



Australian Council *for* Educational Research

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# Longitudinal Surveys of Australian Youth

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**QUESTIONNAIRE:  
THE LSAY 2003 SAMPLE OF 15 YEAR-OLDS,  
WAVE 1 (2003)**

**Technical Report 34, Part C**

**December 2005**

## **Longitudinal Surveys of Australian Youth: Technical Reports**

1. Reading and Numeracy Achievement Tests: 1975-1995, October 1996 (Not publicly available).
2. Overview of the Longitudinal Surveys of Australian Youth Program (LSAY), August 1997
3. The 1961 Cohort Questionnaires: 1975-1994, April 1997
4. The 1965 Cohort Questionnaires: 1981-1995, April 1997
5. The 1970 Cohort Questionnaires: 1985-1994, April 1997
6. The 1975 Cohort Questionnaires: 1989-1996, April 1997
7. The Australian Youth Survey Description
8. Sampling and Samples for the Longitudinal Surveys of Australian Youth
9. Codebook: The LSAY 1995 Year 9 Sample Wave 1 (1995), February 1997
10. Item Statistics for the Reading and Numeracy Tests: 1975-1995
11. Codebook: The LSAY 1995 Year 9 Sample Wave 2 (1996), November, 1997
12. Codebook: the LSAY 1996 School Survey, October 1998
13. Codebook: the LSAY 1996 Teacher Survey, October 1998
14. The Measurement of Socioeconomic Status and Social Class in the LSAY project, November 1999
15. Weighting the 1995 Year 9 Cohort Sample for Differential Response Rates and Sample Attrition, July 2000.
16. The Designed and Achieved Sample of the 1998 LSAY Sample, February 2002
17. Codebook: The LSAY 1995 Year 9 Sample Wave 3 (1997), November 1999
18. Codebook: The LSAY 1995 Year 9 Sample Wave 4 (1998), November 1999
19. Codebook: The LSAY 1998 Year 9 Sample Wave 1 (1998), August 2000
20. Codebook: The LSAY 1999 Teacher Survey for the Y98 cohort, March 2000
21. Codebook: The LSAY 1995 Year 9 Sample Wave5 (1999), June 2000
22. Codebook: The LSAY 1998 Year 9 Sample Wave 2 (1999), September 2000
23. Codebook: The LSAY 1999 School Survey for the Y98 Cohort, November 2000
24. Codebook: The LSAY 1998 Year 9 Sample Wave 3 (2000), April 2001
25. Codebook: The LSAY 1995 Year 9 Sample Wave 6 (2000), May 2001
26. Codebook: The LSAY 1998 Year 9 Sample Wave 4 (2001), June 2002
27. Codebook: The LSAY 1995 Year 9 Sample Wave 7 (2001), March 2003
28. Codebook: The LSAY 1995 Year 9 Sample Wave 8 (2002), May 2003
29. Codebook: The LSAY 1998 Year 9 Sample Wave 5 (2002), May 2003
30. Codebook: The LSAY 1998 Year 9 Sample Wave 6 (2003), May 2004
31. Codebook: The LSAY 1995 Year 9 Sample Wave 9 (2003), May 2004
32. Codebook: The LSAY 1998 Year 9 Sample Wave 7 (2004), May 2005
33. Codebook: The LSAY 1995 Year 9 Sample Wave 10 (2004), May 2005
34. The LSAY 2003 Sample of 15 Year-olds, Wave 1 (2003)
  - A. Data Dictionary
  - B. Frequencies
  - C. Questionnaire
35. The LSAY 2003 Sample of 15 Year-olds, Wave 2 (2004)
  - A. Data Dictionary
  - B. Frequencies
  - C. Questionnaire



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## ***Longitudinal Surveys of Australian Youth***

Longitudinal Surveys of Australian Youth is a program of surveys of young people jointly managed by ACER and the Australian Government Department of Education, Science and Training (DEST). The surveys focus on the education and labour market experiences of groups of young Australians, beginning from their middle years of secondary schooling. Data collected include basic demographic variables, as well as information about educational and labour force participation and experiences extending over a number of years.

The present form of the LSAY program commenced in 1995 with a national sample of Year 9 students. The program also brings together earlier longitudinal studies conducted by ACER under the Youth in Transition (YIT) program, and by the Commonwealth under the Australian Longitudinal Survey (ALS) and Australian Youth Survey (AYS) programs. The data collected through LSAY are deposited with the Australian Social Science Data Archive (ASSDA) for use by other researchers.

### **The 2003 Sample of 15 Year-olds (Y03)**

In 2003, a nationally representative sample of approximately 12,500 15 year-old students was selected to participate in the Programme for International Student Assessment (PISA), conducted by the Organisation for Economic Co-operation and Development (OECD). More than 10,000 of these young people became the third cohort of the Longitudinal Surveys of Australian Youth. The PISA sample was constructed by randomly selecting fifty 15 year-old students from a sample of schools designed to represent state and sector. Assessments in mathematical literacy, reading literacy, scientific literacy and problem solving were administered to students in their schools to provide information on school achievement for use in later analyses of educational and labour market participation. Students also completed a background questionnaire about their families, educational and vocational plans, and attitudes to school. In follow-up telephone interviews, students provided further information on their schools and on part-time work. In 2004, members of the Y03 cohort were contacted again for telephone interviews.

Details on PISA are provided in publications from the OECD, available at <http://www.pisa.oecd.org>.

### **The 2003 Y03 Telephone Survey**

The 2003 Y03 Telephone Survey was conducted with 11 619 of the students who formed the PISA 2003 sample. The PISA sample was 12 551, however a number of students withdrew from the study or had not provided correct contact information on the PISA student questionnaire form. Of 11 619 whose details were available, 10 370 useable interviews were completed successfully (89% of the active sample). There were 278 refusals or terminations of interview (2.4% of the available sample), 567 non-contactable (4.9%) and 188 others not interviewed (1.6%).

### **The 2004 Y03 Telephone Survey**

The 2004 Y03 Telephone Survey was conducted with 9831 members of the 2003 sample. The 2003 final sample was 10 370, however 13 members withdrew from the study and 4 were not approached because of illness or travel. Of the 10 353 available for interviews, 9378 useable interviews were completed successfully (91% of the active sample). There were 258 refusals or terminations of interview (2.5% of the sample), 387 non-contactable (3.7%) and 330 others not interviewed (3.2%).

**Dimensions of data set:**

Number of cases: 10 370

Number of variables: 1382 (2003 and 2004)

The coding framework for Institutions is not publicly available.

The reference for the coding framework for the Area of Study variables is:

Australian Bureau of Statistics (2000). *Australian Standard Classification of Education ASCED (Cat No. 1271.0)*. Canberra: Australian Bureau of Statistics.

The reference for the coding framework for the ASCO variables is:

Australian Bureau of Statistics (1997). *ASCO Australian Standard Classification of Occupations, Second Edition (Cat. No. 1220.0)*. Canberra: Australian Bureau of Statistics.

The reference for the coding framework for the ANZSIC variables is:

Australian Bureau of Statistics (1993). *Australian and New Zealand Standard Industrial Classification (Cat. No. 1292.0)*. Canberra: Australian Bureau of Statistics.

**Method of data collection:** In-school assessments, paper questionnaires and telephone interview. Telephone interviews conducted by Wallis Consulting Group.

**ACER staff working on LSAY:** David Curtis, Kylie Hillman, Phillip McKenzie, Julie McMillan, Gary Marks, Sheldon Rothman, Catherine Underwood and Julie Zubrinich.

**LSAY Steering Committee:** The LSAY program operates under the direction of a Steering Committee, which sets overall policy and approves the analytical program. The Committee has 10 members representing national and state authorities and researchers concerned with education, training, and employment in Australia.

**LSAY Management Group:** The Management Group has operational responsibility for the major decisions affecting the LSAY program. It comprises Elizabeth Tchacos, Lucio Krbavac and Heidi Welberry from DEST, and Gary Marks, Phillip McKenzie, Julie McMillan and Sheldon Rothman from ACER.

**Further information:**

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**LONGITUDINAL SURVEY OF AUSTRALIAN YOUTH  
Y03 cohort**

**2003 QUESTIONNAIRE – FINAL**

**SECTION A: SCHOOL, PLANS & INFLUENCES**

A1 What year-level were you in at school this year?

1. Year 9 or below
2. Year 10
3. Year 11
4. Year 12

GO TO A5

A2 Do you plan to go on to Year 12?

1. Yes
2. No
3. Don't know

GO TO A5

GO TO A5

A3 I am going to read out a list of reasons why people might want to leave school before Year 12. For each one please tell me whether it is a reason you plan to leave school before Year 12?

- |  |     |    |
|--|-----|----|
| a. You have a job, apprenticeship or traineeship to go to - is that a reason?          | Yes | No |
| b. You want to get a job, apprenticeship or traineeship                                | Yes | No |
| c. You're not doing very well at school  | Yes | No |
| d. You want to do study or training that isn't available at school - is that a reason? | Yes | No |
| e. You don't like school   | Yes | No |
| f. Financially, it is hard to stay at school   | Yes | No |
| g. Your teachers think you should leave - is that a reason?                            | Yes | No |
| h. You want to earn your own money   | Yes | No |
| i. Your parents want you to leave  | Yes | No |
| j. The school doesn't offer the subjects or courses you want to do                     | Yes | No |
| k. Having Year 12 won't help you get a job   | Yes | No |
| l. You don't need Year 12 to go on to further study or training - is that a reason?    | Yes | No |

A4 What is the main reason you want to leave before Year 12?

- a. You have a job, apprenticeship or traineeship to go to
- b. You want to get a job, apprenticeship or traineeship
- c. You're not doing very well at school
- d. You want to do study or training that isn't available at school
- e. You don't like school
- f. Financially, it is hard to stay at school
- g. Your teachers think you should leave
- h. You want to earn your own money
- i. Your parents want you to leave
- j. The school doesn't offer the subjects or courses you want to do
- k. Having Year 12 won't help you get a job
- l. You don't need Year 12 to go on to further study or training
- m. Other reason (SPECIFY \_\_\_\_\_)

A5 What do you plan to do in the year after you leave school - for example, get an apprenticeship or traineeship, go to TAFE or university, get a job, or what?  
IF RESPONDENT SAYS "Have a break/Year off" PROMPT FOR PLANS AFTER THAT

1. Go to university
2. Get an apprenticeship
3. Get a traineeship
4. Go to a TAFE college
5. Do some other study or training
6. Look for work/get a job
7. Other (SPECIFY\_\_\_\_\_)
8. Don't Know

A6 What do you think your parents want you to do after you finish school?

1. Go to university
2. Get an apprenticeship
3. Get a traineeship
4. Go to a TAFE college
5. Do some other study or training
6. Look for work/get a job
7. Other (SPECIFY\_\_\_\_\_)
8. Don't Know

A7 And what do you think **most of your friends** plan to do after they finish school?

1. Go to university
2. Get an apprenticeship
3. Get a traineeship
4. Go to a TAFE college
5. Do some other study or training
6. Look for work/get a job
7. Other (SPECIFY\_\_\_\_\_)
8. Don't Know

PREA8 IF A5 IS CODE 1, 2, 3, 4 OR 5 GO TO PREA10

A8 Do you plan to do any further study or training at any time after you leave school?

1. Yes
2. No GO TO PREA10
3. Don't know GO TO PREA10

A9 What kind of study or training do you plan to do - for example, get an apprenticeship or traineeship, go to TAFE or university, or what?

1. university
2. apprenticeship
3. traineeship
4. TAFE college
5. Other (SPECIFY\_\_\_\_\_)
6. Don't Know

PREA10 IF A1 IS CODE 1 (year 9 or less in 2003) GO TO A25

IF A1 IS CODE 2 (year 10 in 2003) GO TO A10

IF A1 IS CODE 3 (year 11 in 2003) GO TO PREA13

IF A1 IS CODE 4 (year 12 in 2003) GO TO A25

A10 As part of your schooling, have you done or will you be doing work experience at any time this year?

7. Yes
8. No GO TO A25



A11a How many days work experience have you done this year so far?

_____ days	GO TO A12
Don't know (CODE 999)	GO TO A25
None	GO TO A11b

A11b How many days work experience will you do between now and the end of the year?

_____ days
Don't know (CODE 999)

### NOW GO TO A25

A12 How much did work experience teach you about...

(READ EACH STATEMENT IN TURN) is it quite a bit, a fair bit, not much or nothing?

- a what work is really like?
- b getting along with other people?
- c following instructions?
- d thinking for yourself?
- e being confident?
- f the kind of skills needed for that job?
- g working conditions generally?
- h the career you would like after school

For each, the response set is

- 1. Quite a bit
- 2. A fair bit
- 3. Not much
- 4. Nothing
- 5. Don't know

### NOW GO TO A25

PREA13 IF STATE IS QLD OR WA CONTINUE  
ELSE GO TO A25

A13 During 2003, were you studying for the International Baccalaureate (IB)?

- |        |           |
|--------|-----------|
| 1. Yes | GO TO A25 |
| 2. No  |           |

A14 During 2003, as part of your schooling, are you doing, or have you done, study at a TAFE or TAFE subjects at school?

- |        |           |
|--------|-----------|
| 1. Yes |           |
| 2. No  | GO TO A17 |

A15 Is this part of an apprenticeship or a traineeship?

- 1. Apprenticeship
- 2. Traineeship
- 3. Neither

A16 And does this TAFE study involve any time spent learning in a workplace away from school?

- 1. Yes
- 2. No

A17 This year are you doing, or have you done, any non-TAFE VET subjects or courses at school, that is, Vocational Education and Training?

1. Yes
2. No

GO TO PREA20

A18 Is this part of an apprenticeship or a traineeship?

1. Apprenticeship
2. Traineeship
3. Neither

A19 And does this VET study involve any time spent learning in a workplace away from school?

- 1 Yes
- 2 No

PRE A20 IF A16=1 OR A19=1, GO TO A20a  
ELSE GO TO A22

A20a In total, during 2003, how many days have you spent learning in a workplace as part of your TAFE or VET studies?

\_\_\_\_\_ days

None

Don't know (CODE 999)

GO TO A21

GO TO A20b

GO TO A22

A20b How many days learning in a workplace will you do between now and the end of the year?

\_\_\_\_\_ days

Don't know (CODE 999)

### **NOW GO TO A22**

A21 Thinking about that workplace learning, how much would you say it has taught you about

(READ EACH STATEMENT IN TURN) is it quite a bit, a fair bit, not much or nothing?

- a what work is really like?
- b getting along with other people?
- c following instructions?
- d thinking for yourself?
- e being confident?
- f the kind of skills needed for that job?
- g working conditions generally?
- h the career you would like after school

1. Quite a bit
2. A fair bit
3. Not much
4. Nothing
5. Don't know

A22 Now I would like to ask about the subjects you are currently doing at school.

- (a) Are you doing any English subjects?  
*If yes, ask Which subjects?*  
CODE FROM LIST ON SCREEN
- (b) Are you studying any Languages Other than English?  
*If yes, ask Which subjects?*  
CODE FROM LIST ON SCREEN
- (c) Are you doing any Mathematics subjects?  
*If yes, ask Which subjects?*  
CODE FROM LIST ON SCREEN
- (d) Are you doing any Science subjects?  
*If yes, ask Which subjects?*  
CODE FROM LIST ON SCREEN
- (e) Are you doing any Business or Computing Studies subjects?  
*If yes, ask Which subjects?*  
CODE FROM LIST ON SCREEN
- (f) Are you doing any Studies of Society & Environment subjects, including History, Geography or Religious studies?  
*If yes, ask Which subjects?*  
CODE FROM LIST ON SCREEN
- (g) Are you doing any Creative or Performing Arts subjects?  
*If yes, ask Which subjects?*  
CODE FROM LIST ON SCREEN
- (h) Are you doing any Health or Physical Education subjects?  
*If yes, ask Which subjects?*  
CODE FROM LIST ON SCREEN
- (i) Are you doing any Home Economics subjects?  
*If yes, ask Which subjects?*  
CODE FROM LIST ON SCREEN
- (j) Are you doing any Design & Technology subjects?  
*If yes, ask Which subjects?*  
CODE FROM LIST ON SCREEN

A23 Are there any other subjects which you are currently doing at school?

*If yes, ask Which subjects?*  
CODE FROM LIST ON SCREEN

A24 For each of these subjects, I'd like to know whether it is [REFER TO STATE LIST].  
So... Are you doing [subject] as [REFER TO STATE LIST]?

REPEAT FOR EACH [subject].

**QLD** - an Authority subject, an Authority-Registered subject, a Recorded subject, a TAFE or VET subject or something else?

1. Authority subject
2. Authority-Registered subject
3. Recorded subject
4. TAFE/VET
5. Other (Specify\_\_\_\_\_)
6. Don't know

**WA** - a W.A.C.E Year 11 subject , a vocational, TAFE, or Structured Workplace Learning subject or something else?

1. WACE Year 11 subject
2. Vocational Subject/TAFE/Structured Workplace Learning subject
3. Other (Specify\_\_\_\_\_)

A25 Compared with most of the students in your year level, how well are you doing in English – would you say you are doing...  
(READ OUT)

1. very well
2. better than average
3. about average
4. not very well, or
5. very poorly?
6. No English subject studied this year

A26 And in mathematics - would you say you are doing ...  
(READ OUT)

1. very well
2. better than average
3. about average
4. not very well, or
5. very poorly?
6. No Mathematics subject studied this year

A27 And in your subjects overall - would you say you are doing ...  
(READ OUT)

1. very well
2. better than average
3. about average
4. not very well, or
5. very poorly?

A28 I'm going to read you some statements about your school, and how you might feel about aspects of it. I'd like you to tell me whether you agree or disagree with each statement.

your school is a place where ...

(FOR EACH STATEMENT PROMPT FOR STRONGLY AGREE/DISAGREE

- a the things you learn are important to you
- b you feel happy
- c the work you do is good preparation for your future
- d you like learning
- e you have gained skills that will be of use to you when you leave school
- f you get enjoyment from being there
- g the things you learn will help you in your adult life
- h you really like to go each day
- i you are given the chance to do work that really interests you
- j you find that learning is a lot of fun
- k the things you are taught are worthwhile
- l you feel safe and secure

For each, the response set is

1. Strongly agree
1. Agree
2. Disagree
3. Strongly disagree

A29 The next few statements are specifically about your classes at school, Again, for each statement, I'd like you to tell me whether you agree or disagree.

- a In most of your classes, students are eager to learn
- b In most of your classes, students make good progress
- c In most of your classes, students work hard
- d In most of your classes, students are well behaved

For each, the response set is

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

A30 The next few statements are about your teachers.

- a How would you rate most of your teachers on knowing their subject matter well – would you say they are excellent, good, fair, poor or very poor?
- b How would you rate them on being able to explain things clearly - excellent, good, fair, poor or very poor?
- c And on being well prepared and organised - excellent, good, fair, poor or very poor?
- d On being able to communicate with students - excellent, good, fair, poor or very poor?
- e On being able to maintain student interest - excellent, good, fair, poor or very poor?
- f On managing student discipline well - excellent, good, fair, poor or very poor?

1. Excellent
2. Good
3. Fair
4. Poor
5. Very poor

A31 As well as the subjects they teach, schools organise many different activities for students. During 2003, how often did you take part in the following school-organised activities? Please tell me if the activity is not available at your school.

- a Sport
- b Music, band or orchestra
- c Debating
- d Drama, theatre, dance or a school play
- e school support such as peer mediation, peer support or student representative council
- f Volunteer activities in the wider community, which were organised by the school

1. At least once a week (including once a week)
2. At least once a month but less than once a week
3. At least once every 3 months but less often than once a month
4. At least once a year but less often than once every 3 months
5. Never
6. Not available

A32 The next few questions are about careers advice at school. During 2003, have you done any of the following at your school?

- |   |  |     |    |
|---|--|-----|----|
| a | Listened to a talk from the school's career advisor?     | Yes | No |
| b | Received hand outs or written material about careers?    | Yes | No |
| c | Taken part in a group discussion about careers?          | Yes | No |
| d | Spoken individually to the school's career advisor?      | Yes | No |
| e | Looked on-line for career guidance or advice?            | Yes | No |
| f | Listened to a talk by an employer representative?        | Yes | No |
| g | Listened to a talk by someone from a TAFE or University? | Yes | No |

PREA33 IF ANY 'YES' TO A32, CONTINUE  
ELSE GO TO A34

A33 FOR EACH 'YES' ASCERTAIN AS BELOW

- a How helpful was the talk from the school's career advisor?  
Was it ...(READ OUT)
- b How useful were the hand outs or written material?  
Were they ...(READ OUT)
- c How useful was the group discussion?  
Was it ...(READ OUT)
- d How useful was your conversation with the career advisor?  
Was it ...(READ OUT)
- e How useful was the on-line career guidance or advice?  
Was it ...(READ OUT)
- f How useful was the talk by the employer representative?  
Was it ...(READ OUT)
- g How useful was the talk by the TAFE or University representative?  
Was it ...(READ OUT)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful

A34 Thinking now about the kind of career you'd like to have.

- a How important to you will job security be  
Will it be ...(READ OUT)
  - b How about balancing work and family life  
Will it be ...(READ OUT)
  - c How about doing the kind of work that you enjoy  
Will it be ...(READ OUT)
  - d a job where you have some control over things like your start and finish times, or the days of the week that you work  
Will it be ...(READ OUT)
  - e The amount of money you earn  
Will it be ...(READ OUT)
  - f Having a job that helps others  
Will it be ...(READ OUT)
  - g Having a high status or prestigious job  
Will it be ...(READ OUT)
  - h Working with others in a team  
Will it be ...(READ OUT)
1. very important
  2. somewhat important
  3. not very important, or
  4. not at all important?

A35 Still thinking about what you would like to do in the future –

- a How much does your family influence your thinking  
Would it be ... (READ OUT)
  - b How about your friends – in thinking about your future, how much do they influence your thinking  
Would it be ... (READ OUT)
  - c Your school teachers - do they influence your thinking about what you'd like to do in the future  
... (READ OUT)
  - d And when you think about your future, how much does the media influence you  
Would it be ... (READ OUT)
  - e How about the career advisor or counsellor at school – do they influence your thinking... (READ OUT)
  - f Finally, your own involvement in jobs or work experience at school? Does this influence your thinking...(READ OUT)
1. Quite a lot
  2. Some
  3. Not much
  4. Not at all
  5. Not applicable

**SECTION D: WORK**

D1 Do you currently work in a job, in your own business or on a farm?

- |                         |                 |
|-------------------------|-----------------|
| 1. Yes                  | GO TO D3        |
| 2. No                   | GO TO SECTION K |
| 3. Waiting to start job | GO TO SECTION K |

D2 NOT USED

D3 Is this job just a school holiday job?

1. Yes
2. No

D4 Do you presently have more than one job?

- |        |          |
|--------|----------|
| 1. Yes | GO TO D6 |
| 2. No  |          |

D5 Altogether, how many hours do you usually work each week in your present job?  
IF HOURS VARY ASK: In your last four weeks of work, how many hours per week, on average, have you worked, including paid holidays?

Record Numeric Response	1 to 100
Don't know	999

**NOW GO TO D7**

D6 I'd like to ask you about your main job, that is, the job in which you usually work the most hours. How many hours do you usually work each week, in your main job?

IF HOURS VARY ASK: In your last four weeks of work, how many hours per week, on average, have you worked, including paid holidays?

Record Numeric Response	1 to 100
Don't know	999

D7 Do you work for wages or salary with an employer, are you self employed in your own business, or do you work in some other way?

- |                  |           |
|------------------|-----------|
| 1. Wages/salary  |           |
| 2. Self employed | GO TO D10 |
| 3. Other way     | GO TO D10 |

D8 How often do you get paid?

1. Weekly
2. Fortnightly
3. Monthly
4. Other (SPECIFY)

IF D8=4 - ASK FOR WEEKLY INCOME IN D10

D9 NOT USED

D10 How much is your usual (Weekly/Fortnightly/Monthly) **take home** pay from that job?  
IF D7 IS 2 OR 3, PLEASE USE 'WEEKLY' IN D10

Record Numeric Response	\$1 to 5000
Don't Know	999



**IF D4=1 – USE ‘MAIN’, ELSE NOT**

D11 In your (main) job what kind of work do you do?

**(PROBE FOR JOB TITLE AND MAIN DUTIES ACTUALLY PERFORMED)**

---

D12 & D 13 NOT USED

PRED14 IF D3 =2 GO TO D14. ELSE GO TO SECTION K

D14 Now I'm going to read some statements about you and your job. Please tell me whether you agree or disagree with each statement  
(FOR EACH STATEMENT PROMPT FOR STRONGLY AGREE/DISAGREE)

- a Your job is the kind of work you want to do as a career
- b You enjoy the work
- c Your family needs the money
- d Working gives you a sense of independence
- e It will help you get a job when you finish studying
- f You want spending money of your own

- 1. strongly agree
- 2. agree
- 3. disagree
- 4. strongly disagree

D15 The next few statements are about what it's like having a job while being a student. Again, I'd like you to tell me whether you agree or disagree.  
(FOR EACH STATEMENT PROMPT FOR STRONGLY AGREE/DISAGREE)

- a You have enough spare time to do the things you like
- b You get behind in your school work because of your job
- c Your parents are happy that you have a job
- d You would get better marks if you did not have a job
- e Your job has made you think about what to do after leaving school
- f You have enough time to do your homework
- g It is hard to balance the demands of work and school
- h If you weren't working you would spend more time studying

- 1. strongly agree
- 2. agree
- 3. disagree
- 4. strongly disagree