



# Teen Employment

Brooke Merritt<sup>1</sup> and Lisette Moore-Guerra<sup>2</sup>

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## INTRODUCTION

In this day and age, many adolescents view work to be a drag. On the contrary, maintaining a job through adolescence is so much more than what meets the eye. In fact, what you don't see is all the skills an adolescent gains to become a functioning member of society. The adult-like environment not only prepares adolescents for the future but teaches them firsthand how to succeed in the workplace. There is a problem in or with the understanding of maintaining a job through adolescence to adulthood. Despite the belief that students do not need a job during adolescence, there have been many who believe the work experience gained during adolescence benefits students long term. (Staff, Messersmith, & Schulenberg, 2009). Work experience: any work employment gained after at least 2 weeks of employment because then the first paycheck will be given and full-cycle has occurred, skills gained from work experience are extended but not limited to, "money management, professionalism in a work environment, responsibility, independence, building of character, etc." (Mortimer, 2003). The lack of knowledge around adolescent work experience has negatively affected our ability to understand the importance of skills gained through an adolescent maintaining a job. Adolescents may steer clear of work when the only factor is taken into account is money and they already receive financial support from their parents. Therefore the benefits of adolescent work were easier to overlook and the Adolescent does not pursue work. Parents may steer clear due to safety concerns, but the parent can be easily reassured of their child's safety after reviewing the child labor law and all the rules in place ensuring safety for their child.

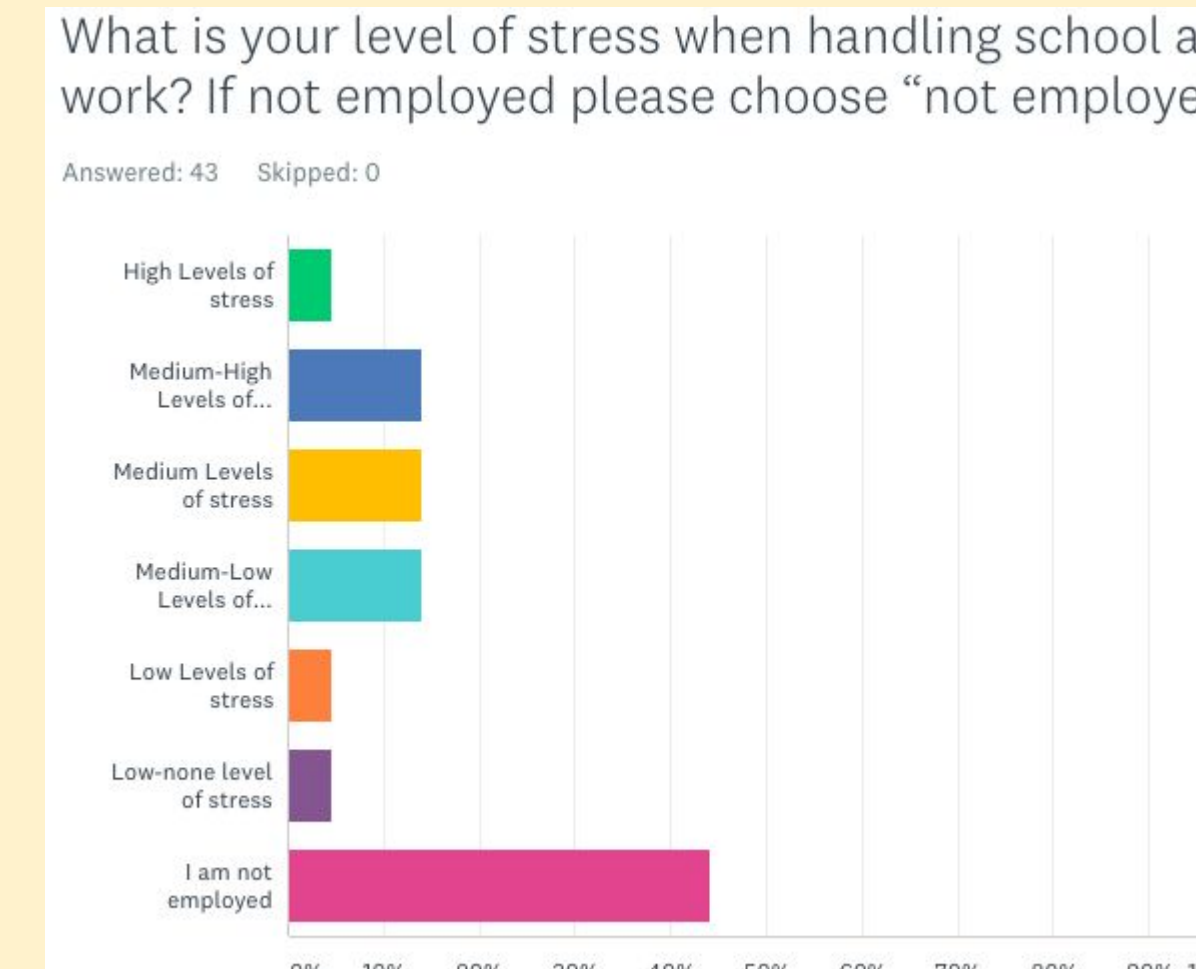
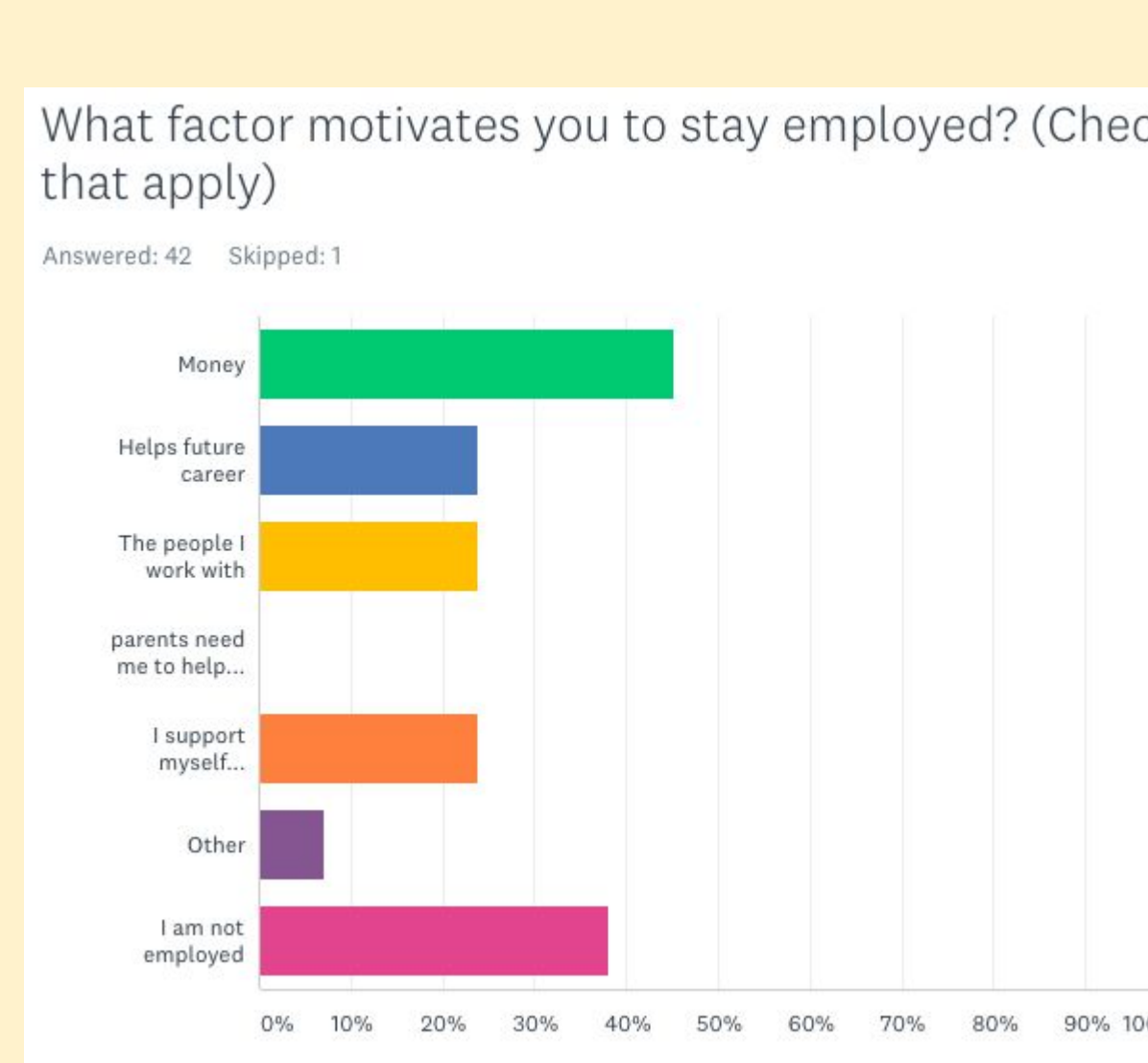
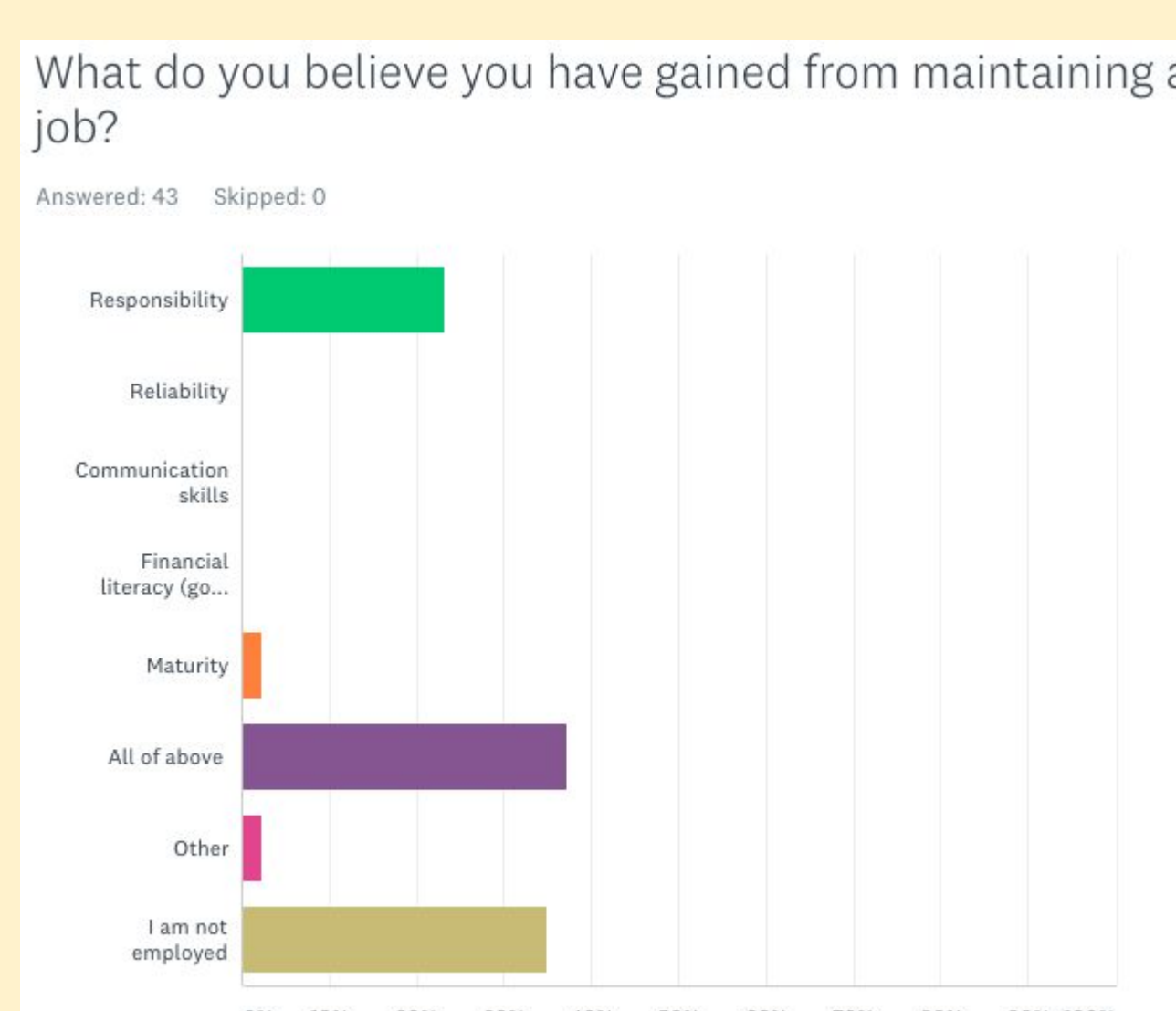
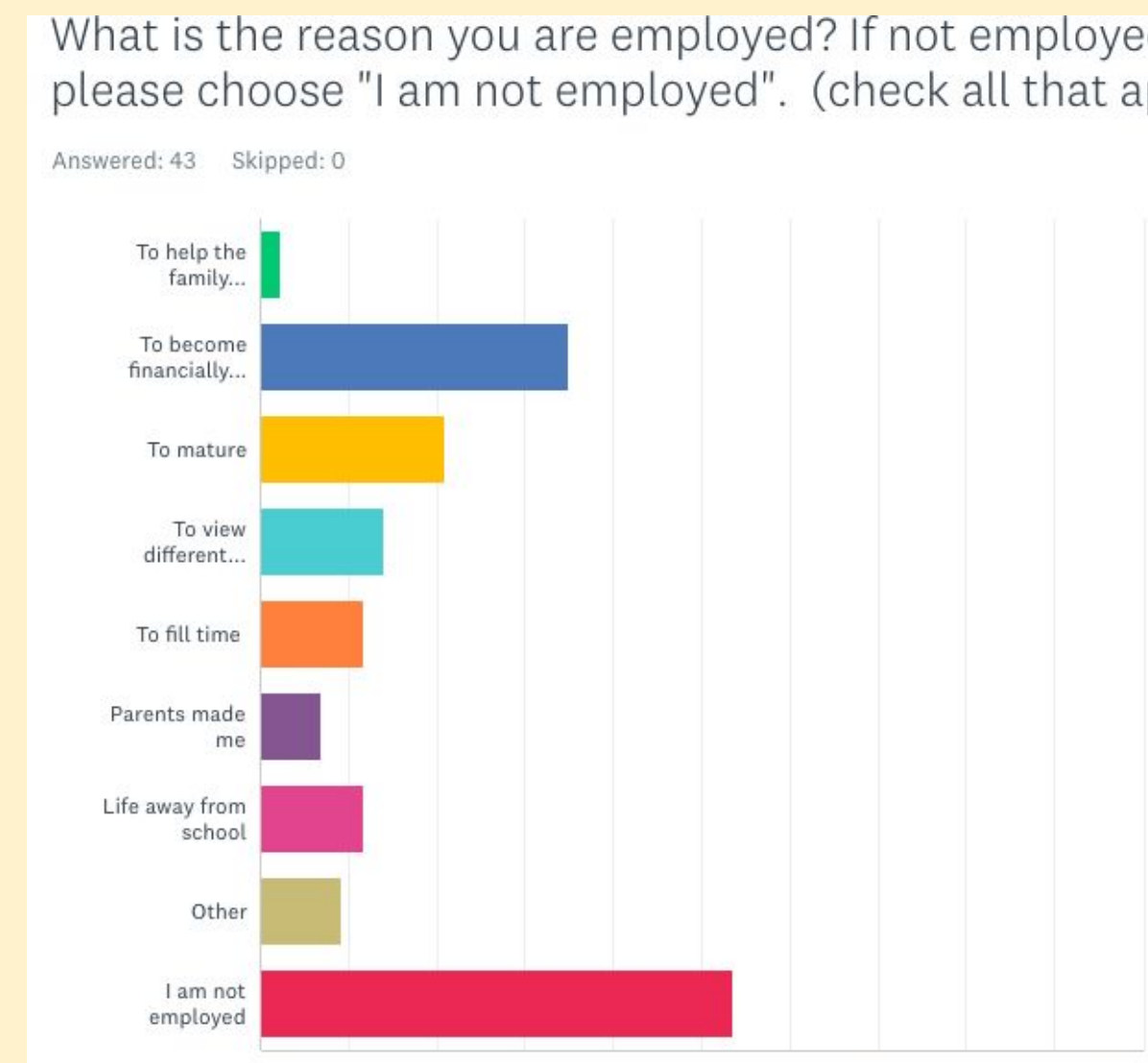
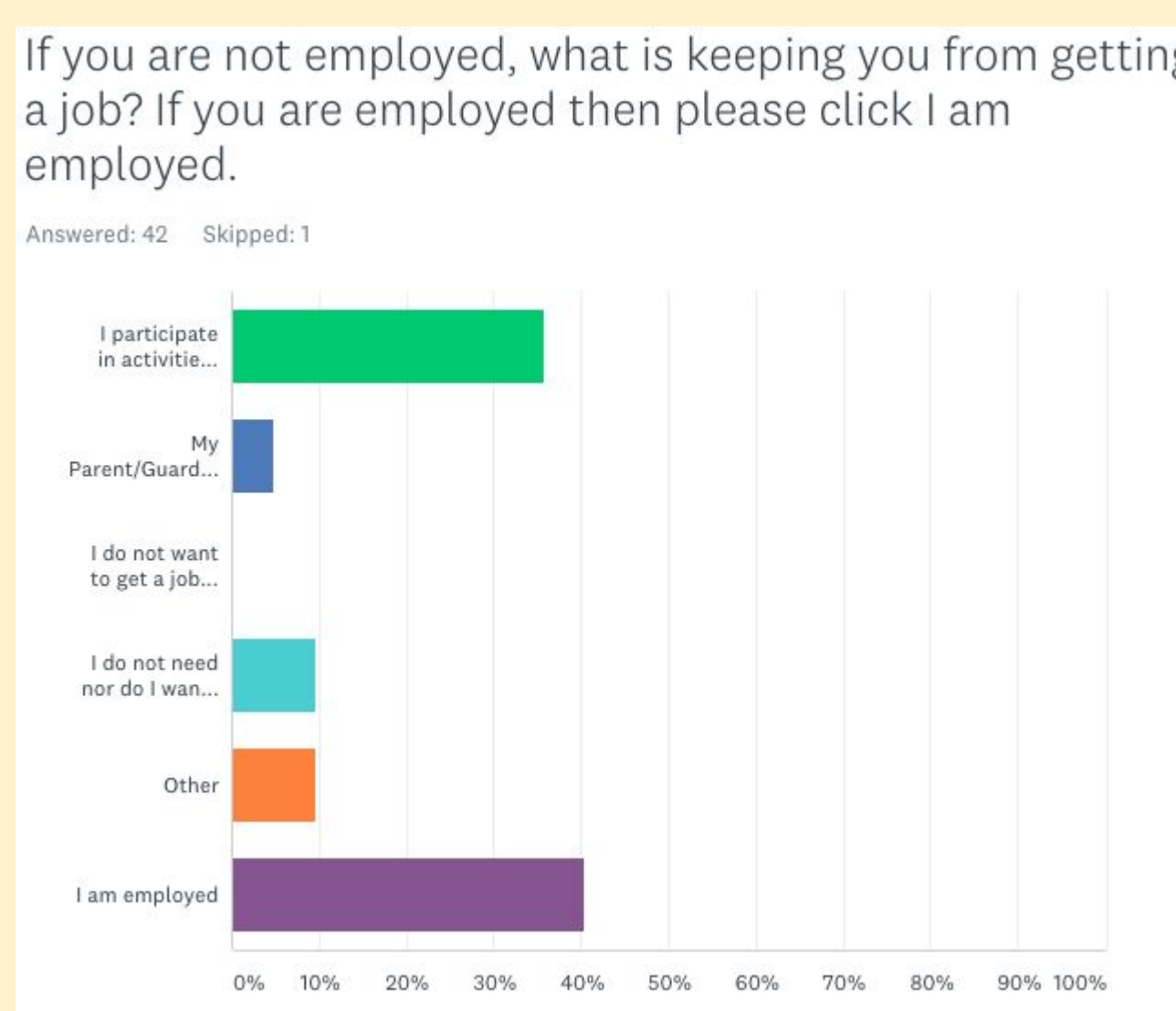
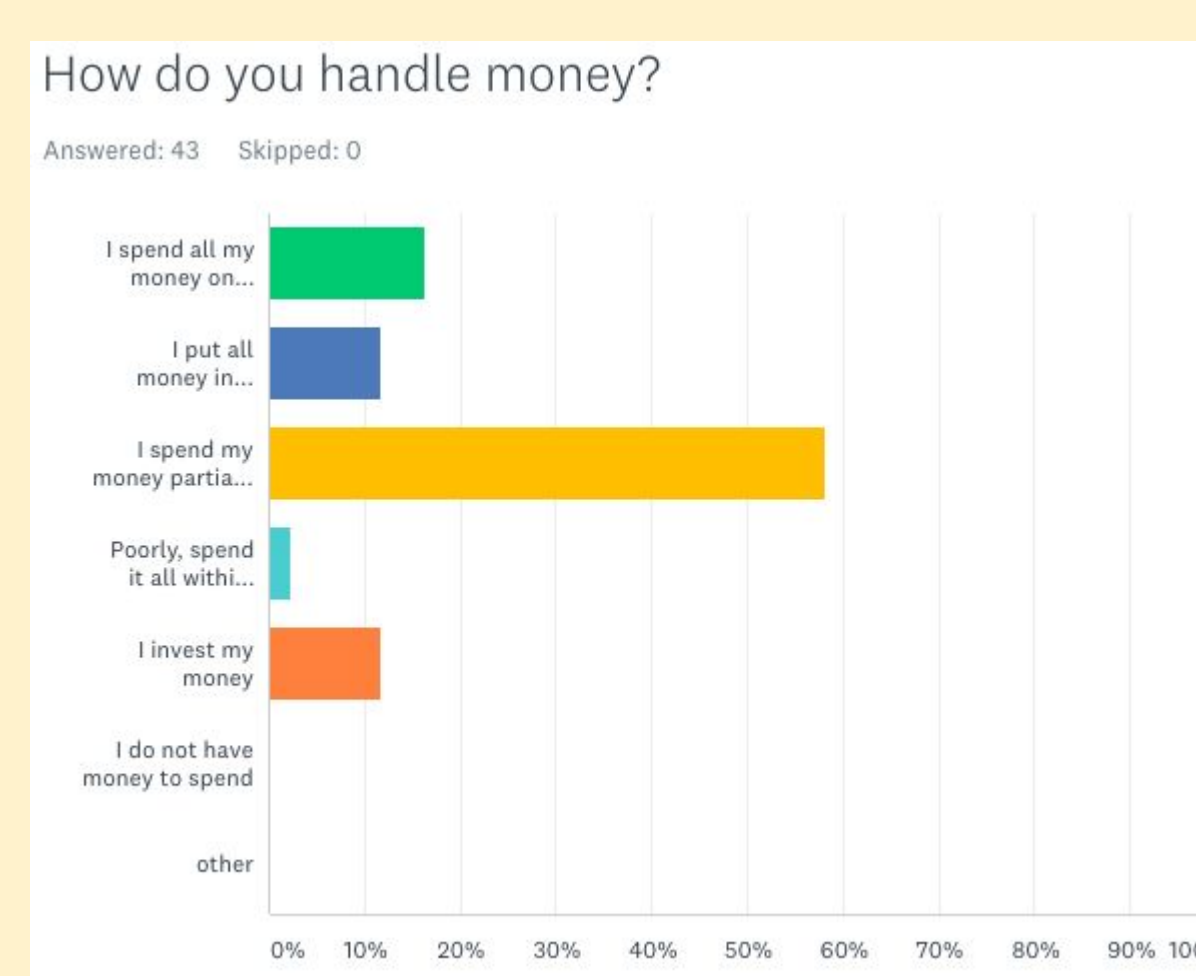
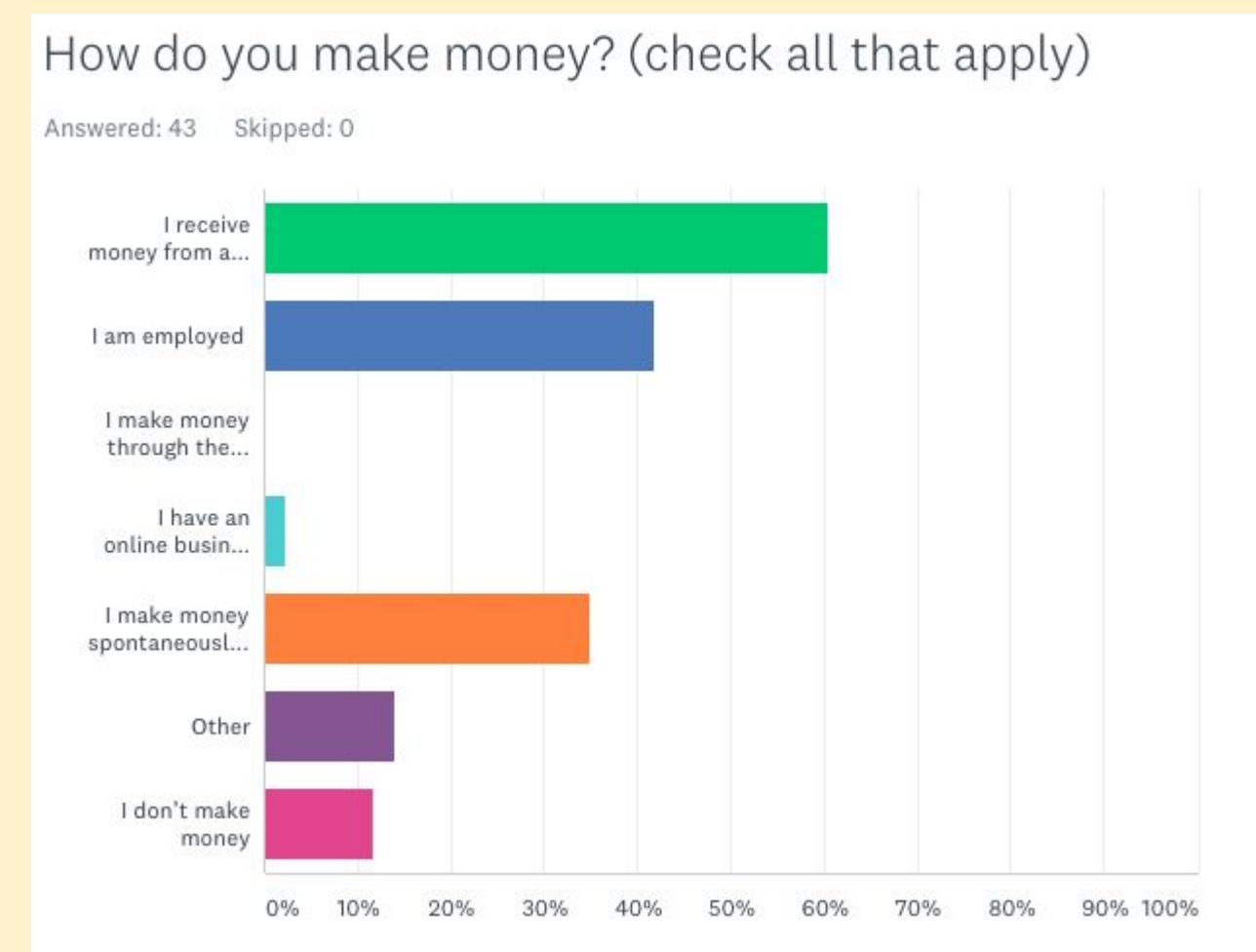
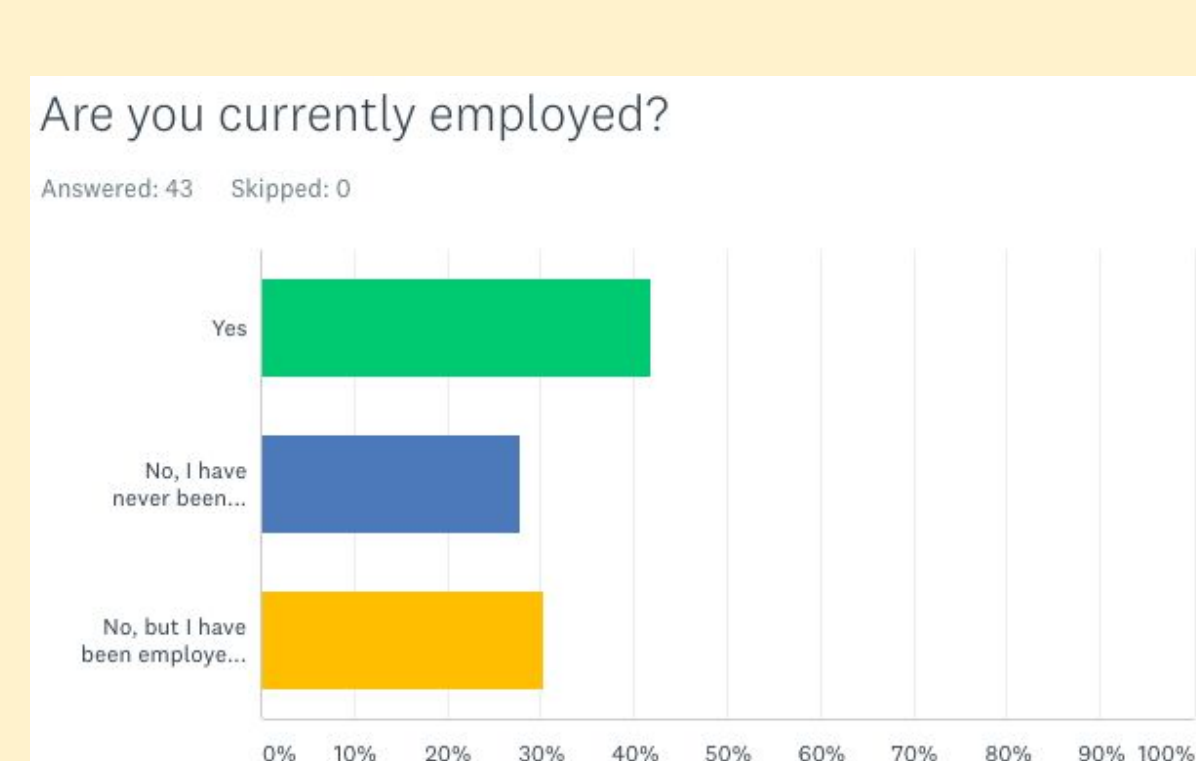
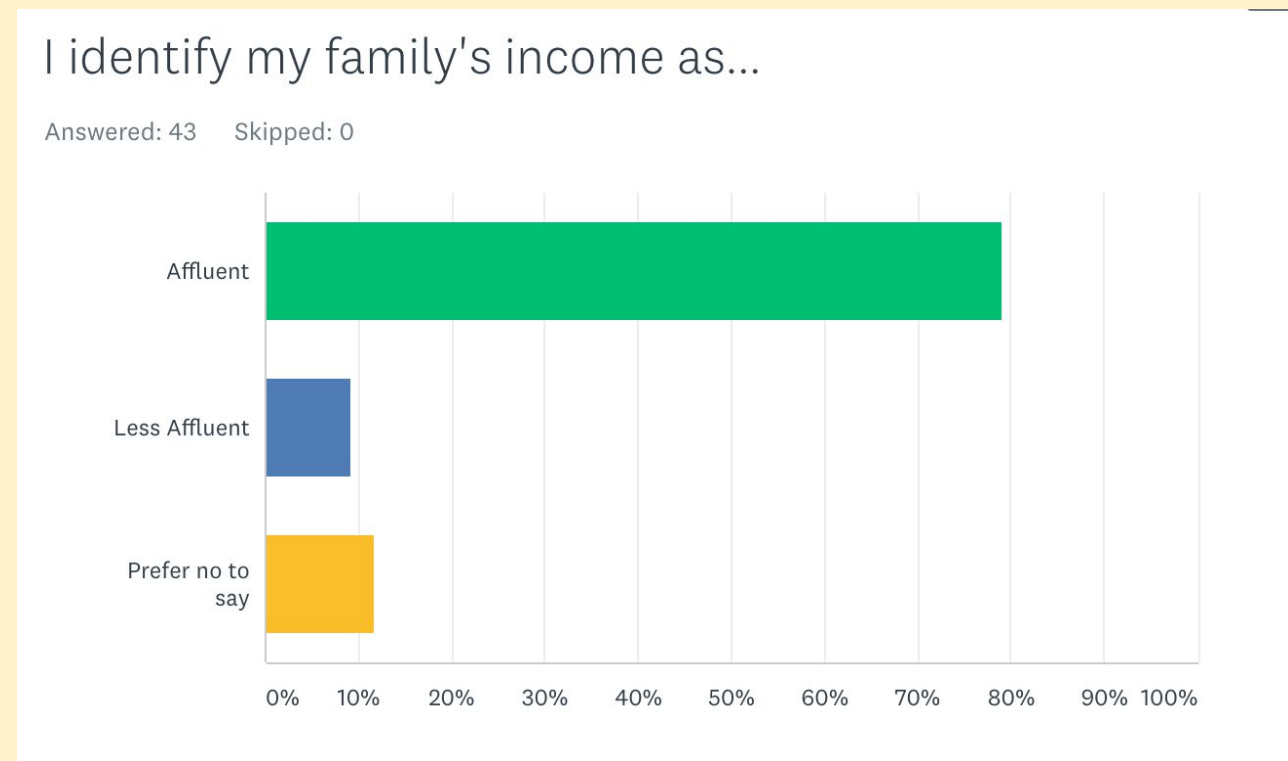
## RESEARCH METHODOLOGIES

The research is observational, not experimental, the survey does not give any manipulation or scenarios, all results will be from non-leading questions (Reference Appendix A). When researching the effects of work experience on adolescents the data collected will be primarily a mix of characteristics and facts. The data was pulled from a survey created by the researcher and distributed by five different teachers to random students at Palo Alto High School in their classes for one school day. The survey contains a small consent form as well (Reference Appendix B). The survey is strictly anonymous for students to participate in without fear of others knowing their personal thoughts, questions in the survey relate to aspects of life affected by work and contain multiple choice/multiple answer checkboxes. For example, "If you are not employed, what is keeping you from getting a job? If you are employed then please click I am employed.", with choices such as, "I participate in activities or sports that prevent me from being able to get a job". The inquiry approach was descriptive research. Descriptive research provides the perfect guidelines to create a thorough yet comfortable process for the researcher and the students participating in the survey. Finding patterns through coding and summarizing data are both tools that will be used to analyze the survey responses into graphs or statistics and incorporate into a final product. Each question asked in the survey will be summarized in the findings so all responses are valued and no response will be insignificant. There are small amount of resources needed, such as a computer, printer, online databases, one consent form, and candy that is safe for students. Little to no quantitative data due to the research being qualitative and word-oriented.

## ACKNOWLEDGEMENTS

Special thanks to Ms. Lisette Moore-Guerra for sticking with me throughout this project, Ms. Chute for her endless support, and Mr. Bloom for helping me collect my responses.

## DATA AND FINDINGS



## CONCLUSIONS AND ANALYSIS

Overall it's my conclusion that students would benefit from work experience during adolescence but there is also a reason to believe that not all students are able to handle see necessary dedication a job may require. From the data that I have received most students from the bay area or affluent and a good portion of those students do you currently have jobs. To my surprise there was a very small portion of less affluent students. I believe I would have gotten better results if I had surveyed more students. From my survey 60% of the students that took my survey said they received money from their family and 40% claims they received money from their job, the rest of the survey respondents claimed they don't make money or receive money spontaneously. With the respondents being mostly affluent I'm not surprised that the family members or guardians would be giving their children an allowance. As I hypothesize a large part of why students are not employed is due to sports and out of school activities, I would say that these students are less likely to handle a job due to an overwhelming schedule.

## IMPLICATIONS AND NEXT STEPS

In different circumstances this project would have next steps but due to complications concerning COVID-19 and the safety of students there will be no next steps for this project. If there was no COVID-19 I would recommend the next steps for this project would be starting program where work experience is more integrated into students academic success or a presentation added to freshman orientation that gives the students the tools and information they need to get a job or at least educate students on the benefits of having a job.

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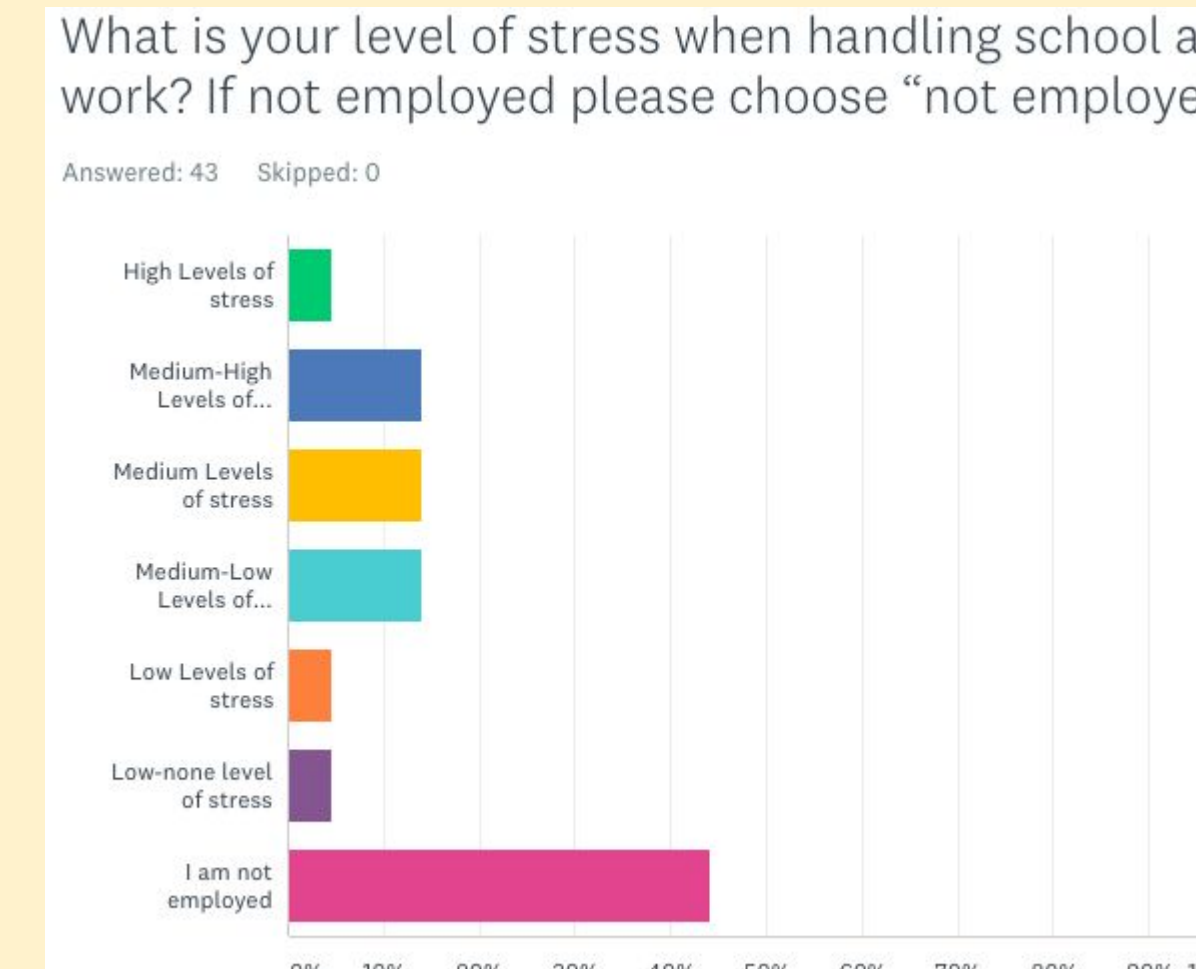
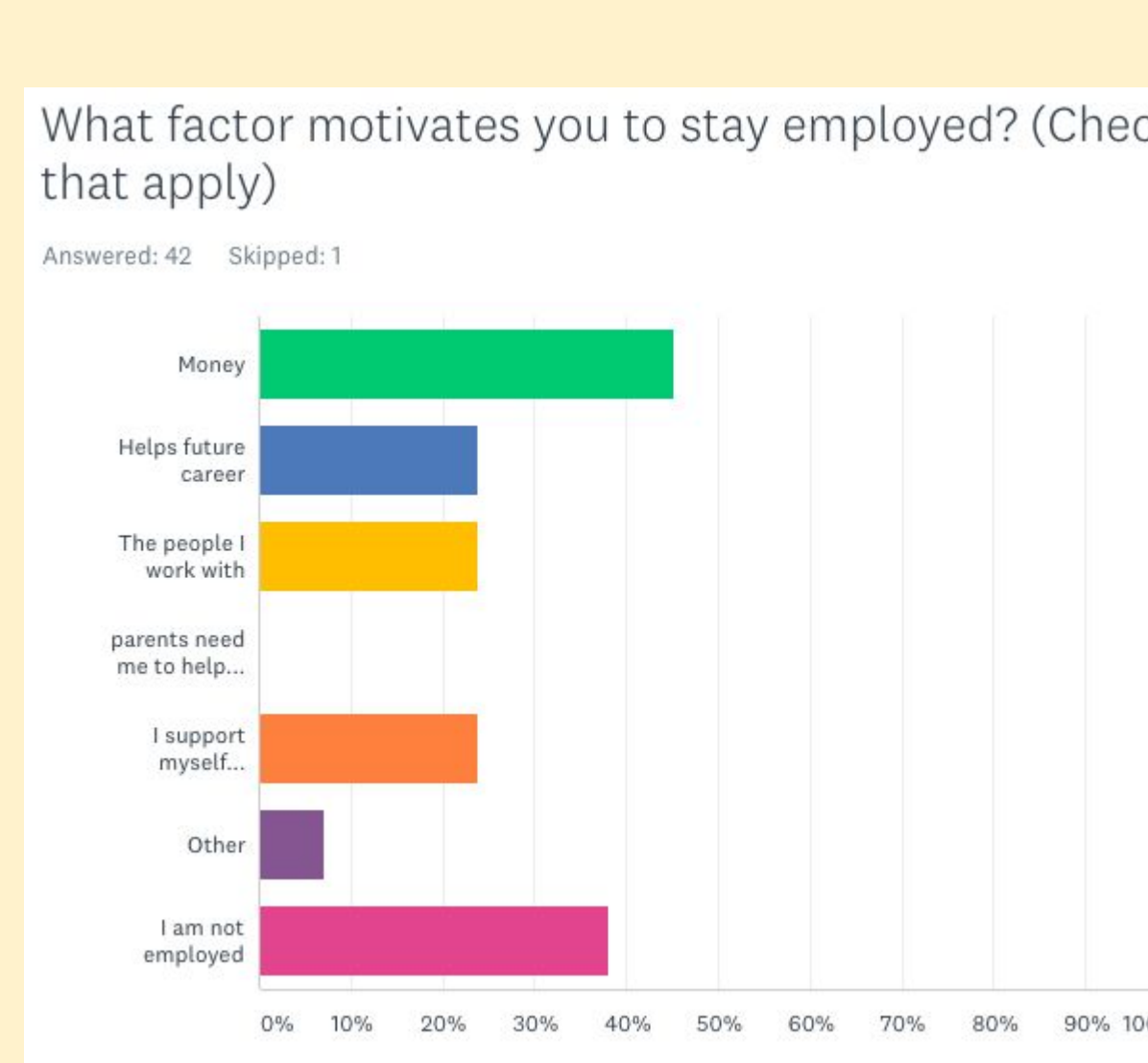
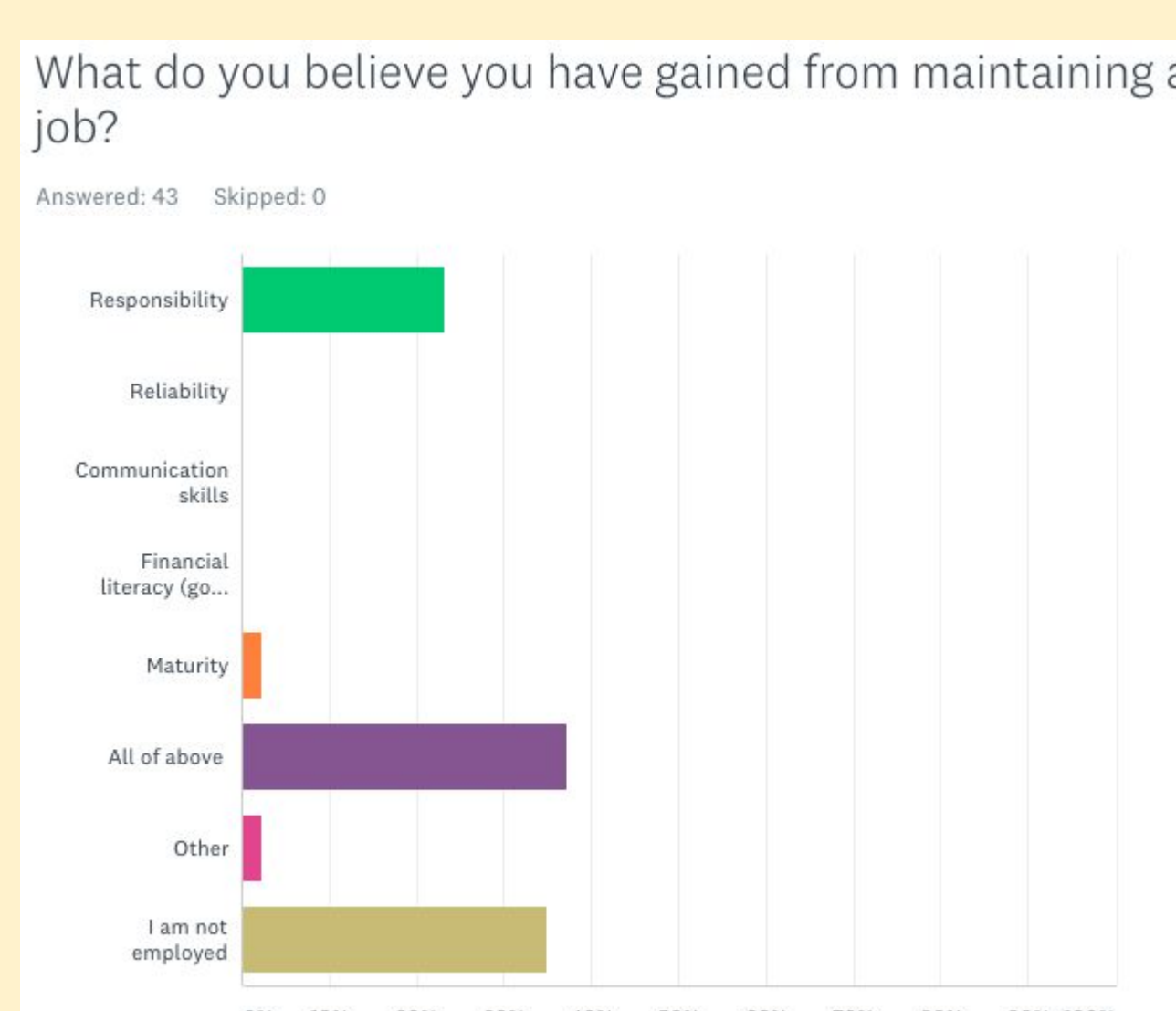
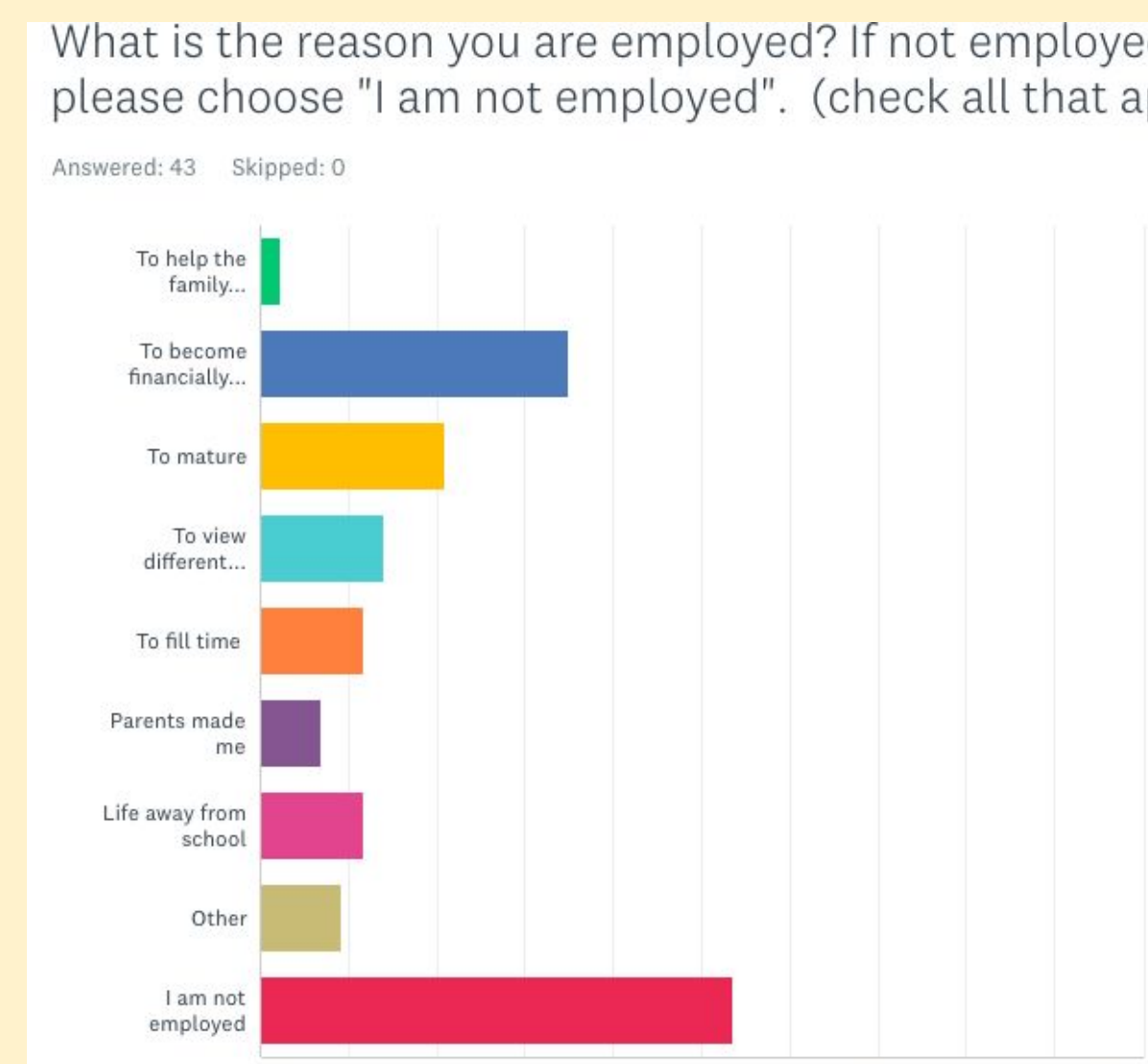
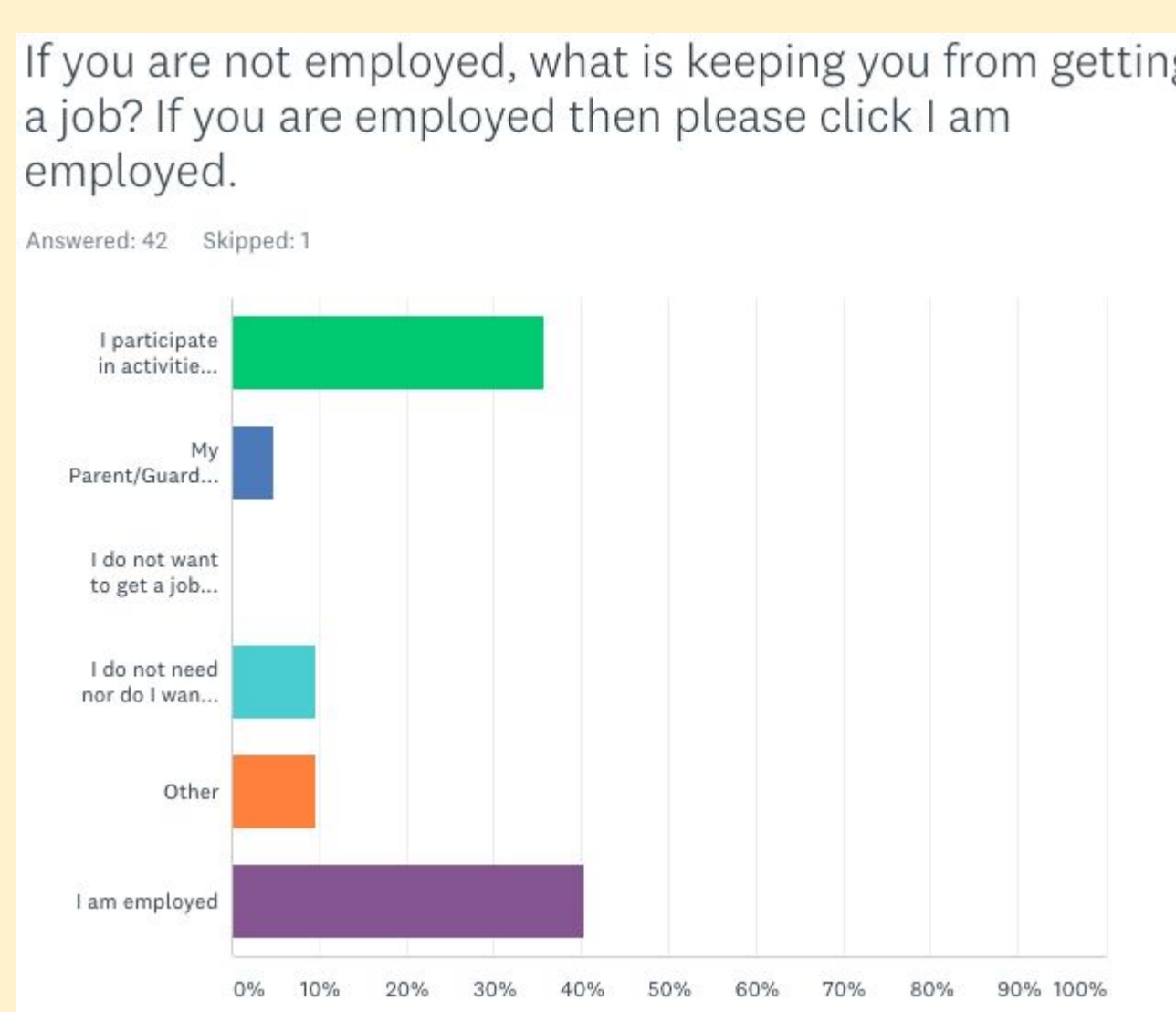
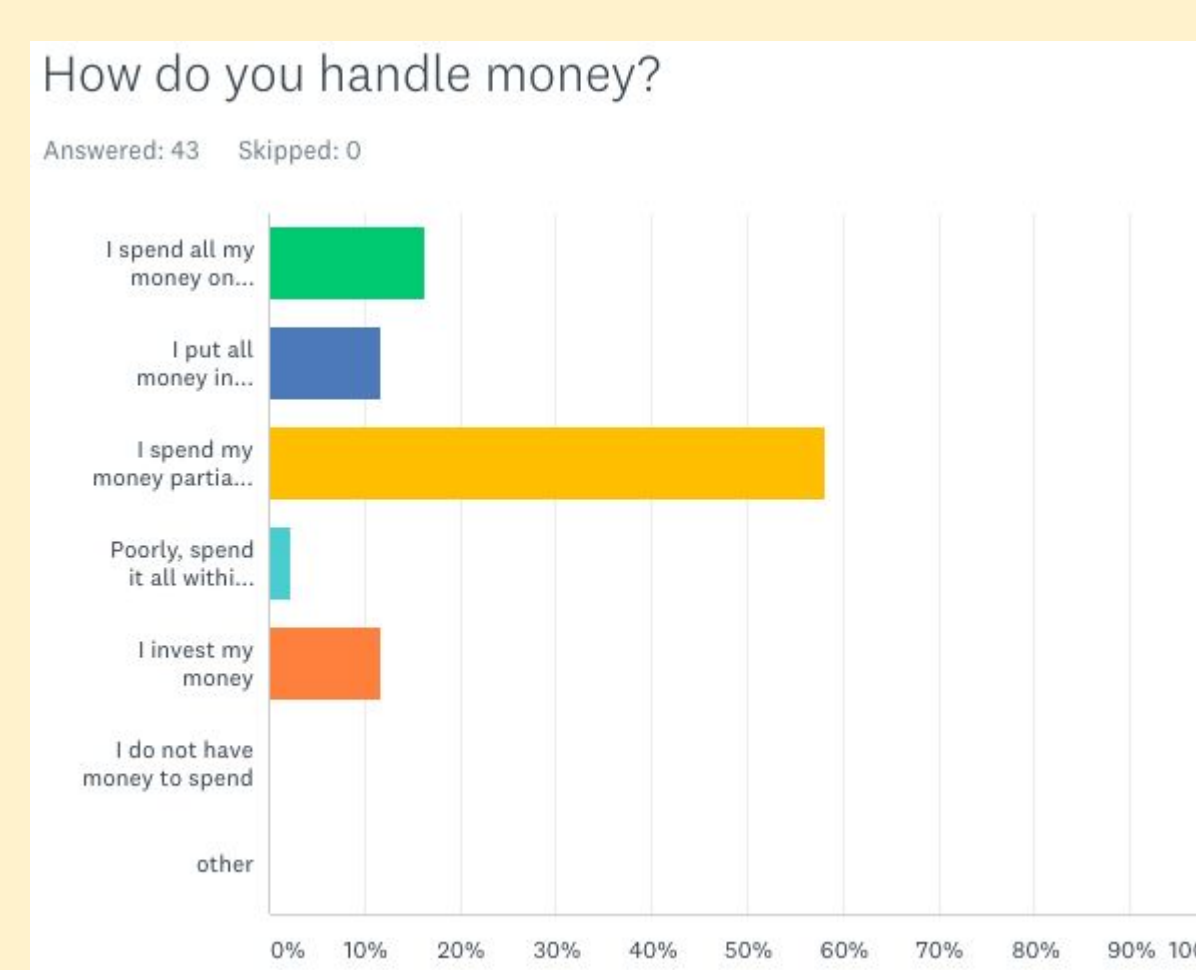
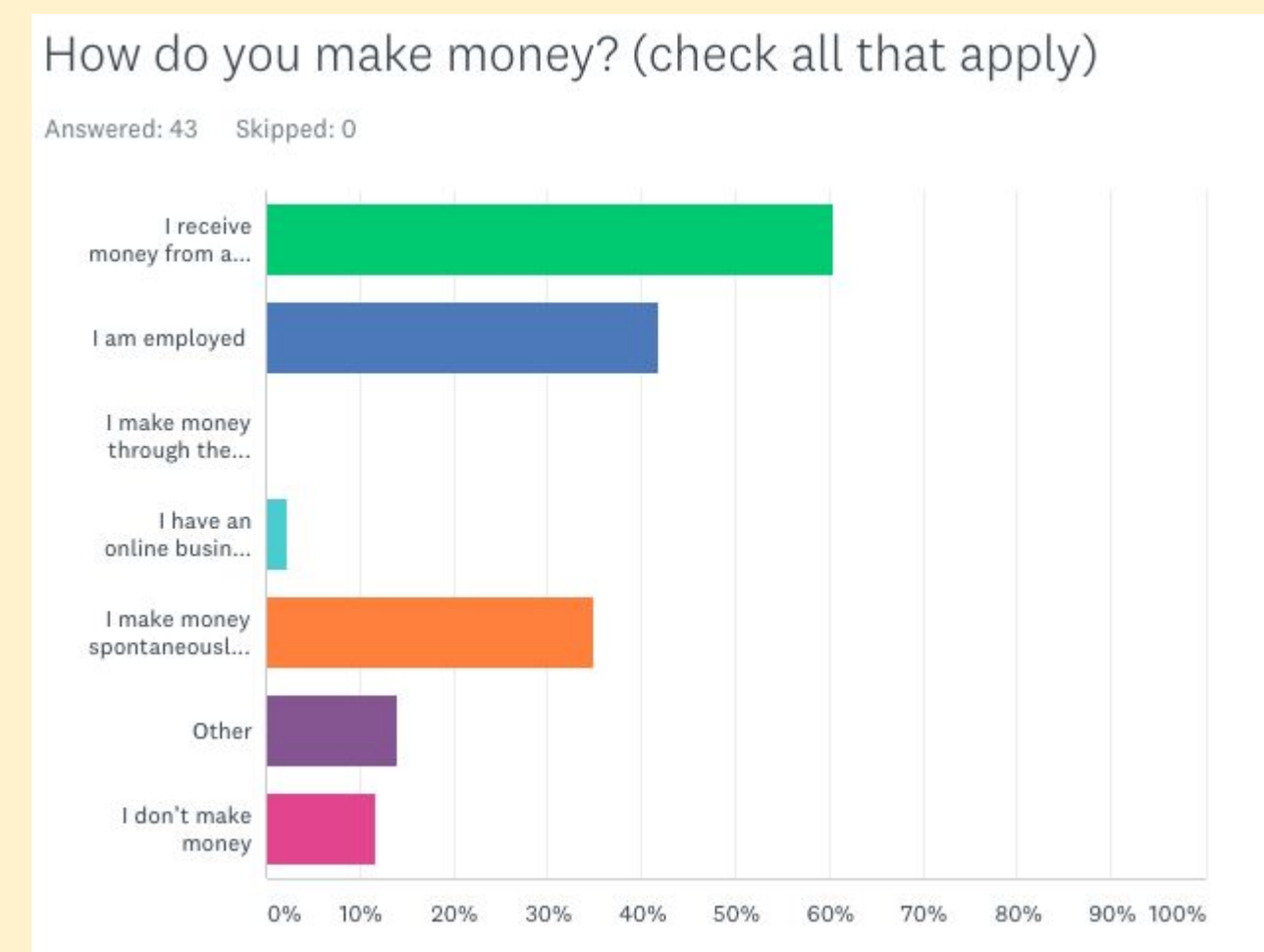
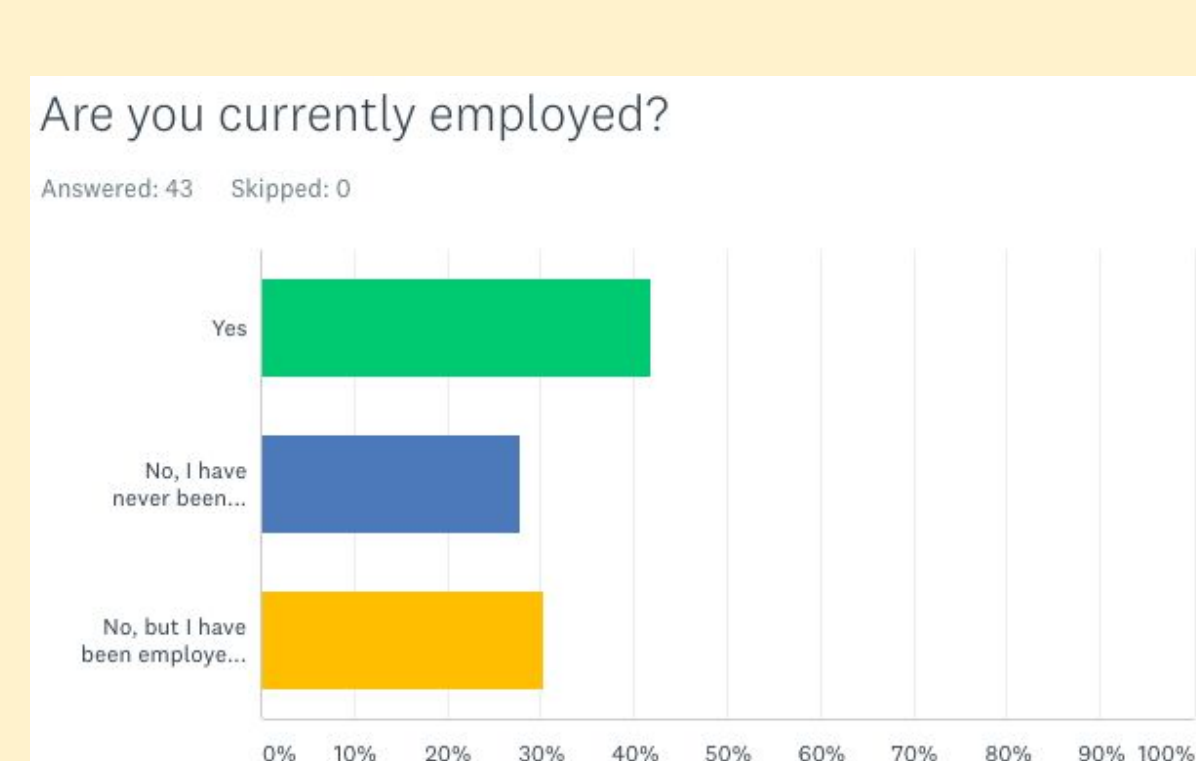
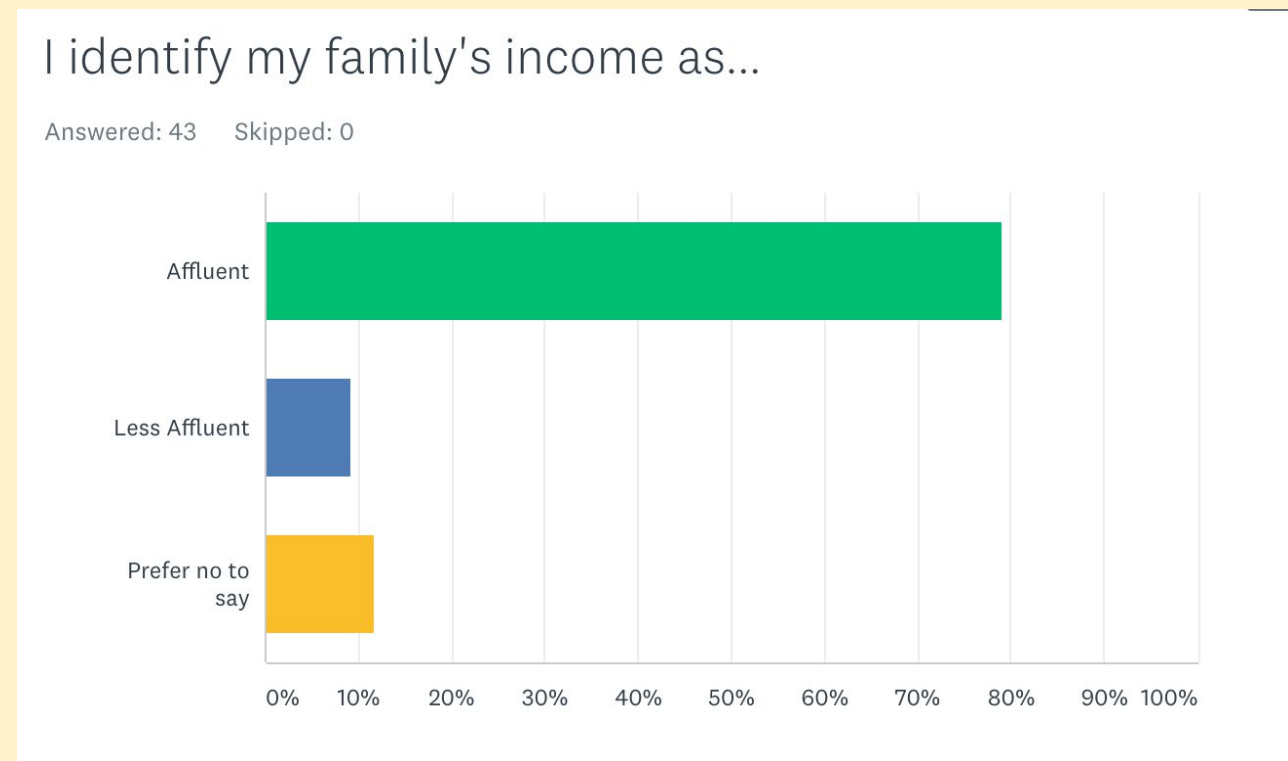
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