

**THE NATURE AND IMPLICATIONS OF THE PART-
TIME EMPLOYMENT OF SCHOOL PUPILS**

**THE PARENTAL PERSPECTIVE ON SCHOOL
PUPILS' PART-TIME EMPLOYMENT**

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CHAPTER ONE INTRODUCTION

The research, the Nature and Implications of School Pupils' Part-time Employment was commissioned to establish the extent and nature of school pupils' part-time employment in Scotland and to investigate the potential for linking such part-time work to pupils' formal education. Pupils' part-time employment does not take place in a vacuum but has to be considered in the context of the wider environment within which they live if we are to achieve a full understanding of it (Bronfenbrenner 1986). A central aspect of their wider environment is their parents and their role and influence¹; it is important to understand, for example, how parents view combining part-time employment and school since this may influence the way that their adolescent child behaves in relation to part-time work.

There is considerable literature on the role and influence of parents on their children's career development which demonstrates that they (and other family members) have an immense impact on this aspect of their children's lives (see Semple 2004 for an overview). In summary, they influence aspirations and motivation; influence values and priorities about school and post-school choices (including education, training, work and self-employment); affect knowledge of educational and occupational opportunities; and provide the practical, moral and financial support that allows their children to implement their plans. Parents have been described as providing 'a general framework of aspirations and hopes for their children' and 'a space within which choices are made and validated' (Ball et al, 1998; Macrae, 1997). In the context of pupils' part-time work, parents' own experience of part-time employment when they were at school, their views on the value and desirability of mixing part-time work and full-time schooling, as well as the practical help they may, or may not, be able to offer their children to secure a part-time job, are all likely to impact on pupils' participation in part-time employment. Equally, they are one of the key groups whose opinion needs to be taken into account in respect of any decisions to make more use of pupils' part-time work experience within their schooling.

There has, however, been little research in the UK on the attitudes of parents to their children working part-time and their influence on their children's decisions in this area. (In the United States, however, researchers have begun to attend to this issue, see Mortimer 2003). The research project 'The Nature and Implications of the Part-time Employment undertaken by School Pupils', therefore included a survey of the parents as part of the Focus Studies strand of the research. The survey aimed to gather information on parents' own experience of part-time work when at school; their general opinions on the desirability of school pupils working while at school; their views on the educational value of part-time employment and whether to make more use of it within schooling; and, for those parents whose child had had part-time work, their views about the impact of this experience.

¹ We use the term 'parents' to include carers, guardians, step-parents and any adult who fulfils a parental role for the child.

CHAPTER TWO METHODOLOGY

The survey of parents was carried out as part of the Focus Studies element of the research. The Focus Studies covered four local authorities which were selected to reflect: geography (urban, suburban, rural, remote rural); pupils' profile in respect of part-time work and enterprising attitudes identified from their responses to the national pupils' survey; the nature of the local labour market; the presence of relevant initiatives; and socio-economic profile. Within each of these authorities, two of the schools that had been involved in the main national pupil survey were invited to participate, giving a total of eight schools. In addition to the parents' survey, the Focus Studies had three other elements: group work with pupils in S4, S5 and S6; interviews and group discussions with a range of school staff and interviews with Careers Scotland staff.

A total of 376 students took part in the group work, a mixture of those who had ever had a part-time job and students who had never worked part-time: 260 workers and 116 non workers. In the focus groups each pupil was asked to give contact details for one parent/caregiver and permission for us to contact the nominated person. The bulk of the pupils were happy to do so and only 16 out of 376 did not wish the research team to contact their parents. Questionnaires were then despatched to 360 named parents. The questionnaire covered their own experience of part-time work when they had been at school; their views on part-time work, on recognition and on the impact of part-time employment on their child and more generally. A copy of the questionnaire is contained in Appendix 1.

A total of 275 completed survey forms were returned, providing a completion rate of 73%. This high return rate may be attributed to several factors: the fact that the letters and questionnaires sent to parents were personalised by naming their son or daughter throughout; the despatch of the questionnaires were followed up by a series of telephone calls to parents to encourage participation and, finally, all returned survey forms were entered into a prize draw.

The majority of questionnaires were completed by the pupil's mother/step-mother (75%); most of the remainder were filled out by the pupil's father or step-father (22%) with 2% being completed by other relatives.

CHAPTER THREE THE MAIN FINDINGS

Parents' experience of part-time work

We thought that parents' own experience of part-time employment while at school might influence their opinion of pupils working part-time and their views on its educational value and the desirability of linking it in some way to their schooling.

Almost three-quarters of parents responded that they themselves had worked part-time while at school (74%) and just under half had had more than one job (47%). Focusing on the type of job that they had worked in for the longest period in their time at secondary school, it emerged that retail accounted for the single biggest proportion of respondents: 45% had been employed in this sector (table 1). Most of the others had worked in catering, miscellaneous or delivery work (17%, 17% and 14%) with the remaining 7% having been employed as babysitters.

Table 1: Parents: type of part-time job when they were at school

	Parents %
Delivery	14
Babysitting	7
Catering	17
Retail	45
Miscellaneous	17
(n)	(201)

* In this and subsequent tables where percentages sum to more than 100 this is due to rounding

The overwhelming majority of parents who had worked part-time when they had been at school were positive about the experience, 95% thought that it had been useful to them. However, a minority of them (17%) also re-called that working part-time while at school had caused them some difficulties.

Parents' opinion about mixing school and part-time work

We asked parents their views on whether or not pupils should have a part-time job while at school. Table 2 shows that the large majority of parents were in favour of young people working while still at school with 84% responding that they should. Parents whose children had ever worked were significantly more likely to be in favour compared to those whose children had never worked (table 2). However, it was noticeable that even amongst this latter group, the majority were in favour of pupils combining part-time work with school (74%). Whether or not parents themselves had had a part-time job while at school did not make a significant difference to their views on the desirability of pupils working part-time. Most parents did not think that pupils should be able to work in a paid part-time job before they were at least age 14 (87%). Two-thirds felt that 14 or 15 was an appropriate age at which pupils might start to work part-time.

Table 2: Parents views on desirability of part work by whether their child has ever had a part-time job

Do you think a young person should have a paid part-time job while at secondary?	All parents %	Parent's child ever had pt job %	Parent's child never had pt job %
Yes	83	88	74
No	4	2	9
Not sure	13	11	17
(n)	(263)	(178)	(85)

In line with this positive view of the desirability of part-time work, only a very small proportion of parents had discouraged their child from taking a part-time job while at school (7%, table 3). The majority had either encouraged their child to do so (58%) or had remained neutral about this (33%). Parents who themselves had worked when at school were more likely to have encouraged their child to have a part-time job while those who had never had a job were more inclined to be neutral when it came to advising their child about getting a part-time job. We examined whether there was any relationship between parents having worked part-time when they were at school and their child having a part-time job but the results were not significant.

Table 3: Whether parent encouraged or discouraged child from having a part-time job

	%
Generally encouraged him/her to take a part-time job	58
Generally discouraged him/her to take a part-time job	7
Remained neutral –neither encouraged or discouraged	33
not sure	2
(n)	(275)

Parents were asked to respond to a series of statements about part-time work to assess their views of the possible benefits and costs of part-time employment.

Their responses to the statements indicate that they ascribed a number of benefits to the part-time employment experience (table 4). These related, in particular, to the acquisition of additional skills, the development of self confidence and communication skills, and the development of certain positive attitudes. The overwhelming majority of parents agreed or strongly agreed with the statement that pupils get the chance to learn skills not taught in school from their part-time work (95%). A similar proportion were of the view that part-time employment can increase pupils' confidence (96%), that it results in better communication skills (94%) and that through part-time employment pupils gain the opportunity to meet a range of people from different social backgrounds (95%). It is also clear that the majority of parents believe that part-time employment results in the development of good work attitudes and habits (91%) and encourages young people to respect others (88%). If one considers only the 'strongly agree' responses, it is notable that parents were most positive about the effect of part-time work in respect of increasing pupils' self confidence (45% strongly agree) and in providing the opportunity to learn skills not taught at school (35% strongly agree).

Whether or not their child had had a part-time job did not make any significant difference to their views in respect of these statements.

Table 4: Parents' opinion of pupils' part-time employment

Many secondary school pupils have part-time jobs sometime before leaving school. How much do you agree with the following statements about school pupils' employment?	Strongly disagree	disagree	agree	Strongly agree	Not sure	(n)
When school pupils work....						
...they get a chance to practice what learned at school	4	23	51	5	17	(261)
...have less time for friendships	7	66	22	1	5	(264)
...they get a chance to learn skills that are not taught at school	1	3	61	35	2	(266)
...their school work suffers	8	58	12	6	16	(266)
...it increases their self confidence	1	2	51	45	2	(266)
...they don't have enough time for sports and hobbies	9	61	20	3	8	(266)
... they learn to respect others	-	6	59	29	6	(266)
...they take on adult responsibilities before they are ready for them	8	73	12	2	5	(266)
...they develop good work attitudes and habits	--	4	63	28	5	(266)
...they are under too much pressure	6	63	10	4	17	(265)
...they learn how to communicate better with other people	-	4	59	35	2	(266)
...they get to meet people from different social backgrounds	1	1	59	36	3	(266)

A smaller percentage of parents agreed or strongly agreed with the idea that part-time employment provided opportunities to practice what has been learnt in school (56%). Just over a quarter disagreed with this (26%) and 17% indicated they were not sure. There was no significant difference in response based upon the work status of the parent's child.

A common view of part-time work is that it can impinge on pupils' school work and also on other out of school activities. What were parents' views on this? From their responses, it does not seem that parents were particularly concerned about this. The majority of parents disagreed or strongly disagreed with the statement that pupils' school work suffers as a result of part-time work (66% disagree/strongly disagree, Table 4). However, there was a significant variation depending on whether the parent's child had ever had a part-time job: those parents whose child had never worked were more likely to agree with the statement that school work suffers while parents whose child had had a part-time job were more likely to disagree with this. Thus, parents who were able to comment on the basis of experience were less inclined to think that part-time employment had a negative effect on pupils' school work. Most parents did not think that part-time work meant that pupils would have less time for friends or for sports and hobbies (disagree/strongly disagree: 73% and 70% respectively, Table 4).

Most parents did not think that part-time work places too much pressure on pupils or creates a situation where they have to take on adult roles before they are ready for them (disagree/strongly disagree: 69% and 81% respectively, Table 4). But differences in parents' views were evident depending on whether the parent's child had had worked part-time. Parents whose child had ever had a part-time job were less likely to agree/strongly agree that part-time work pressurised pupils or enforced adult roles on them inappropriately. It is

reasonable to assume that their views reflect their observation of the effect of part-time work in practice on their working child.

Parents whose children had not worked were more likely to view part-time employment negatively in respect of pressure and adult roles and their more negative views may help to explain why their children had never worked. Further analysis indicates that parents who thought that part-time work would adversely affect school work, put pupils under too much pressure or make them take on adult responsibilities before they are ready, were more likely to state that they discouraged their child from working part-time. But given the small number who stated that they discouraged their child from taking a part-time job, caution is required in drawing conclusions from this data.

Parents' attitudes to the increased use of part-time employment in schooling

Overall, parents' responses about part-time work were generally positive; we then asked them two more specific questions about the educational value of part-time employment and whether schools should make use of it.

Table 5: School pupils' part-time work has educational value

	%
Strongly disagree	2
Disagree	13
Agree	59
Strongly agree	18
Not sure	9
(n)	(275)

The majority of parents thought that school pupils' part-time work has educational value (77% agree or strongly agree, table 5). There were no significant differences depending on whether their child had ever had a part-time job nor did parents' own part-time work history make any difference to their response to this question.

When asked whether schools should make more use of pupils' experience of part-time work, parents were still positive in their response (65% agree or strongly agree, table 6) but less so than to the previous question about its educational value, and a higher proportion were unsure. Given the constraints of the survey, it was not possible to give parents explanations and practical examples of how schools might make use of pupils' part-time employment and this may well explain the higher number of 'not sure' responses to this question compared to the more general question about the educational value of part-time work. Again, there were no significant differences in parents' response depending on whether or not their child had had a part-time job or in relation to their own part-time working while at school.

Table 6: Schools should make use of pupils' experience of part-time work

	%
Strongly disagree	4
Disagree	14
Agree	49
Strongly agree	16
Not sure	17
(n)	(275)

Parents' views on formal recognition of pupils' part-time work

In the other elements of the Focus Studies, we asked pupils and teachers in the group work or interviews to give their opinion on a number of different approaches to the recognition of part-time work. As we noted above, we were limited in what we could cover with parents in the survey and so only included one question about recognition. This focussed on a more formal approach to recognition with the example given of the possibility of SQA certification. Their response to this question contrasted with their more positive responses to earlier questions about the educational value of part-time work and the idea that schools should make more use of it. In respect of recognition, parents were almost equally divided for and against the idea against the idea (45% strongly agree/agree; 40% strongly disagree/disagree). There were no significant differences depending on whether their child had had a part-time job. However, parents who had themselves had had a part-time job when at school were more inclined to favour formal recognition than parents who had never worked during their school career (56% vs 41% strongly/agree).

Table 7: Parents' opinion about the formal recognition of pupils' part-time work

Pupils' part-time work should be formally recognised eg get a certificate from the SQA as they do for their exams	%
Strongly disagree	8
Disagree	32
Agree	31
Strongly agree	14
Not sure	15
(n)	(266)

Parents views on the effect of part-time work on their child

We have reported on parents' views about the possible benefits and disadvantages of part-time work in general. We now turn to those parents whose child had experience of part-time working and their judgement of the changes, if any, they thought had resulted from this employment. Table 8 shows that the large majority of parents of working children thought that their son or daughter had experienced some change as a result of working part-time. The ability to communicate with adults in a mature manner and greater self-confidence were the two aspects that parents were most positive about. 88% agreed or strongly agreed that their child's part-time job had taught him/her to communicate with adults in a mature manner (table 8). A similarly high proportion felt that their child's part-time job had led to greater self-confidence (84%). It is notable in both cases, the high percentage who responded that

they *strongly* agreed with the statements, indicating that they felt that their child's job had had a considerable effect in these two respects.

Not unexpectedly, parents thought that part-time working had taught their child good work habits (84% agreed or strongly agreed, table 8). A high level of agreement with two other statements suggest that parents thought that part-time work had contributed to a more mature approach on the part of their child: 80% agreed or strongly agreed that part-time work had given their child a greater sense of purpose and that it had led to a greater appreciation of adult responsibilities while 74% thought that it had taught him/her to take more responsibility for their behaviour. Part-time work was perceived as improving their child's money management as well as their time management skills (77% and 76% agree/strongly agree, table 8). The aspect where parents felt that their child's part-time work had made least change was in respect of encouraging more serious planning for the future but even here 70% were positive about the effect of part-time work. Parents' assessment of the effect of part-time work on their child did not vary significantly depending on whether or not they themselves had had part-time employment during their time at secondary school.

Table 8: Parents' opinion of the changes in their child as a result of part-time work

His/her part-time job ...	Strongly disagree %	disagree %	agree %	Strongly agree %	Not sure %	(n)
...has given him a sense of purpose	1	4	57	23	15	(188)
...has led to a greater appreciation of adult responsibilities	2	6	57	23	12	(188)
...has encouraged more serious planning for the future	2	11	47	23	17	(184)
...has taught money management skills	2	9	47	30	11	(186)
...has taught better time management skills	1	9	54	22	15	(186)
...has taught good work habits	1	6	56	28	9	(187)
...has led to greater self-confidence	2	2	42	42	12	(189)
...has taught him/her to communicate with adults in a mature manner	1	2	47	41	10	(187)
...has taught him/her to take more responsibility for his/her behaviour	3	3	50	24	22	(186)

CHAPTER FOUR CONCLUSIONS

Most parents had worked part-time when they had been at school and most were positive about the experience. This is the backdrop against which they responded to the rest of the survey questions about part-time employment.

A large majority of parents were in favour of pupils working while at school and ascribed a number of benefits to it in respect of: learning new skills; gaining in self-confidence and communication skills and acquiring certain positive attitudes. Most also did not think that working part-time adversely affected school work or various out of school activities. Parents of non-working children were more concerned about these possible negative effects while those who had experience of their children working were less inclined to perceive problems in these respects. When parents whose children had worked were asked about any changes they thought that working part-time had made to their child, they noted a number of positive changes.

At both a general level and also the specific level of their own child, parents viewed part-time work in a positive light. The majority also agreed that it had educational value. When they were asked about the idea of schools making more use of pupils' part-time work experience, they were somewhat less likely to agree with this although a majority were in favour. But parents were divided in their views on the specific question of formal recognition of part-time work via certification. This response may partly have been because it was not possible to explain the idea of recognition fully in the questionnaire and suggests that there is a need for qualitative research with parents to explore both the principle of recognition of part-time work and the various possible approaches to doing so.

Addendum

In April 2006 the Scottish Executive introduced a statutory instrument to address the maximum number of hours that a pupil may work in term time. The net effect of this is that the national legislation now conforms to the EU Directive.

CHAPTER FIVE REFERENCES

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Mixing school and work: your views

PERSONAL AND CONFIDENTIAL

Many young people have paid part-time jobs while they are still at school. The Scottish Executive is keen to understand more about this and so has commissioned an independent research team to find out about part-time employment amongst school pupils across Scotland.

Your [son/daughter, [add name]], has already completed a questionnaire about this and taken part in a group discussion with us. But it's also important that we find out about parents' or carers' views about their son or daughter working while they are still at school and whether schools should take more account of their part-time work. We asked [add name] to tell who we should send this questionnaire to and [he/she] suggested we sent it to you.

If you have more than one child in secondary school, please answer about [add name] since [he/she] is the one who is involved in this research.

Your answers will be treated in complete confidence. No information about individuals will be passed on to schools, the Scottish Executive or any other body and neither you nor [add name] will be identified in any publication from the research and

All completed questionnaires returned to us will be entered in a prize draw for £100 worth of Boots vouchers.

1 Name of person(s) completing survey _____

2 Are you [add name] ...

... Mother (or step-mother) ☐

... Father (or step-father) ☐

... Other (please say what your relationship to [add name] is) ☐

Your experience of part-time work when at school

When we ask about part-time jobs that you yourself or [add name] might have had we mean any paid part-time employment outside of school. This includes such things as newspaper delivery jobs, shop-work, hotel/café work, selling goods door-to-door, babysitting and office or factory work etc. This might be during term-time or the school holidays. It does NOT include activities like washing the car or doing the dishes in the house for 'pocket money' or formal work experience done through the school.

- 3 Did you have a paid part-time job(s) when you were at secondary school?
- yes ☐ → If yes, continue with the next questions
- no ☐ → If no, go to Q11 on the next page

- 4 What age were you when you got your first paid part-time job? _____

- 5 Throughout your time at secondary school, how many paid part-time jobs did you have?
- | | | | | | |
|---|--------------------------|---|--------------------------|-----------|--------------------------|
| 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 or more | <input type="checkbox"/> |

- 6 What type of paid part-time job did you have for the longest time when you were at secondary school?

(tick one box)

Delivering newspapers, advertisements	<input type="checkbox"/>	Supermarket	<input type="checkbox"/>
Other delivery work	<input type="checkbox"/>	Chain store eg Top Shop, Dixons	<input type="checkbox"/>
Babysitting	<input type="checkbox"/>	Other type of shop	<input type="checkbox"/>
Care work eg in old people's home, hospital	<input type="checkbox"/>	Office work	<input type="checkbox"/>
Hotel/bed and breakfast	<input type="checkbox"/>	Door-to-door sales eg Avon	<input type="checkbox"/>
Café/restaurant	<input type="checkbox"/>	Farming	<input type="checkbox"/>
Fast food outlet eg burger bar, chip shop	<input type="checkbox"/>	Construction/building work	<input type="checkbox"/>
Hairdresser	<input type="checkbox"/>	Other	<input type="checkbox"/>

If 'Other', please explain what your job is

- 7 Do you think that working part-time when you were at school was useful to you?
- Yes ☐ No ☐ Not sure ☐

- 8 If 'Yes', in what ways was it useful?

9 Can you recall any difficulties that working part-time while at school caused you?

Yes ☐

No ☐

Not sure ☐

10 If 'Yes', what were these difficulties?

Mixing school and work

11 If [add name] currently has, or has ever had, a paid part-time job while at secondary school, what changes have you observed in [him/her] as a result of this employment?

(tick one box on each line)

[name]'s part-time job ...	strongly disagree	disagree	agree	strongly agree	No change
... has given [him/her] a sense of purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has led to a greater appreciation of adult responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has encouraged more serious planning for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has taught money management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has taught better time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has taught good work habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has led to greater self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has taught [him/her] to communicate with adults in a mature manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has taught [him/her] to take more responsibility for his/her behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer the next questions even if [add name] has never had a part-time job while at school

12 Do you think that a young person should have a paid part-time job while they are at secondary school?

Yes ☐

No ☐

Not sure ☐

13 If yes, at what age do you think a child should first be allowed to have a paid part-time job outside the home?

(tick one box)

At age ...	11	<input type="checkbox"/>	12	<input type="checkbox"/>	13	<input type="checkbox"/>	14	<input type="checkbox"/>
	15	<input type="checkbox"/>	16	<input type="checkbox"/>	17	<input type="checkbox"/>	18	<input type="checkbox"/>

- 14 Whether or not [add name] has had a paid part-time job, have you generally encouraged or discouraged [him/her] from taking paid jobs while at secondary school?
(tick one box)

	yes	no	not sure
I've generally discouraged [him/her]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I remained neutral – neither encouraged or discouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've generally encouraged [him/her]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say more

- 15 Many secondary school pupils have paid part-time jobs sometime before leaving school. How much do they agree with the following statements about school pupils' employment?
(tick one box on each line)

When school pupils work ...	strongly disagree	disagree	agree	strongly agree	not sure
... they get a chance to practise what they have learned at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they have less time for friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they get a chance to learn skills that are not taught at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... their school work suffers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... it increases their self confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they don't have enough time [have less time] for sports or hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they learn to respect others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they take on adult responsibilities before they are ready for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they develop good work attitudes and habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they are under too much pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they learn how to communicate better with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they get to meet people from different social backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 16 How far do you agree or disagree with the following statements?
(tick one box on each line)

	strongly disagree	disagree	agree	strongly agree	not sure
School pupils' part-time work has educational value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools should make use of pupils' experience of part-time work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils' part-time work should be formally recognised eg get a certificate from the SQA as they do for their exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17 Thinking about [ADD name], how often would you say [she/he] is able to ...

(tick one box on each line)

	most of the time	some of the time	not very often	never
... take responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take advantage of an opportunity when they see one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... show initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have confidence in what they do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... not give up when faced with difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... agree to take on new things that are challenging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take a risk once they've thought things through?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... make decisions about how things should be done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... learn from the times they have not been successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... compete against other people or groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... think up new, different ways of doing things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... recognise when they need advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... set targets for themselves ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About Yourself

We're asking these questions because family background can have an influence on how young people get on at school, their decisions about things like part-time work and their ideas about what to do afterwards.

18 What are you doing at the moment now?

(tick one box)

In full-time paid work	<input type="checkbox"/>	Retired	<input type="checkbox"/>
In part-time paid work	<input type="checkbox"/>	Looking after the family or home full-time	<input type="checkbox"/>
Unemployed and looking for work	<input type="checkbox"/>	Unable to work (eg sick or disabled)	<input type="checkbox"/>
Studying full-time at college or university	<input type="checkbox"/>	Doing something else	<input type="checkbox"/>

19 If you're in a paid job now or have been in one in the last 5 years ...

... what type of business do you work in? (eg shop, school)

... what is the name of your job? (eg shop assistant, teacher)

... what sort of work do you do?

- 20 Do you run your own business or work for yourself now? yes ☐ no ☐
- 21 Have you run your own business or worked for yourself in the past? yes ☐ no ☐
- 22 Does anyone else in the house run their own business now? yes ☐ no ☐
- 23 Has anyone else in the house run their own business in the past? yes ☐ no ☐
- 24 What age group are you in?
- Under 35 ☐ 35-44 ☐ 45-54 ☐ 55-64 ☐ 65 or over ☐

Thank you very much for completing this questionnaire. Please now post it back to us in the envelope provided (you don't need a stamp). We will enter your completed questionnaire into the prize draw for £100 worth of Boots vouchers.

Remember that your answers will be treated in complete confidence.

If you have any questions about this survey or about the research, please contact any member of the research team.

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