

The Effects of Part Time Employment

On High School Seniors'

Career Choice

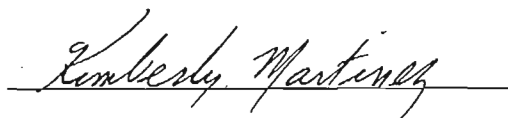
by

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A handwritten signature in cursive script, reading "Kimberly Martinez", is written over a horizontal line.

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**Abstract**

This study was done to determine students' perceptions of the relationship between having a part time job while in high school and the influence those experiences had on students' career and/or educational choices after high school. Many studies have been conducted that explored how other factors influence a student's choices in careers and education after high school.

Male and female high school seniors, 18 years old or older, were chosen as the subjects for this study. The subjects were given a survey instrument and asked about job type, hours worked per week, and if their job had any influence on their choices for what careers they were planning on pursuing. The students were asked to give their opinions on the impact of their part time employment and their plans for the future.

Approximately 40% of the students surveyed stated that their part time employment influenced them. Of that population, females were more likely to pursue careers in the medical or educational fields having had related jobs that offered positive feedback. Furthermore, males were more likely to have had negative work experiences and made statements that confirmed their decisions to not want to do that kind of work in the future.

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## Table of Contents

	Page
.....	Page
Abstract.....	2
List of Tables .....	7
Chapter I: Introduction.....	8
Statement of the Problem.....	9
Research Questions .....	9
Definition of Terms.....	10
Assumptions and Limitations .....	10
Chapter II: Literature Review .....	11
Family Influence .....	11
Subject Influence .....	12
Personality Influence .....	13
Other Influences.....	13
Part Time Work Influence .....	14
Summary .....	16
Chapter III: Methodology .....	17
Subject Selection and Description .....	17
Instrumentation .....	17
Data Collection .....	17
Data Analysis .....	18
Limitations .....	18

Chapter IV: Results.....	19
Introduction.....	19
Demographics .....	19
Type of Business.....	19
Hours per Week .....	21
Job Satisfaction .....	21
Post High School Plans.....	22
Influences on Post Secondary Plans .....	22
Part Time Employment Influence.....	23
Career Choice.....	23
Chapter V: Discussion .....	25
Introduction.....	25
Limitations .....	25
Discussion of Survey Results.....	25
Conclusion .....	28
References.....	29
Appendix A: Student Survey .....	31
Appendix B: Consent Form .....	33

**List of Tables**

Table 1: Student Employment Types.....	20
Table 2: Student Employment Types (Those Students Influenced by Part-Time Employment) ..	21
Table 3: Influences on Post Secondary Plans .....	22
Table 4: Career Choice .....	23

## Chapter I: Introduction

It is not uncommon for a high school aged student (typically 14-18) to have a part time job. Students' places of employment can vary widely depending on the community. Typical employers are fast food restaurants, grocery stores, gas stations, retail stores, and landscaping companies, among others. Some students work during the summer months, some work during the school year, and some do both. How does working impact these students? There have been several studies that have explored the relationship of students having a part time job while still in high school. Some studies have looked at how employment affects grades (Oettinger, 1999; Singh, Chang, and Dika, 2007; Rothstein, 2007). Some studies have explored how they affect social relationships; both family and friends (Weller, Kelder, Cooper, Basen-Enguist, & Tortolero, 2003). Also some studies have even looked at how having a part time job in school affects delinquency and behavior (Paternoster, Bushway, Brame, & Apel, 2003).

However, what kind of influence does part time work have on young adults' choice of career and education after high school? Does it help guide them? Does it help prepare them? Does it give them additional training in a certain area?

Many things influence young adults as they grow both physically and mentally. In the area of career and/or educational choices, several factors have been determined that help persuade students to make a career choice. Some studies have shown that parents influence career and post high school education choices (Kniveton, 2004). Perhaps students want to follow in the footsteps of a parent, or do even better than what their parents did. Siblings can have a strong influence as well; the child perhaps wants to copy what the sibling chose to do, or sibling rivalry takes place. Then again, maybe it was a teacher at school that influenced a career choice. It could have been an interesting class, an exciting lesson, or a fun lab that the student took part in that influenced the student's post high school choice. Maybe it was a guidance counselor, or



someone at the local church such as a pastor. In short, relationships and people influence others in what they do. What other factors might influence people's choices? What about students' part time jobs? How much impact does that have on career choices?

During the school year many high school students work anywhere from five to over twenty hours per week. Sometimes students work even more during the summer months. If a student is putting in so much time at a job site, it must be likely that thoughts, feelings, and opinions are being created by the individual about the work that is being done there. Does this information influence the next steps after high school?

Conceivably, it is possible that only certain types of work have major influences on students as they make their post high school choices. A high school student's type of employment can vary widely. This author alone (when in high school) worked as a cook, landscaper, office assistant, and a park counselor. Is there a relationship to the type of work, and its impact on student's post high school choices?

### **Statement of the Problem**

The purpose of this study is to determine students' perceptions of the relationship between having a part time job while in high school and the influence those experiences can have on students' career and/or educational choices after high school.

### **Research Questions**

This study addressed the following questions:

1. Does working a part time job influence a student's career choice?
2. Does the type of business a student works for influence a student's career choice?
3. How does gender in relation with part time employment influence a student's career choice?

## **Definition of Terms**

There are multiple terms that are mentioned throughout the text that need to be defined. While the terms are common, they have a general meaning in this research that needs to be clarified.

**Part time employment** - any job that a person would have that is less than 40 hours per week.

**Restaurant** – this includes fast food, diners, cafeterias, chain restaurants, and fine dining.

**Retail Store** – this includes local shops, clothing stores, chain stores, and any other store that sells common consumer goods.

**Entertainment** – this includes movie theaters, golf courses, sporting events, and any other form of businesses whose main product is fun and recreation.

**Working with Children** – this includes, tutoring, daycare, babysitting, camps, coaching, and parks.

**Medical** - this includes hospitals, pharmacies, and nursing homes.

**RIASEC** – Holland Codes for personality type. These include realistic, investigative, artistic, social, enterprising, and conventional. The Holland Codes are based on the research of Dr. John L. Holland. The Holland Codes are useful for helping people to make sense of the relationship between personality type and occupation.

## **Assumptions and Limitations**

It is assumed that all subjects will be honest when completing the survey. The biggest limitation of this study is that it cannot be generalized to the larger population since the subjects used were convenient and not randomized. This is difficult when some subjects may not be able to participate due to illness or absenteeism. Additionally the survey instrument has not been validated since the author created his own survey.

## Chapter II: Literature Review

Studying how part time work affects high school students is not a new idea. Many studies and articles have been done on how employment impacts students' academic work, extra-curricular activities, physical health, and mental health. Primarily this study will be focusing on how part time work influences career and education choices.

Most career and educational choices are not made on a whim. It is over time that students formulate ideas and decisions about what they choose to do after high school. Kniveton (2004) stated, "the task of choosing a career is not static but part of the developmental process" (p. 47). It is over several years, particularly for most during their adolescence, that students change their minds many times about what they want do after high school.

Several different studies have identified elements that have influenced high school students in the career and post secondary educational choices. These elements have been identified as; family, subject interest, and personality. However, part time work experience has not been included on this list.

### **Family Influence**

Kniveton (2004) explores several different types of influences on teenage students, the main influence being family. Parents have a major impact on what students choose to do. Parents lead by example. When considering gender of the child, Kniveton also found that the child is more likely to be influenced more by a parent of the same sex. Paa and Hawley-McWhirter (2000) found that the gender of the parents weighed heavily on the influence of the child, especially with girls. Paa *et al.* states (2000), "The female participants in our study seemed to be aware of the strong influences that similar role models such their mothers, female teachers, female friends exerted on their career expectations" (p. 39). While Paa *et al.* also found other influences on students, family, particularly the parents, was the biggest factor.

Additionally, Kniveton (2004) explored the influence of the siblings. Brothers and sisters offer competition. More often than not, the younger siblings were more influenced by their older siblings than their parents. Kniveton investigated other issues as well, but according to him it is family that has the strongest impact on what these teenagers are choosing to do. "The influence of schoolteachers on career choice is far less than that of parents" (Kniveton, 2004, p. 56). A number of studies have found the same conclusions (Wintre *et al.*, 1988; Small & McClean, 2002; and Domene, Shapka, & Keating, 2006).

### **Subject Interest**

Other than family, picking a career to pursue based on one's interest is quite common. If a student enjoys working in the auto shop class, that student is likely to pursue a career as a mechanic, or if a student is interested in business classes, then it could be conceivable that student would pursue a career in a related field such as accounting or marketing. Malgwi, Howe, and Burnaby (2005) interestingly found that parents were not the biggest factor in influencing students' career choices. In their study they found that interest was the most influential factor, followed by aptitude in a subject and level of pay. According to Malgwi *et al.*:

Both men and women were most strongly influenced in their initial major choice by their interest in the subject, there were several gender differences. For example, women were strongly influenced by their aptitude in the subject and men significantly less so, whereas men were significantly more influenced than women by the level of pay in the field. (p. 279)

When looking at parent influence in Malgwi *et al.*'s study, it ranked sixth among factors influencing choice of major. While Malgwi *et al.* surveyed college students ages 18 to 25, Kniveton surveyed high school students age 14 to 18. Perhaps the difference in age caused the

students in Malgwi *et al.*'s study to look at how their choices were influenced differently over time.

### **Personality Influence**

Being interested in certain subject areas would align closely with personality type; at least this is the thought of researcher John Holland. In his book, Holland (1997) discusses the six types of personalities, RIASEC, known as Holland Codes. His work is the basis today for most career inventories. He gives examples of the types of careers that one would tend to pursue based on his personality codes. According to Holland, everyone is made up of the six different types, but it varies in how they rank within one's self. As his theory is applied in job types, it is typically only the two or three most dominant personality types that are used for occupation guidance. While Holland acknowledges that the theory continues to be refined, he urges people to continue his study and for people to utilize it for career exploration.

Because personality relates to interests, both of these factors together could help guide a high school student into a career path. Following Holland's theory, high school students would then most likely want to take on part time jobs that align within their interests and therefore align with their personalities.

### **Other Influences**

Studies have shown that other factors also have been found to influence career choice. Some examples of these are teachers, guidance counselors, and goals. Daire, LaMothe, and Fuller (2007) found that both African American and white college students stated that future income was an influence on the career path that they had chosen. Additionally counselors have had a slight effect on students' career choice, According to Domene *et al.* (2006):

Counselors were the most frequently cited source of support for students' educational planning needs. Unfortunately, the present study was unable to explore why participants

sought assistance from counselors for educational planning needs, but not career-related needs. Perhaps students associate counselors primarily with school-related issues, and are unaware of the career guidance services that are available to them. (p. 153)

It is conceivable that most high school students do not know about the various tasks counselors can complete for the students, such as career exploration assistance.

Other influences have been listed in various studies such as Ladany, Melincoff, Constantine, Love (1997), which looked at aspects such as friends, gender, ethnicity, and teachers. A variety of factors have made a range of significant impacts on high school students. In most cases, their experiences and background are factors which have the greatest influence on them.

### **Part Time Work Influence**

Perhaps part time employment while in high school is an experience that has an impact on what students choose to do in the future. Obviously working too much, or even too little, can have a negative impact on students' studies, but Rothstein (2007) states, "...working during school may motivate youths to study harder to achieve a certain career goal" (p. 197).

Rothstein's research focused on the impact of part time employment on students' grade point average.

Oettinger (1999) states, "employment might increase the quantity or productivity of study time if it complements academic effort, for example by increasing motivation or 'future-orientedness'" (p. 137). After working long hours, the student employees may find that they think that this is not for them. Working long tough hours may put thoughts into their heads of wanting something more, or just wanting something different. Whether this is considered positive or negative does not matter, their job had an impact on them and influenced what they chose to do. Both Rothstein (2007) and Oettinger (1999) were exploring how student part time

employment affected academic performance. In the end they both came to similar conclusions that working over 20 hours per week was too much and academics and attendance suffered because of it. But working somewhere in the middle, about 10 to 15 hours per week, was beneficial. Those students learned valuable work skills and time management.

Some researchers have looked to see what students' thoughts are on working a part time job. Stern and Briggs (2001) explored the relationship of paid employment while in secondary school, and reported actual high school student opinions on the subject. Most of the opinions stated in the article depict student attitudes toward work as a necessary evil that taught them things to make them better for the greater goal down the road. They concluded the following:

Three trains of thought can be found...working may enhance students' commitment to school if they believe that school and work are both preparing them for the future...secondly, some students find their jobs to be so unpleasant that they serve as object lessons, warning them to stay in school...thirdly, in a more positive vein, other students write that work and school are sometimes interesting and enjoyable, at the present time. (Stern & Briggs, 2001, p. 370)

The first two thoughts have a major impact on what students choose to do after high school. If it is a training/preparation idea, one could possibly conclude that these students have thoughts and ideas to pursue a career or education related to that job. Perhaps they want to "climb the ladder" in that field. The other side to that idea is the second train of thought from Stern and Briggs, which is that students' jobs are so miserable that they need to go to school to find something that they like better. Nonetheless, whether positive or negative, that part time job influenced those students to doing something else, such as go to school. Stern and Briggs' findings reinforced previous studies (Rothstein, 2007; Oettinger, 1999) that explored how working a part time job while in high school effects school performance. However, with reflections from the students

such as the one stated above, their study also shows the impact that part time employment has on career choice.

Interestingly, Carr, Wright, & Brody (1996) showed different positive and negative effects of working a part time job while in high school. The positive effects were labor force participation, income, and employment. The negatives effects were a lesser chance at higher educational attainment. While their results do not align with other studies, it should be pointed out that the subjects of this study were from 1979. Thirty years later it is probable that people's goals are different and more people are going on to post secondary education whether they worked during high school or not. Carr *et al.* continued previous research which showed that working a part time job in high school has an impact on the years that follow high school. According to them, there are effects that can impact those into their early thirties. Perhaps they could also be influential effects when relating to career decisions.

### **Summary**

There have been numerous studies which have investigated factors which affect career choice. However, no study was found that asked the question, does part time employment in high school influence a senior high school student's career and/or post secondary educational choices? This new study will continue to shed light on the subject and help educators, parents, and guidance counselors guide students into careers that are appropriate and desirable.



## **Chapter III: Methodology**

### **Subject Selection and Description**

Approximately 280 male and female senior students from a high school in west central Wisconsin were identified from the school secretary as being 18 years old or older. Since seniors in high school are the closest to going on to a career and/or post secondary education, they were chosen to take part in this study. Furthermore, only those seniors who were 18 years old or older at the time that the study was conducted were chosen to participate in the study. This was necessary as parental/guardian permission would have been needed in order for minors to participate. In the interest of time, minors were omitted from the study.

### **Instrumentation**

An eleven question survey was created by the researcher. It included questions regarding: where high school students worked, how many hours they worked, what kind of work they did, and if working influenced their career and/or educational choices after high school. A copy of the survey is located in Appendix A.

### **Data Collection**

In March of 2010, the teachers of the senior students who were identified as being 18 years old or older were alerted to the researcher's intent and study. The teachers were asked to distribute the survey during their fifth hour class to only those senior students. Fifth hour covers the time period in which a majority of the senior students were in the building, since many seniors have open campus privileges during periods one, two, six and seven. The students completed the survey during their fifth hour class and returned it to the fifth hour teacher. The fifth hour teacher collected all completed surveys in an envelope and returned them to the researcher's mail box in the main office by the end of fifth period.

A consent form was given to the senior students at the high school. After reading the information provided, if the students agreed to participate they completed the survey. If the students did not want to participate, they turned in a blank survey. A copy of the consent form is located in Appendix B.

### **Data analysis**

The results of the survey were analyzed through qualitative research by interpretive analysis to identify if part time employment has an effect on what career choices high school seniors plan on making after high school. After collecting the surveys, the data was tabulated and put into tables that related to the research questions. The results were then analyzed interpretively to gain an in-depth understanding of how the students made their decisions. The results of the survey were also analyzed for discussions with the school's School to Work Coordinator as another possible way of helping the teachers, guidance counselors, and the School to Work Coordinator to guide the students' pathways in their education.

### **Limitations**

The biggest limitation of this study is that the results cannot be generalized to the larger population since a randomized sample of high school seniors was not used. Convenience sampling was used as the researcher drew his sample from the high school seniors from the school where he is employed. If more time were available, more students would be included. This is difficult when dealing with student attendance, colleague cooperation, and student interest in the research work.

Furthermore, there have been no pilot studies conducted to determine the survey's validity or reliability. The survey was only created for this specific study.

## **Chapter IV: Results**

### **Introduction**

The intention of this study was to determine students' perceptions of the relationship between having a part time job while in high school and the influence those experiences can have on students' career and/or educational choices after high school. One hundred and twenty seven senior male and female seniors were surveyed in a west central Wisconsin high school. The survey instrument's purpose was to find out who worked, how much, what type of work, and if the type of employment influenced their post-high school decisions.

Two hundred and forty-three surveys were handed out to the 18 year old or older senior students, 127 were fully completed; that is a 52% return rate. This low percent can be attributed to absenteeism and students not wanting to participate.

### **Demographics**

The survey instrument was handed out to fifth hour teachers to survey 243 seniors who were 18 years old or older. Of the 127 returned surveys, 59% of the respondents were male and 41% of the respondents were female. A vast majority of the students, 95%, said that they have or have had a part time job. Of the 121 students stating that they had jobs, 58% were male and 42% were female.

### **Type of Business**

High school students work a variety of different types of jobs for part time employment. Students were asked what type of business they worked for. They were asked to circle all that have applied to them. Table 1 below describes the breakdown for the different student employment types. Restaurant work was the highest type of employment for the students; fifty-six students responded that they had employment in that area. The second highest area of employment was retail stores, such as Target, Walmart, and Kohl's Department store. Fifteen

students reported that they had worked for this type of employer. The next highest type of work was working with children, which includes, babysitting, daycare, camps, and coaching.

Seventeen students responded that they had jobs working with children.

Table 1

*Student Employment Types*

Type of Business	Number of Students
Restaurant	56
Retail Store	20
Working with Children	17
Grocery Store	15
Entertainment	15
Farm	10
Hard Labor	8
Medical	3
Gym	3
Car Wash	3
Office	2
National Guard	1
National Guard	1
Vet	1
State Park	1
Marina	1
Hair Salon	1

Students who stated that part time work had influenced their post-high school educational and career choices had some similar results, but there were also differences. Table 2 below shows the breakdown for the different student employment types who said that their part time employment had influenced their post-secondary educational and career choices. Restaurant was still the number one choice, with 25 students saying they had worked in that area. However, the second highest area was working with children; ten students said that they worked in that area. Following working with children, the next three highest responses were retail stores, entertainment, and the medical field.

Table 2  
*Student Employment Types (Those Students Influenced by Part-Time Employment)*

Type of Business	Number of Students
Restaurant	25
Working with Children	10
Retail Store	7
Entertainment	6
Medical	5
Grocery Store	4
Farm	3
Hard Labor	2
Gym	1
Office	1
National Guard	1
Vet	1

### **Hours Per Week**

Question five on the survey asked students how many hours per week did they work at their current job. Five choices were given; 1 - 5, 6 - 10, 11 - 15, 16 – 20 and more than 20. The results were distributed evenly across 4 of the 5 choices from 6 – 10 to more than 20 hours per week. This was the same for all students and those who stated that their part time employment had influenced their post-secondary and career choices.

### **Job Satisfaction**

Job satisfaction could play a role in one's career decision. Students were asked if they were satisfied with their most recent part time job. Seventy-one percent of the respondents who had indicated that their part time employment had influenced their post-secondary and career choices said that they were satisfied with their most recent part time job. Seventy percent of all the respondents overall stated that they were satisfied with their part time job. Thirty percent of all the respondents stated no, that they were not satisfied with their most recent part time job. Furthermore, 71% of the unsatisfied students were male.

### Post High School Plans

Question seven of the survey asked students to state what their post high school plans were. Students were given the choice of military, four year university or college, technical college, apprenticeship, entering the work force, or other. The highest choice overall was four year university or college; 83.5% of the students chose this option. The second highest choice was technical college with 10.7%, and the remaining 3.3% of students chose the military.

When looking at those students who stated that they were influenced by their part time job the results were similar.

### Influences on Post Secondary Plans

Question eight of the survey asked students to list what sorts of things have influenced them on their post secondary plans. Answers varied, but there was much consistency among certain items, such as family, personal interests, income, part time job, and school. Family was the highest choice. Table 3 describes the results of question eight for all students surveyed and those students who said that their part time employment had influenced their post-secondary and career choices.

Table 3

*Influences on Post Secondary Plans*

Influence	All Respondents	Respondents Who Indicated that Part Time Job Influenced Their choices
Family	55	19
Part Time Job	48	48
Personal Interests	31	0
Specific Classes	28	7
Friends	19	4
Income	14	9
Life Goals	14	8
Sports	6	3
Teachers	6	2
Grades	6	2
Volunteer Activities	4	2
Location	4	1
Desire for more education	4	0

Interestingly, when comparing the overall group to those students who said that their part time employment had influenced their post-secondary educational and career choices, part time job was the highest choice, followed by family.

### **Part Time Employment Influence**

On the survey students were asked if their part time jobs have influenced their post secondary plans and/or their career choices. If they answered yes they were asked to give examples and describe how their jobs have influenced their choices. Students gave various examples for both questions nine and ten, and these examples will be given in chapter five: Discussion.

### **Career Choice**

For the final question on the survey, students were asked to write down what career they are planning on pursuing. Various answers were collected. The largest career choice given was the Math/Science/Engineering field, with 21.5%, followed by the medical field, with 15.7%.

Table 4 describes the results for all students surveyed.

Career Group	Number of Students	Percentage
Math/Science/Engineering	26	21.5%
Medical	19	15.7%
Business	17	14%
Education	14	11.6%
Unknown	12	9.9%
Communications	9	7.4%
Public Service (Government)	8	6.6%
Service	5	4.1%
Animal Science	4	3.3%
Arts	4	3.3%
Automotive	3	2.5%

The results of career choice for those students who stated that their part time employment had influenced their post-secondary educational and career choices was slightly different than

that of the entire group surveyed. The highest career choice for those students was the medical field, 22.9%, followed by Math/Science/Engineering field, 14.5%, and then the education field, 12.5%.

The final chapter, Discussion, will talk about the results of the surveys and attempt to draw upon some conclusions of the study.



## Chapter V: Discussion

### Introduction

Life after high school is an important time for any student. During this transitional time period many students are making college commitments, searching for career choices, and exploring the different possibilities that lay ahead. Several studies have identified the various influences that effect the choices that senior students make as they leave high school and go on to the next part of their lives. Some of these influences include parents, school, interests, extra-curricular activities, and others. One area that seems to have been overlooked is a student's part time employment during high school. What effect does this experience have on the young adult's life? Does part time employment influence a senior high school student's career choice?

Senior students 18 years old or older were given the opportunity to give their opinions if their part time employment had influenced their post secondary educational or career choices. Using a survey instrument participants were asked where they worked, how many hours they worked, if they were satisfied with their job, and what career they were planning on pursuing. The results were analyzed interpretively to determine if there were any trends and correlation between the data. Further analysis was also done to determine if any of this research could be used by the School to Work Coordinator for helping place students in coop opportunities for credit and exposing students to fields that perhaps they would be interested in as potential careers.

### Limitations

This study's biggest limitation was that only one school was surveyed. If more than one school was studied perhaps a more broad generalization could be made about the study. Furthermore, student participation in this study was limited. Perhaps a wider age range could be used in the future to include students less than 18 years of age. Due to the fact that parental/guardian permission would have been needed for minorities to participate; it would have

taken longer to conduct the study. Finally, assuming that all students were completely honest is a limitation. Due to the age of the participants in the study, some may have provided false information and the results may not have been entirely accurate.

### **Discussion of Survey Results**

This study attempted to answer three research questions. The first question was does working a part time job influence a student's career choice? The results of the survey generated interesting findings. Approximately 39.6% students who stated that they had or have had a part time job indicated that they were influenced by that part time job for their career choice. Whether this number is high or low remains to be seen. This researcher could not find any results of similar research having been conducted in the past. However, one could conclude that the 39.6% could have been higher; it is possible that some students have not realized the influence that their part time employment has had on their career choice or post high school educational plans.

The question regarding with the amount of time worked at a job had very little difference between all students and those students who were influenced by their part time job. It is safe to say this factor has no effect on career influence for this group of respondents. However, a suggestion for future research may find otherwise with a larger sample surveyed.

The second research question was does the type of business a student works for influence a student's career choice? Where students worked and if they were influenced by it for their potential career choice had a large relationship. One of the largest career fields of choice was the medical field. Additionally the education field was high on the list. One student who worked at a daycare stated on the survey, "I want to go into elementary education, so it (the job) showed me that I can handle it and that I love being with kids." Another student stated, "I am going to be a nurse, so working in a nursing home helped me mold my ideas on what an ideal nurse should be." One could argue that both fields offer potentially rewarding results with patient and student

success stories. It could be possible that many students enjoyed the positives of their part time jobs working with children and/or patients and saw themselves going into a career that relates to that part time job. They experienced rewarding work, and many of those students wish to continue that.

The third research question was how does gender in relation with part time employment influence a student's career choice? Interestingly enough, many students stated that their part time work influenced them in their career choices, but negatively. Several students commented that working at their part time job helped them realize that they did not wish to continue doing that line of work for the rest of their lives. This tended to be more common among males than females. The results coincided with Creed and Patton's (2003) research which stated that adolescent females matured earlier than males in their career attitude, which entails independence, a sense of responsibility, and a greater understanding of work. Furthermore, they also found females' response to working experience was more mature than that of males of the same age. Most of the males surveyed in this research who stated opinions on their work experience did part time work that is considered to be hard or dull labor, such as landscaping, waiting tables, cleaning, or working in a fast food restaurant. One male student wrote, "working in a restaurant made me want to go to college more than I already did, because I'd rather spend four more years in school and do something I enjoy than wait tables for the rest of my life." Another opinion was, "I realized that I want to get out of the movie theatre and into a real profession." Finding out what you like and do not like is a major part of developing into an adult. Realizations such as, "working there has made me realize that hourly labor is defiantly not something I want to do all my life," can be considered a rite of passage for many, but it is just one way how some students are influenced towards or steered away from certain careers. Of the 30% of students from question six on the survey who stated that they were not satisfied with

their part time job, all wrote comments similar to the ones above, stating how their part work experience made them aware that they wished to do something else with their lives.

### **Conclusion**

The students offered several insights to their thoughts on the impact of part time work on their future. Some of the other comments included:

I learned to really enjoy working with others and seeing how one thing can be shared throughout a community.

It has taught me responsibilities and also to socially interact with people I do not know.

I work in a restaurant and I enjoy it. I have the opportunity to advance here, and I would like to take advantage of it.

These reflections on part time employment not only help students realize the importance of work, but also how it connects to the next step in life.

This information could be considered invaluable to School to Work Coordinators when dealing with students who are starting to think about what careers they wish to go into. Many times a high school student finds a part time job simply based on type of employment, pay, and availability. But, if it is possible working with a high school's School to Work Coordinator, one could perhaps find a part time job related to his or her career aspirations. Whether the end result is positive or negative, students could find out early if that line of work interests them; the more preparation, the better.

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## Appendix A: Student Survey

**This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.**

### Part Time Employment Questionnaire

**Instructions:**

Please answer all questions completely and honestly. **DO NOT PUT YOUR NAME ON THIS PAPER.** Turn it in when you are done. Please do not talk while you are filling this survey out. Your participation is strictly voluntary. Thank you.

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**1. Gender?**

- a. Male
- b. Female

**2. Do you or did you have a part time job?**

- a. Yes
- b. No, if you answered no, stop here and turn in your paper into your teacher

**3. If you answered YES to the question above, what type business do/did have you worked for?**

**Please circle all that apply**

- a. Restaurant (ex: Sit Down or Fast Food)
- b. Retail Store (ex: Target, Menards, Sears, etc.)
- c. Grocery Store
- d. Farm
- e. Entertainment (ex: Golf course, movie theater, etc.)
- f. Other: \_\_\_\_\_

**4. What type of work do/did you mainly do?**

**Please circle all that apply and write the job that applies next to your choice**

- a. Desk Work (ex: filing papers, answering phones, etc)  
\_\_\_\_\_
- b. Low intensity (ex: cashier, taking tickets)  
\_\_\_\_\_
- c. Low physical labor (ex: Stocking shelves, Serving food)  
\_\_\_\_\_
- d. Intense physical labor (ex: Digging ditches, back breaking)  
\_\_\_\_\_

5. **With your most recent job, on average, how many hours per week do/did you work?**
- a. 1 - 5
  - b. 6 - 10
  - c. 11 - 15
  - d. 16 - 20
  - e. More than 20

6. **Yes or No are/were you satisfied with your most recent job?**
- a. Yes
  - b. No

7. **What are your plans for after high school?**
- a. Military
  - b. 4 Year College or University
  - c. Technical College
  - d. Apprenticeship
  - e. Enter the Work force
  - f. Other: \_\_\_\_\_

8. **What things have influenced your post high school plans?**

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9. **Has your most recent part time job influenced your post high school plans?**
- a. Yes
    - i. If Yes, please list examples:  
\_\_\_\_\_  
\_\_\_\_\_
  - b. No

10. **Has your most recent part time job influenced your career choice?**
- a. Yes
    - i. If Yes, please list examples:  
\_\_\_\_\_  
\_\_\_\_\_
  - b. No

11. **What career do you want to pursue?** \_\_\_\_\_



## **Appendix B: Consent Form**

### **Consent to Participate in UW-Stout Approved Research**

**Title:** The Effects of Part Time Employment on High School Seniors' Career Choice

**Investigator:**

Dan Weiland  
1501 Vine Street  
Hudson, WI 54015  
715-377-3800 x6233

**Research Sponsor:**

Kimberly Martinez, Ph.D.  
School of Education  
UW-Stout 426 McCalmont Hall  
715-232-2160

**Description:**

The purpose of this study is to determine students' perceptions of the relationship between having a part time job while in high school and the influence those experiences can have on students' career and/or educational choices after high school.

**Risks and Benefits:**

There are no immediate risks known for being a part of this study. The benefits include being a part of a study that will further the information on how part time jobs impact student career choices and this will help future teachers and guidance counselors guide students to their proper career choices after high school.

**Special Populations:**

18 year old and older High school seniors will be asked to participate in this study.

**Time Commitment and Payment:**

Approximately 10 - 15 minutes of one class period is needed to complete this study's survey.

**Confidentiality:**

Your name will not be included on any documents. The researcher does not believe that you can be identified from any of this information.

**Right to Withdraw:**

Your participation in this study is entirely voluntary. You may choose to not participate without any adverse consequences to you. However, should you choose to participate and later wish to withdraw from this study, there is no way to identify your anonymous document after it has been turned into the investigator.

**IRB Approval:**

This study has been reviewed and approved by the University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

**Investigator:**

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**Statement of Consent:**

By completing the survey you agree to participate in the project entitled, How Working a Part Time Job Influences a High School Senior's Career Choice.