me to	12.20	9.76	75.61
To get a reference	80.41	9.76	9.76
To fill in time	7.32	14.63	75.61
To make job contacts	60.97	14.63	24.39
Might lead to apprenticeship	43.90	9.76	46.34
To help support family	26.83	9.76	63.42

(2 incomplete response encountered - reasons 1 and 4)

Table P-2

Middle SEN Responses to the Importance of the Given Reasons for Having a Part-Time Job

Reasons for having a part-time job	Importance of reasons (Likert Scale) % of students (n = 32)		
	Very important /Important	Unsure	Not very important /Not important
To earn money	96.87	-	- (31)
To meet different people	50.00	12.50	34.37 (31)
To gain work skills	90.62	3.12	6.25
To work with friends	31.25	12.50	56.22
To be independent	71.87	9.38	6.25
My parents wanted me to	21.87	15.62	62.50
To get a reference	87.50	6.25	6.25
To fill in time	3.12	9.37	87.50
To make job contacts	62.50	21.88	15.62
Might lead to apprenticeship	37.50	12.50	50.00
To help support family	12.50	6.25	81.25

(2 incomplete response encountered - reasons 1 and 2)

Table P-3

High SEN Responses to the Importance of the Given Reasons for Having a Part-Time Job

Reasons for having a part-time job	Importance of reasons (Likert Scale) % of students (n = 32)		
	Very important /Important	Unsure	Not very important /Not important
To earn money	95.84	4.17	-
To meet different people	66.67	20.83	12.50
To gain work skills	83.33	4.17	12.50
To work with friends	37.50	16.67	45.84 (31)
To be independent	79.17	8.33	8.33
My parents wanted me to	8.34	16.67	75.00
To get a reference	66.67	4.17	29.17
To fill in time	25.00	8.33	66.66
To make job contacts	37.50	29.17	33.33
Might lead to apprenticeship	8.33	16.67	75.00
To help support family	16.67	16.67	58.33

(1 incomplete response encountered - reason 4)

Subsidiary Research Question 1.2

Table P-4

Low SEN Responses for Their Level of Agreement With the Given List of Advantages from Having a Part-Time Job

Gains from having a part-time job	Level of agreement (Likert Scale) % of students (n = 24)		
	Strong agree /Agree	Unsure	Disagree / Strong. disag
Social activities out of school	66.66	8.33	25.00
Makes life more interesting	54.17	4.17	41.66
Can buy things I like	100.00	-	-
Meet interesting people	70.03	8.33	20.84
Want better results at school	62.50	16.67	20.84
New skills/useful at school	41.67	20.83	37.50
Access expensive activities	54.17	16.67	29.16
Help family meet expenses	54.16	16.67	29.17

Table P-5

Middle SEN Responses for Their Level of Agreement With the Given List of Advantages from Having a Part-Time Job

Gains from having a part-time job	Level of agreement (Likert Scale) % of students (n = 24)		
	Strong. agree /Agree	Unsure	Disagree / Strong. disag
Social activities out of school	62.50	16.67	20.83
Makes life more interesting	54.17	12.50	33.34
Can buy things I like	95.84	-	4.17
Meet interesting people	87.50	-	12.50
Want better results at school	41.67	12.50	45.83
New skills/useful at school	52.17	17.39	30.43
Access expensive activities	70.83	16.67	12.68
Help family meet expenses	21.02	25.00	54.16

Table P-6

High SEN Responses for Their Level of Agreement With the Given List of Advantages from Having a Part-Time Job

Gains from having a part-time job	Level of agreement (Likert Scale) % of students (n = 16)		
	Strong. agree /Agree	Unsure	Disagree / Strong. disag
Social activities out of school	62.50	25.00	12.50
Makes life more interesting	50.00	18.75	31.25
Can buy things I like	93.75	6.25	-
Meet interesting people	75.00	12.50	12.50
Want better results at school	62.50	31.25	2.50
New skills/useful at school	37.50	31.25	31.25
Access expensive activities	62.50	6.25	31.25
Help family meet expenses	12.50	12.50	68.75 (15)

(1 incomplete response encountered - Item 8)

Table P-7

Low SEN Responses for Their Level of Agreement With the Given List of Skills Developed Through Having a Part-Time Job

Skills developed from a part-time job	Level of agreement (Likert Scale) % of students (n = 53)		
	Strong. agree /Agree	Unsure	Disagree/ Strong. disag
Accept responsibility	94.33	5.66	-
Make decisions	84.91	9.43	5.66
Obey instructions	81.14	15.09	3.77
Be punctual	84.91	11.32	3.78
Be organised	90.57	3.77	5.56
Communicate with many types	86.79	11.32	1.89
Be more confident	92.45	5.66	1.89
Learn about the workplace	89.68	7.55	3.78

Table P-8

Middle SEN Responses for Their Level of Agreement With the Given List of Skills Developed Through Having a Part-Time Job

Skills developed from a part-time job	Level of agreement (Likert Scale) % of students (n = 39)		
	Strong. agree /Agree	Unsure	Disagree/ Strong. disag
Accept responsibility	94.87	-	3.77
Make decisions	92.31	5.13	2.56
Obey instructions	92.31	2.56	5.12
Be punctual	89.74	2.56	7.69
Be organised	89.74	10.26	-
Communicate with many types	92.31	2.56	5.13
Be more confident	89.74	7.69	2.56
Learn about the workplace	94.87	5.13	-

Table P-9

High SEN Responses for Their Level of Agreement With the Given List of Skills Developed Through Having a Part-Time Job

Skills developed from a part-time job	Level of agreement (Likert Scale) % of students (n = 39)		
	Strong. agree /Agree	Unsure	Disagree/ Strong. disag
Accept responsibility	100.00	-	-
Make decisions	89.74	7.69	2.56
Obey instructions	92.31	5.13	2.56
Be punctual	92.31	7.69	-
Be organised	97.43	2.56	-
Communicate with many types	97.44	-	2.56
Be more confident	92.31	5.13	2.56
Learn about the workplace	92.31	7.69	-

Subsidiary Research Question 1.3

Table P-10

Low SEN Responses for Their Level of Agreement With the Given Disadvantages of Having a Part-Time Job

Disadvantages of having a part-time job	Level of agreement (Likert Scale) % of students (n = 24)		
	Strong. agree /Agree	Unsure	Disagree/ Strong. disag
Hard to complete homework	62.50	-	37.50
Hard to spend time with friends	50.00	-	50.00
Feel tired at school	33.34	16.67	50.00
Hard to find time for interests	41.67	12.50	45.84
Hard to take part in sport	45.83	8.33	45.83

Table P-11

Middle SEN Responses for Their Level of Agreement With the Given Disadvantages of Having a Part-Time Job

Disadvantages of having a part-time job	Level of agreement (Likert Scale) % of students (n = 24)		
	Strong. agree /Agree	Unsure	Disagree/ Strong. disag
Hard to complete homework	41.67	8.33	50.00
Hard to spend time with friends	45.83	-	54.16
Feel tired at school	37.50	8.33	54.16
Hard to find time for interests	25.00	12.50	58.33
Hard to take part in sport	25.00	8.33	66.67

Table P-12

High SEN Responses for Their Level of Agreement With the Given Disadvantages of Having a Part-Time Job

Disadvantages of having a part-time job	Level of agreement (Likert Scale) % of students (n = 16)		
	Strong. agree /Agree	Unsure	Disagree/ Strong. disag
Hard to complete homework	25.00	25.00	50.00
Hard to spend time with friends	25.00	12.50	63.50
Feel tired at school	12.50	12.50	75.00
Hard to find time for interests	12.50	6.25	81.25
Hard to take part in sport	18.75	-	81.25

Subsidiary Research Question 1.4

Table P-13

Low SEN Responses to How Frequently the Part-Time Job Wage is Spent on the Given List of Items

Expenditure	Frequency of spending % of students (n = 24)		
	Always/ Sometimes	Unsure	Hardly ever/ Not at all
Help parents/expenses	75.00	4.17	20.83
Personal items	95.79	-	4.17
Save	87.50	4.17	8.33
Entertainment	66.66	12.50	20.83
Snacks, drinks etc	66.67	-	33.34
Give to parents	20.83	4.17	75.00
Save for a car	66.66	4.17	29.17
Save for university	25.00	4.17	70.84
Car expenses	8.33	8.33	83.33
Pay back debts	33.33	4.17	62.50

Table P-14

Middle SEN Responses to How Frequently the Part-Time Job Wage is Spent on the Given List of Items

Expenditure	Frequency of spending % of students (n = 24)		
	Always/ Sometimes	Unsure	Hardly ever/ Not at all
Help parents/expenses	25.00	-	75.00
Personal items	95.86	-	4.17
Save	75.00	4.17	13.50
Entertainment	62.54	-	29.17
Snacks, drinks etc	62.50	4.17	33.33
Give to parents	16.67	-	83.33
Save for a car	62.50	4.17	33.33
Save for university	12.50	20.83	62.50
Car expenses	33.33	4.17	62.50
Pay back debts	33.34	-	66.67

Table P-15

High SEN Responses to How Frequently the Part-Time Job Wage is Spent on the Given List of Items

Expenditure	Frequency of spending % of students (n = 16)		
	Always/ Sometimes	Unsure	Hardly ever/ Not at all
Help parents/expenses	50.00	-	50.00
Personal items	93.75	-	6.25
Save	81.25	-	18.75
Entertainment	81.25	-	18.75
Snacks, drinks etc	68.75	6.25	25.00
Give to parents	6.25	6.25	75.00
Save for a car	56.25	6.25	38.50
Save for university	6.25	18.75	68.75
Car expenses	6.25	6.25	81.25
Pay back debts	12.50	12.50	68.75

Subsidiary Research Question 1.5

Table P-16

Job Search Strategies and Their Use by Students in the Low, Middle and High SENs

	% of students		
	Low SEN n=41	Middle SEN n=32	High SEN n=24
Job search strategies			
Newspaper advertisement	34.15	21.87	20.83
Employer's noticeboard	29.27	-	4.17
CES	7.32	3.12	8.33
Friends employer	31.71	28.12	12.50
Parents helped	29.27	12.50	29.17
Asked relatives	9.76	18.75	-
Direct approach	24.39	40.63	50.00
School work experience	-	12.50	4.17
Application form	24.39	46.88	50.00

Subsidiary Research Question 1.6

Table P-17

Low SEN Responses to the Importance of the Given Reasons for Not Having a Part-Time Job

Reasons for not having a part-time job	Importance of reasons (Likert Scale) % of students (n = 29)		
	Very import /Import	Unsure	Not very import / Not import
Can't find a part-time job	37.93	20.69	41.38
Don't need extra money	10.34	17.24	72.42
Interfere with schoolwork	55.17	10.34	34.48
Parents won't allow	10.35	3.45	86.20
Too busy with sport	24.14	6.90	68.96
Work for own family	-	17.24	82.76
Too much homework	37.93	24.14	37.93
Don't have right skills	3.57	17.85	78.57
Unsure how to look for job	13.79	13.79	72.42
Lack confidence to apply	22.22	8.52	59.26
Friends don't work	-	13.79	86.21
No transport to workplace	3.45	17.24	79.31
Prefer voluntary work	-	13.79	86.21
Don't want to work	14.28	10.71	75.00
AUSTUDY (or other) enough	10.34	6.90	82.75

Table P-18

Middle SEN Responses to the Importance of the Given Reasons for Not Having a Part-Time Job

Reasons for not having a part-time job	Importance of reasons (Likert Scale) % of students (n = 14)		
	Very import /Import	Unsure	Not very import / Not import
Can't find a part-time job	42.86	28.57	28.57
Don't need extra money	35.72	-	64.28
Interfere with schoolwork	28.57	14.29	57.14
Parents won't allow	7.14	7.14	85.72
Too busy with sport	30.77	23.08	46.16
Work for own family	-	31.43	78.57
Too much homework	50.00	14.29	35.72
Don't have right skills	14.29	14.29	71.43
Unsure how to look for job	21.43	14.29	64.29
Lack confidence to apply	14.29	14.29	71.43
Friends don't work	7.14	28.57	64.29
No transport to workplace	42.86	14.29	42.86
Prefer voluntary work	7.14	7.14	85.72
Don't want to work	14.29	42.86	42.85
AUSTUDY (or other) enough	7.69	30.77	61.54

Table P-19

High SEN Responses to the Importance of the Given Reasons for Not Having a Part-Time Job

Reasons for not having a part-time job	Importance of reasons (Likert Scale) % of students (n = 23)		
	Very import /Import	Unsure	Not very import / Not import
Can't find a part-time job	26.08	17.39	56.52
Don't need extra money	17.37	26.09	60.87
Interfere with schoolwork	86.96	-	13.04
Parents won't allow	8.70	26.09	65.22
Too busy with sport	17.39	8.70	60.87
Work for own family	13.04	21.74	65.21
Too much homework	82.61	8.70	8.70
Don't have right skills	21.74	21.74	56.52
Unsure how to look for job	26.09	26.09	43.47
Lack confidence to apply	13.04	21.74	65.22
Friends don't work	8.68	8.70	82.61
No transport to workplace	21.73	13.04	65.22
Prefer voluntary work	4.34	17.39	78.26
Don't want to work	21.74	21.74	56.33
AUSTUDY (or other) enough	4.52	9.52	80.95

Subsidiary Research Question 1.7

Table P-20

The Influence of Having a Part-Time Job on Students' Decisions About Post-Compulsory Schooling

Decisions about post compulsory schooling	% of total students per SEN					
	Low (n=53)		Middle (n=39)		High (n=39)	
	Worker	Nonworker	Worker	Nonworker	Worker	Nonworker
influenced	13.21	15.09	12.82	10.26	10.26	7.69
not influenced	32.08	39.62	48.72	28.21	30.77	51.28

Research Question 2

Table P-21

Low SEN Responses to the Level of Agreement with Each of the Given Statements Suggesting a Relationship Between School and Part-Time Work

Relationship statement	Level of agreement (Likert Scale) % of students - (n = 53)		
	Strong. agree /Agree	Unsure	Disagree/ Strong.disagree
School representative should help students find part-time work.	43.39	22.64	33.96
Part-time work experiences should be discussed in class.	49.06	33.96	16.98
Part-time work experiences are discussed in class.	18.87	37.74	41.51
Part-time work experiences should be used for assignment topics.	20.75	22.64	54.71
Skills gained through part-time work should be used for assessment.	16.98	28.30	54.72

Table P-22

Middle SEN Responses to the Level of Agreement with Each of the Given Statements Suggesting a Relationship Between School and Part-Time Work

Relationship statement	Level of agreement (Likert Scale) % of students - (n = 39)		
	Strong. agree /Agree	Unsure	Disagree/ Strong.disagree
School representative should help students find part-time work.	43.39	20.51	35.89
Part-time work experiences should be discussed in class.	56.41	28.21	15.38
Part-time work experiences are discussed in class.	38.46	28.21	33.34
Part-time work experiences should be used for assignment topics.	35.90	15.38	48.72
Skills gained through part-time work should be used for assessment.	28.20	12.82	58.97

Table P-23

High SEN Responses to the Level of Agreement with Each of the Given Statements Suggesting a Relationship Between School and Part-Time Work

Relationship statement	Level of agreement (Likert Scale) % of students - (n = 39)		
	Strong. agree /Agree	Unsure	Disagree/ Strong.disagree
School representative should help students find part-time work.	46.15	17.95	35.89
Part-time work experiences should be discussed in class.	41.03	35.90	23.08
Part-time work experiences are discussed in class.	12.82	41.02	46.15
Part-time work experiences should be used for assignment topics.	15.38	23.08	61.53
Skills gained through part-time work should be used for assessment.	12.82	12.82	74.36