



Catalogue no. 89-584-MIE — No. 3
ISSN: 1707-7710
ISBN: 0-662-34863-X

Research Paper

Days of our lives: time use and
transitions over the life course

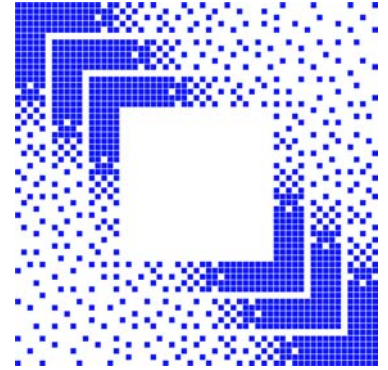
School, work and the school-work combination by young people

1998, no. 3

by Sandra Franke

Housing, Family and Social Statistics Division
7-C1, Jean-Talon Building, Ottawa, K1A 0T6

Telephone: 1 800 263-1136



This paper represents the views of the authors and does not necessarily reflect the opinions of Statistics Canada.



Statistics
Canada

Statistique
Canada

Canada

How to obtain more information

Specific inquiries about this product and related statistics or services should be directed to: Housing, Family and Social Statistics Division, Statistics Canada, Ottawa, Ontario, K1A 0T6 (telephone: (613) 951-5979).

For information on the wide range of data available from Statistics Canada, you can contact us by calling one of our toll-free numbers. You can also contact us by e-mail or by visiting our Web site.

National inquiries line	1 800 263-1136
National telecommunications device for the hearing impaired	1 800 363-7629
Depository Services Program inquiries	1 800 700-1033
Fax line for Depository Services Program	1 800 889-9734
E-mail inquiries	infostats@statcan.ca
Web site	www.statcan.ca

Ordering and subscription information

This product, catalogue n°. 89-584-MIE, is available on Internet free. Users can obtain single issues at <http://www.statcan.ca/cgi-bin/downpub/research.cgi>.

Standards of service to the public

Statistics Canada is committed to serving its clients in a prompt, reliable and courteous manner and in the official language of their choice. To this end, the Agency has developed standards of service which its employees observe in serving its clients. To obtain a copy of these service standards, please contact Statistics Canada toll free at 1 800 263-1136.



Statistics Canada
Housing, Family and Social Statistics Division

Days of our lives: time use and
transitions over the life course

School, work and the school-work combination by young people

1998, no. 3

Published by authority of the Minister responsible for Statistics Canada

© Minister of Industry, 2004

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission from Licence Services, Marketing Division, Statistics Canada, Ottawa, Ontario, Canada K1A 0T6.

February 2004

Catalogue no. 89-584-MIE

Frequency: Occasional

ISSN: 1707-7710

ISBN: 0-662-34863-X

Ottawa

Cette publication est disponible en français (n° 89-584-MIF au catalogue)

Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued cooperation and goodwill.

Symbols

The following standard symbols are used in Statistics Canada publications:

- . not available for any reference period
- .. not available for a specific reference period
- ... not applicable
- p preliminary
- r revised
- x confidentiality to meet secrecy requirements of the *Statistics Act*
- E use with caution
- F too unreliable to be published

Table of Contents

Introduction	7
Research on the school to work relationship	8
Analytical strategy based on a socio-demographic profile of youth in Canada	9
I- Time use analysis of high school students in transition to employment.....	15
II- Time use analysis of postsecondary students in transition to employment.....	18
Time use and quality of life of youth	21
Summary and discussion.....	21
APPENDICES.....	28

School, work and the school-work combination by young people

Sandra Franke
Bureau of the director general,
Census and Demographic Statistics Branch
Statistics Canada

This paper represents the views of the author and does not necessarily represent the opinions of Statistics Canada. This research is the result of collaboration between Sandra Franke, Judith Frederick and Nancy Zukewich of Statistics Canada and Dr. Janet Fast of the University of Alberta. The author would also like to thank Rosemary Bender, Dr. Anne H. Gauthier, Janet Hagey, Francine Lavoie, Doug Norris and Garnet Picot for their insightful comments, and Dave Paton and Georgia Roberts for their expert methodological advices.

School, work and the school-work combination by young people

How do young people manage to juggle the myriad of activities they take on during their transition to self-sufficiency? They study, hold down part-time jobs, play sports and hang out with friends, and take time for their personal and family life. Analyzing time use allows us to better understand the new ways young people in Canada make the transition to adulthood. This paper focuses specifically on the consequences of adding a job to the daily schedule of young people between 15 and 29 years of age. We begin by presenting some elements characterizing the paths taken by youth toward employment. This is followed by a review of the literature describing the ways the link between school and work have been studied and a short analysis of the socio-demographic profile of young people to identify the study populations for this analysis. Finally, results of the time use analysis are presented, comparing: 1) young people in high school and those at the postsecondary level; 2) the school-work combination and the complete transition to paid work. A gender-based analysis is a key to the analysis.

Introduction

Until the 1980s, the passage from school to paid work experienced by youth in Canada followed a relatively linear path - education, career and subsequent lifestyle were closely linked. Since that time, however, this path has become more atypical, affected, for example, by major changes in the labour market (precariousness and instability of employment, highly specialized work, non-traditional jobs)¹, and by changes with respect to the financing of education (increased tuition fees, student debt)².

Many young people who wish to pursue their education beyond high school assume a heavy financial burden, notwithstanding that the benefits of their investments are increasingly uncertain. A gap is emerging between the aspirations of young people, their educational qualifications and their employment opportunities³. For instance, when the jobs held by young people are not related to their field of study, they have less opportunity to apply their skills and gain experience. These jobs are increasingly insecure and many graduates move from one job to another for several years, experiencing periods of unemployment⁴. Finally, contrary to other age groups, the incomes of youth have steadily decreased in the last twenty years, diminishing their ability to establish independence (Marquart, R., 1998:56)⁵.

This situation gives rise to new school to labour market transitions. Strategies for adapting to the current labour market include moving back and forth between school and work, or working and studying at the same time⁶. The transition from school to work has gone from being a simple event to a process, currently estimated to take eight years to complete⁷. The length of this process has an impact on other transitions, such as leaving the family home, entering a conjugal union and having children. The overlapping of these life experiences poses new challenges for young people, an increasing number of whom deal with situations that are different from the traditional student experience⁸ (Sales et al. 2001; Crysdale, S. et al., 1999; Stone, J.R. and Mortimer, J.T., 1998). The school to work transition experienced as a process is a new issue for policy makers (Wyn, J. and Dwyer, P., 2000).

¹ This situation has more of an impact on young people, particularly if they do not have any postsecondary qualifications (Marquart, R., 1998:55).

² See Little (1997) on the increase in tuition fees in Canada and Plager and Chen (1999) on student debt. You can also refer to Sales et al. (2001) which shows how financial contributions from parents decrease radically from the age of 23, the age at which young people are considered independent. McGrath (1996) singles out financial constraints as one of the main obstacles to continuing postsecondary studies.

³ In all OECD countries, the number of students having studied at the postsecondary level has increased as the unemployment rate of young people has risen. Some go as far as contending that education policies lag behind job development and, to a certain point, postpone the transition to work (Wyn, J. and Dewyer, P., 2000:152).

⁴ Job-hopping is the sign of a difficult transition, but not necessarily one of failure in the career path, since having a series of jobs may be associated with a desire for greater challenges or a higher salary (Stone, J.R. and Mortimer, J.T., 1998).

⁵ Young people, particularly men, live with their parent longer (Boyd, M. and Norris, D. 1999).

⁶ The number of working hours per week has been increasing among adolescents since the late 1980s, unlike among other age groups. Furthermore, working hours are continually added to time spent on studying (Statistics Canada, 1994:3). More and more students consider paid work as part of their life style and not just one of their activities (Sales et al, 2001:180).

⁷ In 1998, the transition process was believed to start at the age of 16 and end at around 23 (Statistics Canada, 1998-1999:3). However, we have observed that the student population is aging. Students 25 years and up now represent one-quarter of the full-time student population in Canada. (Sales et al, 2001:168, based on data from Statistics Canada).

⁸ We know, for example, that one-third of young people combine work and school by choice instead of working full-time (Wyn, J. and Dwyer, P., 2000).

Source and method for organising the data

This series of articles explores the effect of life course transitions on time use and quality of life. In order to examine the effect of a life transition the study population for each article was divided into two distinct groups: those who had experienced the transition being studied (post-transition group), and those who had not (pre-transition group). In the absence of longitudinal data, there is no way of knowing whether those who had not experienced a particular life course transition ever will experience it.

This study uses data from Statistics Canada's 1998 General Social Survey (GSS) on time use.¹ This was Canada's third national time use survey.² The target population for the 1998 GSS was people aged 15 and over residing in Canada, excluding residents of the territories and full-time residents of institutions. The sample was selected using the elimination of non-working banks technique of random digit dialling.³ Respondents in the sample were assigned a day of the week or "designated day", and were asked to describe chronologically what they did on the day following the designated day. Trained interviewers then coded activities into a detailed classification system. The survey was conducted using Computer Assisted Telephone interviewing from February 1998 to January 1999 and an attempt was made to obtain an interview with one randomly selected person from each household. The final response rate was 78%, yielding a total of 10,749 respondents with usable time use diary information.

The day is divided into four main activities: paid work, unpaid work, self-care and leisure.⁴ The average time spent per day on each activity is estimated over a seven-day week, and these means and other descriptive statistics are based on weighted data. Differences reported in the analysis are significant at the <0.05 level, unless otherwise specified.

¹ The GSS is an ongoing annual survey program at designed to monitor changes in the living conditions and well being of Canadians over time, and to fill data gaps by providing information on social policy issues of current or emerging interest. Each year, the nationally representative survey focuses on a different core topic, time use being one of five core areas.

² The other surveys took place in 1986 and 1992.

³ Statistics Canada estimates that less than 2% of the target population of households do not have a telephone. Survey estimates were adjusted to account for people without telephones.

⁴ See Appendix A for detailed activity codes.

Research on the school to work relationship

Research on the diversity and complexity of recent transitions experienced by youth is in short supply (Wyn, J. and Dwyer, P., 2000:153). We know much more about the relationship between education, employability and financial self-sufficiency of young people than about the implications of time spent on education, their life style and quality of life. Moreover, due to the growing phenomenon of young people combining school and paid work, many studies have focused on the implications of student employment on academic and professional success, but few documented the consequences of this dual activity on the actual pace and quality of life of young people.

Level of education, employability and economic self-sufficiency of youth

We know that the experiences of youth in transition differ according to sex and level of education. For young men, less education results in initial paid work experiences with longer working hours and relatively low incomes⁹. Despite this, they maintain a positive attitude about paid work (Marquart, R., 1998:56). It is possible that the types of jobs young men usually hold - blue collar or specialized trades - allow them to apply and develop skills, even if they do not have a high level of education (Gilbert, S and J. Frank, 1998). The situation is very different for young women. First, many of them do not work full-time or on a regular basis (Human Resources Development Canada, 2000:36). Furthermore, the types of jobs they hold, especially if they have a low level of education -clerical, sales and service - require and result in a limited range of skills. Finally, their wages are relatively lower than those of young men at the same level¹⁰.

Student employment and academic/professional success

Student employment, an important topic in the United States since the 1980s, has primarily been analyzed from the perspective labour market integration, establishing the link between experience and ease of integration (Statistics Canada, 1994; Stone, J.R. and Mortimer, J.T., 1998:187-192; Mael, F.A. and al., 1997:17; Ruhm, C., 1997; Mihalic, S.W. and Elliott, D., 1997)¹¹. However, the nature of student employment is a key variable. The fact that many student jobs consist of non-standard duties, are not very fulfilling, and offer little opportunity to learn or apply skills, can lead to negative attitudes about education and the labour market in general (Schoenhals, M. and al., 1998; Stone and Mortimer, 1998). Other studies have looked at the consequences of schedule conflicts caused by working for pay while in school, such as stress, time spent on homework, academic achievement, absenteeism and the risk of drop-out. Some studies set the critical threshold at 15 hours per week, while others estimated that negative effects of employment were only felt after 20 hours per week (Stone, J. R. and Mortimer, J. T, 1998:199; Wegman, D.H. and Davis, L.K., 1999; Statistics Canada, 1994:1). Finally, while some have called for a public debate on the regulation of paid work hours for students, others caution against the unwanted effects of such a solution, which could encourage students to abandon their studies so that they can become financially self-sufficient sooner and enjoy the quality of life associated with it (Statistics Canada, 1998-1999:20).

Time use and quality of life of young people in transition

According to this review of the literature, time is a key factor in the school-work relationship. However, time use by young people has not been explored extensively and even less so in the context of the transition from school to work (Gauthier, A. and Furstenberg, F.F., 2001:1). Studies that look at the extent to which schedule conflicts created by demands from school and paid work affect all other activities, such as leisure, sleep and social life are rare. Furthermore, not much is known about how the resulting time crunch is linked to stress and academic success (Mael, F. A. and al., 1997; Shanahan, M.J. and al. 1996). No recent Canadian studies have examined the effects of substituting time from one activity to another on the quality of life of young people in transition.

Analytical strategy based on a socio-demographic profile of youth in Canada

This analysis is based on the 1998 General Social Survey (GSS). The 1998 GSS provides data on time use and quality of life for a sample of 1,376 young women and 1,195 young men between the ages of 15 and 29. For this analysis, the sample was divided into sub-groups of youth who had and had not yet made the transition from

⁹ In 1995, the median wage of non-graduate young men was \$400/week (versus \$260/week for young women), while high school graduates earned \$430/week (versus \$336/week for young women) (Schwartz, S. et al., 1998:79).

¹⁰ Ibid. However, a recent study showed that the wages of young women are on the rise, as opposed to those of young men, which results in a smaller gap between the sexes (Finnie, 2000).

¹¹ The US Department of Labor believes that work experience combined with on-the-job training, or a specialized postsecondary or college education, is worth more than experience based solely on undergraduate university training, especially when studies are not directly related to the field of work (Stone, J.R. and Mortimer, J.T., 1998:189). They predict that in 2006, only 23% of jobs in the United States will require a university education, while 51% will essentially demand a more or less intensive experience in the workplace. The same trend is developing in Canada (Marquardt, R., 1998:55).

school to the labour market¹². This analytical technique allowed us to simulate a transition to the labour market using cross-sectional data. When creating the pre-transition sub-groups, we distinguished between young people at the high school and postsecondary levels¹³. For the post-transition groups, distinctions were made between those employed young people with and without a high school diploma, and between those who had and had not engaged in postsecondary studies¹⁴. Two forms of school to work transitions were identified: 1) a partial transition to the labour market included young people who work for pay and whose main activity is studying; and 2) a complete transition included young people who were employed and no longer reported studying as their main activity.

Table 1 - Distribution of persons aged 15-29 by labour force status and sex

	Males		Females	
	%			
Studying only	21		22	
Combining study and work (partial transition)	16		14	
In the labour force (complete transition)	55		50	
Neither studying nor employed	8		14	
Total study sub-groups	100		100	

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Table 1 shows the distribution of the population aged 15 to 29 across sub-groups. The first sub-group is made up of just under one-quarter of young Canadians who, at the time of the survey, studied but did not work for pay¹⁵. The second sub-group, approximately fifteen percent, consists of those who had started their transition to the working world by combining paid work and school¹⁶.

Table 2 - Distribution of high school and postsecondary students, aged 15 to 29 who are studying only or combining study and work by sex

	High school students		Postsecondary students	
	Males	Females	Males	Females
	%			
Studying only	58	72	57	51
Combining study and work	42	28	43	49
Total high school and postsecondary students	100	100	100	100

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Table 2 shows that at the high school level, men were more likely than women to work for pay, while the opposite was true at the postsecondary level. Table 3 shows that men also tend, on average, to devote more time to paid work (see also Appendix 1). This may in part explain why men delay pursuing postsecondary studies longer than women: 27% of men at the postsecondary level are less than 20 years of age, compared to 38% of women (see Appendix 2).

¹² The limits inherent to the Survey and to our method clearly do not allow us to take into account all the variables that affect the success of transitions to the labour market, such as the level of education of parents, type of school or family history for example.

¹³ The passage from one level to another is itself an important transition for young people (Human Resources Development Canada, 2000:11)

¹⁴ Many authors agree that a high school diploma is a determining factor in a successful transition to work (see literature review).

¹⁵ Students are defined as those who declared studies as their main activity, even if on a part-time basis (the proportion of which is low).

¹⁶ The GSS does not distinguish between summer jobs and jobs held during the school year.

Table 3 - Distribution of working high school and postsecondary students, aged 15 to 29 by number of working hours and sex

	Males			Females		
	Total	Light job ¹	More demanding job ²	Total	Light job ¹	More demanding job ²
	%					
High school students	100	62	38	100	69	31
Postsecondary students	100	76	24	100	83	17

¹. For high school students, a light job involves 15 or fewer hours per week. For postsecondary students, a light job involves 20 or fewer hours per week.

². For high school students, a more demanding job more than 15 hours per week. For postsecondary students, a more demanding job involves more than 20 hours per week.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

The third sub-group, approximately half of young Canadians, had completed their transition to the labour market. Table 4 shows that close to 70% were already aged 20 or more and most of them had at least a high school diploma¹⁷. It should be noted that a considerable proportion of the employed non-graduates were under 18 years of age¹⁸.

With respect to working hours, Table 5 shows that women and especially those without a high school diploma were most likely to have part-time jobs (see also Appendix 3). Some stated that they worked part-time because they couldn't find a full-time job, but many also said they preferred to work part-time, usually so that they could continue their studies as a secondary activity.

Table 4 - Distribution of persons in the labour force¹ aged 15 to 29 by sex, age-group and level of education

	Total in labour force				
	Total Age 15 to 29	Age 15 to 17	Age 18 to 19	Age 20 to 24	Age 25 to 29
	%				
Males					
Without high school diploma	17	4	2	6	5
High school diploma	20	0	3	8	8
Some postsecondary education	25	0	2	10	13
Postsecondary graduate	38	0	1	11	26
Total in labour force	100	5	8	34	53
Females					
Without high school diploma	11	5	1	2	3
High school diploma	16	1	4	5	6
Some postsecondary education	23	0	1	14	8
Postsecondary graduate	50	0	1	17	32
Total in labour force	100	6	6	38	50

¹. Persons in the labour force exclude students (whether or not they are working) and those who are neither working nor studying.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

¹⁷ 83% of men and 89% of women (Table 4)

¹⁸ 25% of men compared to 43% of women (Appendix 2)

Table 5 - Distribution of persons in the labour force¹ aged 15 to 29 by sex, level of education and working status

	Total males	Males		Total females	Females	
		Part-time ²	Full-time		Part-time ²	Full-time
In labour force	%					
Without high school diploma	100	14	86	100	49	51
High school diploma	100	3	97	100	30	70
Some postsecondary education	100	13	87	100	30	70
Postsecondary graduate	100	1	99	100	20	80

¹ Persons in the labour force exclude students (whether or not they are working) and those who are neither working nor studying.
² Part-time work involves less than 30 hours per week.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Young people who are not in school and don't have a job

Table 6 shows the fourth sub-group which is made up of a considerable proportion of young people (14% of women and 8% of men) who had left school, but did not have a job at the time of the survey. Most of these "inactive" young people had at least a high school diploma¹⁹.

Table 6 - Distribution of persons aged 15 to 29 who are neither studying nor employed by sex and level of education

Neither studying nor employed	Males	Females
	%	
Without high school diploma	39	28
High school diploma	18	20
Some postsecondary education	15	22
Postsecondary graduate	28	29
Total neither studying nor employed	100	100

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Table 7 shows that a large majority of women in this group (87%) no longer live with their parents and just over half of them (64%) have at least one child (generally a young child). In contrast, most men in this group still live with their parents (71%) and do not have children (90%). The data do not provide information about the proportion of young people who will to return to school or make the transition to paid work. However, studies have shown that women who have children before the age of 30 are less likely to continue their education or develop their career (Grindstaff et al. 1989). This group is excluded from the sample of the subsequent time use analysis.

¹⁹ 71% of women and 61% of men (Table 6)

Table 7 - Distribution of persons aged 15 to 29 who are neither studying nor employed by sex and living arrangement¹

Neither studying nor working	Males	Females
	%	
Living with parents	71	13
Living alone or with others	14	12
Living with a partner with or without children ²	15	76
Total neither studying nor working	100	100

¹ Percentages may not add to 100 due to rounding.
² Among those who are neither studying nor working, 10% of males and 64% of females are parents.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

The move to independence and starting a family

The move from the parental home to an independent life is another significant step in life. Table 8 shows that from the age of 18, when most young people begin their transition to paid work or to postsecondary education, the proportion living with their parents starts to drop significantly. Men tend to remain dependent on their parents longer than women, regardless of their age or their employment status. Financial self-sufficiency does not appear to be the only reason force driving the transition to independent living. Young people in postsecondary studies often leave the family home because of the distance to their educational institution. Many of them return to their parents' homes during school vacations, which do not make them truly independent.

Table 8 - Distribution of persons aged 15-29 by living arrangement, age-group and sex¹

	Males	Females
	%	
Aged 15 to 29 years		
Living with parents	58	44
Living alone or with others	23	19
Living with a partner with or without children ²	19	38
Total aged 15 to 29 years	100	100
Aged 18 to 29 years		
Living with parents	47	31
Living alone or with others	29	23
Living with a partner with or without children ³	24	47
Total aged 18 to 29 years	100	100
Aged 20 to 29 years		
Living with parents	39	24
Living alone or with others	33	23
Living with a partner with or without children ⁴	29	53
Total aged 20 to 29 years	100	100

¹ Percentages may not add to 100 due to rounding.
² Among those aged 15 to 29 years, 10% of males and 21% of females are parents.
³ Among those aged 18 to 29 years, 12% of males and 26% of females are parents.
⁴ Among those aged 18 to 29 years, 14% of males and 29% of females are parents.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Nevertheless, Table 9 illustrates that female students achieve independence sooner than male students. In fact, 47% of young women at the postsecondary level no longer lived with their parents, compared to 34% of young men. Finally, it should be noted that young women also enter conjugal relationships and become parents earlier than men: 38% of young women versus 19% of young men aged 15 to 29 were married or living common-law, and that 21% of women and 10% of men were parents. Studying is the primary activity of 7% of these young mothers, compared to 1% of fathers. Fathers were more likely to have completed their transition to paid work (89% of fathers versus 49% of mothers), while mothers were more likely not to be in the labour force (45% versus 9%). See Appendix 4.

Table 9 - Distribution of persons aged 15-29 by living arrangement, level of education and sex¹

	Males	Females
	%	
High school students²		
Living with parents	96	91
Living alone or with others	4	5
Living with a partner with or without children ³	0	5
Total high school students	100	100
Postsecondary students		
Living with parents	66	53
Living alone or with others	30	35
Living with a partner with or without children ⁴	5	12
Total postsecondary students	100	100
In the labour force		
Living with parents	40	32
Living alone or with others	29	21
Living with a partner with or without children ⁵	31	48
Total in the labour force	100	100
¹ Percentages may not add to 100 due to rounding.		
² 83% of high school students are under 18 years of age.		
³ Among high school students, 0% of males and 3% of females are parents.		
⁴ Among postsecondary students, 1% of males and 4% of females are parents.		
⁵ Among those in the labour force, 16% of males and 20% of females are parents.		
Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.		

Selecting the sample for the analysis of time use and quality of life

Because young people experience a variety of significant life transitions, the study population was restricted in order to better isolate the school to work transition. As mentioned above, young people who had left school, but did not have a job at the time of the survey were excluded from the analytical sample. The same applies for youth living with a conjugal partner and those with children. Also note that no distinction was made between those living with their parents and those who had already moved out²⁰. Lastly, the study of the school to work transition from high school is restricted to the those aged 15 to 24 while the same analysis at the postsecondary level encompasses those aged 15 to 29²¹. Appendix 5 shows the sample used for the analysis of the various pre and post-transition sub-groups.

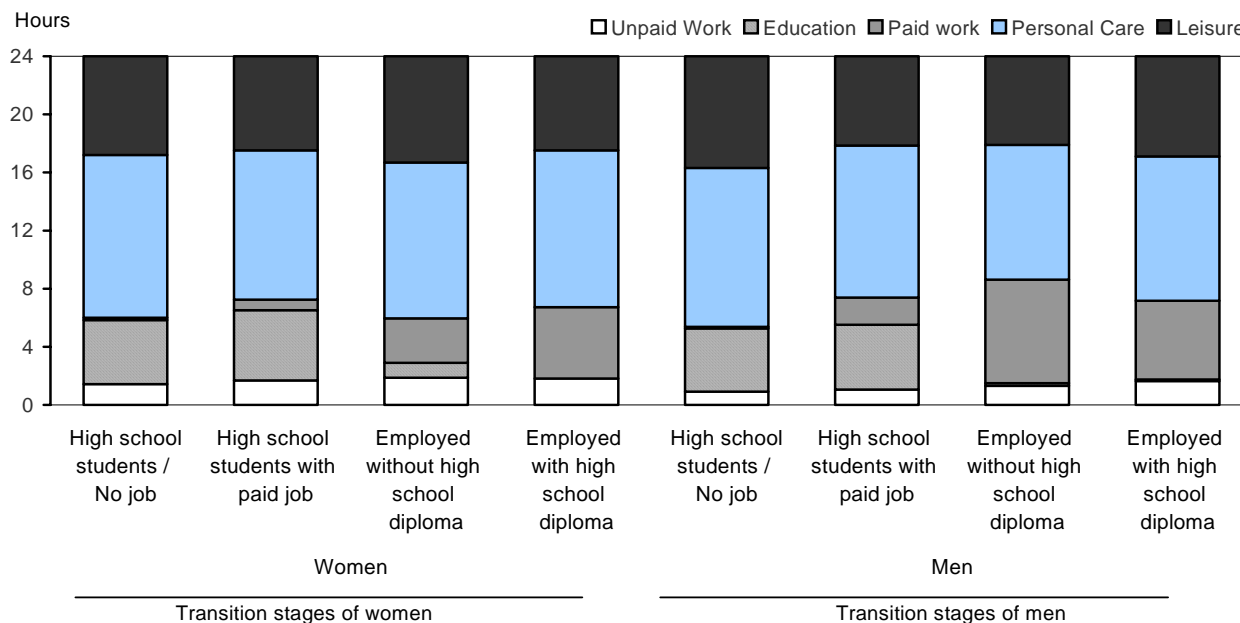
²⁰ It should be noted, however, that preliminary analysis revealed that this event appears to intensify most of the effects that can be attributed to the transition to paid work, primarily because the transition to self-sufficiency usually involves an increase in the number of paid working hours.

²¹ We realize that nearly all young people finish their high school studies before the age of 25, and that after this age, a considerable proportion continue to study at the postsecondary level or enter the labour market for the first time (Sales et al., 2001:168; Bowlby, G., 2000).

I- Time use analysis of high school students in transition to employment

Graph 1 show that young people whose primary activity is attending high school devote their time to studies (4.4 hours per day) and to leisure (6.8 hours per day for women and 7.7 hours per day for men). Women do not spend as much time on leisure as men²², but they do more unpaid work – 1.4 versus 0.9 hours per day²³. As opposed to other age groups throughout the life course, high school students have quite a lot of time for personal care, especially sleep (9 hours per day). See Appendix 6.

Graph 1- Daily activities at different stages of transition from high school to work for youth aged 15 to 24



Source: Statistics Canada, General Social Survey, 1998

Introduction of paid work to high school studies

The addition of a job to the school schedule of high school students has a major effect on their time use. On average, men spent more than an hour more per day than women on their paid jobs (1.9 hours per day versus 0.7 hours per day), such that they have to take even more time from other activities to accommodate their jobs. Graph 1 show how men reduce leisure time by 1.5 hours per day in order to ease the initial transition to the job market, while women sleep approximately one hour less. However, both groups spend nearly the same amount of time on productive activities²⁴ since women who both study and work do about a half an hour more unpaid work than their male counterparts (1.7 hours per day versus 1.1 hours per day).

Effects of the number of hours spent on employment on time use

The implications of working for pay while in school are affected by the number of hours spent working for pay. The sample size allowed us to create groups of high school students based on whether they had a 'light' job (15 hours per week or less) or a more 'demanding' job (15 hours to 40 hours per week)²⁵. Graph 2 illustrates that the addition of a light job to the academic schedule of high school students does not drastically affect the time they

²² (*) indicates the difference is statistically significant at a 90% level only. When not mentioned, the difference is significant at 95%.

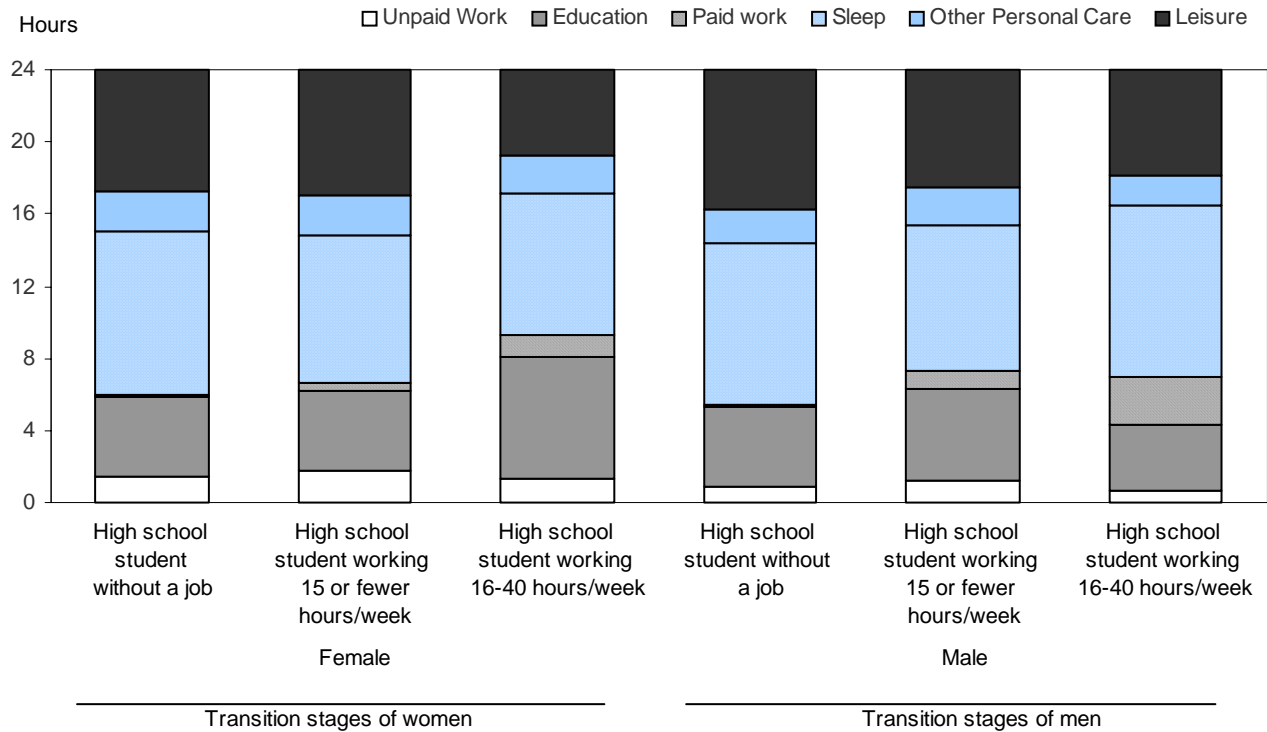
²³ The difference basically lies in the time taken to run errands.

²⁴ Total time spent on paid work, unpaid work and studies.

²⁵ The number of working hours was limited to 40 hours per week in order to remain within normal working hours.

spend on their studies. We noticed instead that both sexes cut back on sleep by about one hour per day. A light job also affects leisure time, but the impact is different for each sex. See Appendix 7.

Graph 2 - Daily activities for high school students by hours spent at paid job

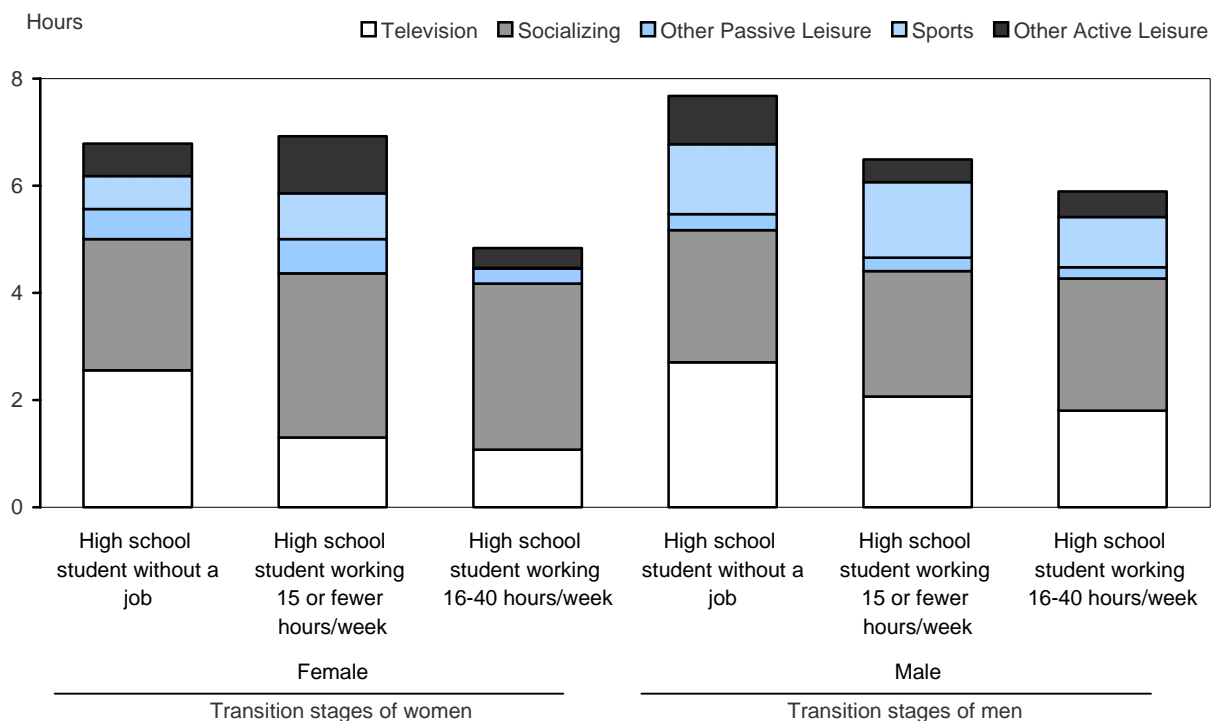


Source: Statistics Canada, General Social Survey, 1998

Graph 3 shows how the total time spent by men on leisure drops by over one hour* after introducing a light job to their schedule, particularly for active leisure other than sports. Women substitute a good deal of the time spent watching television (1.3 hours per day) for other types of activities, but the total time spent on leisure remains unchanged.

What are the effects of a more demanding job? Graph 2 shows that the time these young people spend on their education varies but in fact, the difference is not statistically significant. One important difference involves the effect of a demanding job on sleep. High school women who work longer hours sleep about one hour per day less - as if they substitute sleep for studies - while their male counterparts sleep 0.5 hours more per day. This difference of nearly two hours of sleep between young men and women who hold demanding jobs in high school could once again be explained by the type of job held. Lastly, a demanding job has a considerable impact on leisure* for both women and men. A reduction of time spent watching television is the most important effect for both sexes (approximately 1.5 fewer hours per day for women and 1 hour less for men). Furthermore, women drop almost all time spent on sports from their schedules, while there is no significant variation for men. See Appendix 8.

Graph 3 – Time spent on leisure for high school students by hours spent at paid job



Source: Statistics Canada, General Social Survey, 1998

Complete transition from high school to employment

Once young people finish high school, greater gender differences in time use patterns emerge. Time use also varies for men based on their level of education (high school dropouts versus high school graduates). As we saw earlier, young women are more inclined to work part-time. Graph 1 illustrates that employed female dropouts spend 3.1 hours per day (approximately 20 hours per week) on paid work, compared to 4.9 hours per day (30 hours per week) spent by graduates counterparts²⁶. Time substitution occurs primarily between education and paid work, since other activities are not rescheduled after the transition to the labour market. As opposed to men, employed young women also tend to keep up with a certain number of educational activities (nearly 1 hour per day), especially if they have not yet obtained their high school diploma. From this, we can guess that they are completing their studies on a part-time basis.

On the other hand, male dropouts stand out because their job tends to encroach on all their other activities, including sleep. In fact, they spend 7.1 hours per day (50 hours per week) on paid work (versus 5.4 hours per day for graduates*), which is much more than a simple substitution of time from education to paid work. Young male workers without a high school diploma spent a total of 8.6 hours per day on productive activity, versus 6 hours per day for women. Meanwhile, employed male graduates have a bit more time than male dropouts for sleep, leisure and unpaid work activities.

²⁶ While the difference between female dropouts and graduates is not statistically significant, it is when compared with men.

II- Time use analysis of postsecondary students in transition to employment

Graph 4 shows how the addition of paid work during and after postsecondary studies affects the time use of these young people²⁷. Young women at the postsecondary level spent 1.2 hours more per day on their studies compared with their high school counterparts, while young men essentially maintained the same school schedule as in high school*. In total, female students devote 0.8 hour per day more than men to their education. This closely corresponds to the extra leisure time men have compared with their female colleagues. These women spent about an hour and a half less each day on leisure than when they were in high school, in particular on sports and other forms of active leisure (0.5 hours per day less for each activity)²⁸. See Appendix 9.

Graph 4 - Daily activities at different stages of transition from postsecondary to work for youth aged 15 to 29



Source: Statistics Canada, General Social Survey, 1998

Introduction of paid work to postsecondary studies

When young men and women add paid employment to their postsecondary studies, their time use patterns are very similar. This is relatively rare during the life course. In contrast to female high school students, young women at the postsecondary level devote as much time as young men to their job (approximately 2 hours per day). The transition does not seem to affect the average time spent on education, but the number of hours devoted to working does in fact have an impact. In order to accommodate this transition both groups use their time similarly for personal care (0.5 hours less per day)* and young men also decrease their leisure time (1.5 hours less per day)*, especially for socializing and sports. Finally, both groups use 8.4 hours per day for productive activities, which results in fairly busy days compared to the consequences of a complete transition to

²⁷ While young people may not claim to have a 'real' job, some do mention having paid tasks (approximately 2 h/w for women and 4 h/w for men). These small jobs are undoubtedly an initial way for these young people of entering the working world. For the purposes of the analysis, these respondents are considered to be unemployed.

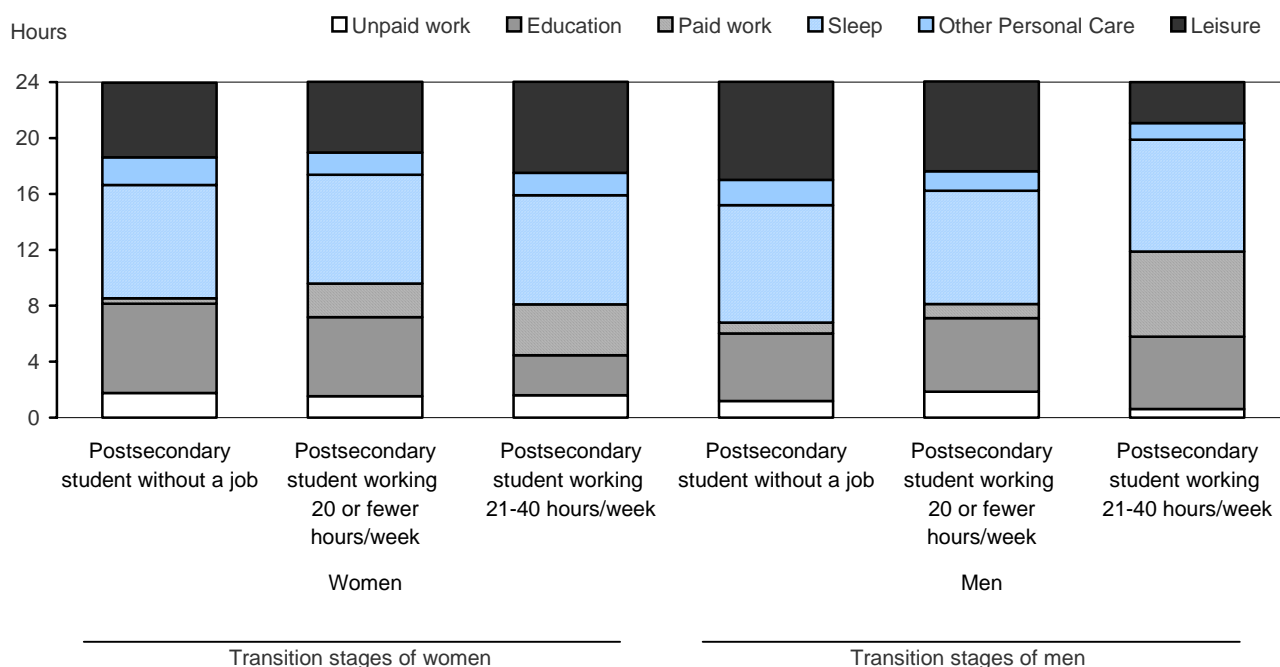
²⁸ The difference in sports between young men and young women is reliable at a 90% confidence level.

paid work once they leave school. Overall, the time crunch created by working for pay while attending postsecondary school results in diminished gender differences in time use.

Effects of the number of hours spent on paid work on time use

The sample size allowed us to create groups of postsecondary students based on whether they had a 'light' job (defined this time at 20 hours per week or less) or a more 'demanding' job (20 hours to 40 hours per week)²⁹. Graph 5 shows that a light job did not have a major effect on the time use of postsecondary female students. For males, however, it only affects their leisure time, particularly sports (0.5 hour less per day). Nonetheless, young men continue to enjoy more leisure time than young women, including 0.5 hours per day more for watching television*. The remaining differences between the two sexes were insignificant. See Appendix 10.

Graph 5 - Daily activities for postsecondary students by hours spent at paid job



Source: Statistics Canada, General Social Survey, 1998

What happens when a more demanding job is added? This time, the impact is greater, yet different for the two sexes. For female students, the time spent on education dropped from 6.4 hours per day to 2.9 hours per day³⁰, and they also eliminated practically all of their active leisure (Graph 6). Male students experiencing the same transition experienced a dramatic drop in their leisure time (close to 4 hours per day); including sports (0.6 hours per day), other active leisure (0.7 hours per day), social activities (1.2 hours per day) and time spent watching television (1.3 hours per day). See Appendix 11.

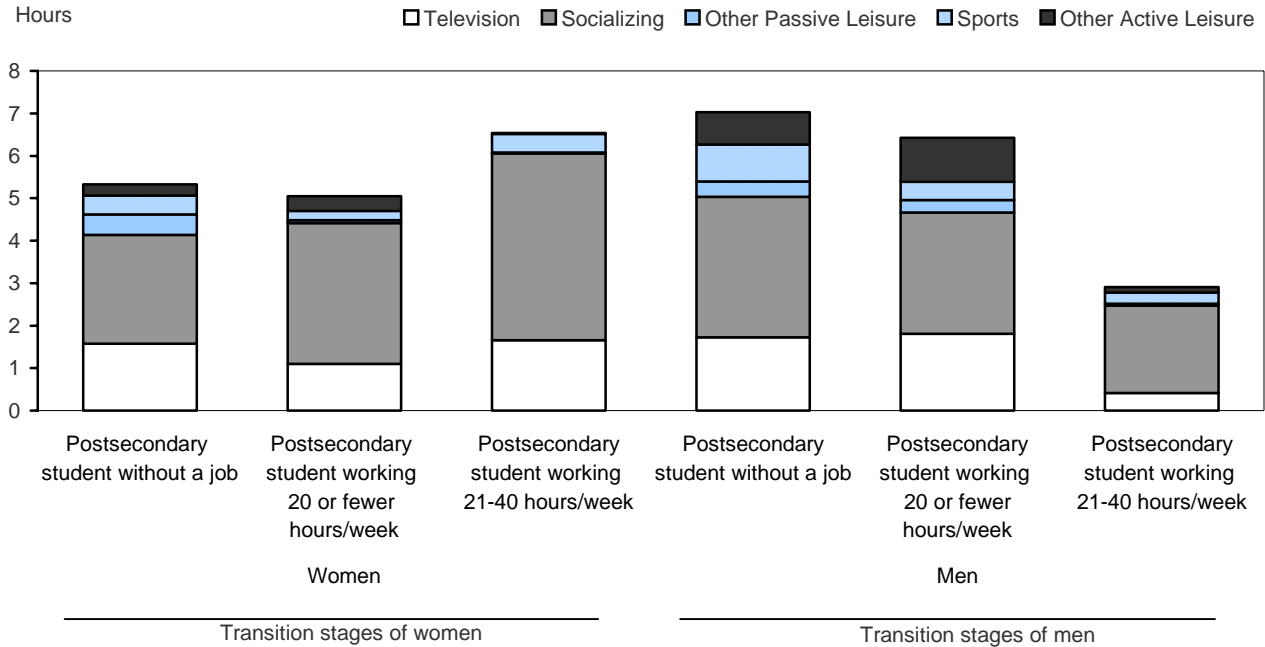
It is difficult to determine how one activity is substituted for another when comparing different groups using cross-sectional data. However, these statistics provide a good indication of which types of activities are most affected by the school to work transition, as well as the direction and magnitude of the changes. Further studies are required to better understand why young men at the postsecondary level who add a job to their school

²⁹ No significant difference showed in time spent on education between groups who worked less than 15 hours per week and those who worked 15 to 40 hours per week. The differences started to show when the number of hours of paid work was cut off at 20 hours per week.

³⁰ We must note that the differences in time spent on studies between the two sexes during a partial transition are statistically insignificant.

schedule sacrifice leisure time, while for young women, it is time spent on education that is most affected, especially since the opposite is true for high school students. To what extent and why does the transition to paid work seem to have different consequences in young students who work longer hours? The fact that young women spend more time than men on unpaid tasks may be part of the explanation, but the type of job held may also be a factor. It would also be worthwhile to examine the relationship between the rate of graduation and the time required to complete their studies comparing students who work while they study and students who are not employed.

Graph 6 – Time spent on leisure for postsecondary students by hours spent at paid job



Source: Statistics Canada, General Social Survey, 1998

Complete transition from postsecondary studies to employment

A complete transition from postsecondary studies to the labour market relieves considerably the time use pattern of young people, especially when considering the busy schedules of those who combine work and study. A job clearly fills a good portion of daily activities, but a lot of room is still left for leisure activities and personal care. Graph 4 shows how men and women devote hours previously spent on studies to paid work³¹. Men gain approximately 0.5 hours per day for sleep and 0.5 hours per day for watching television, while women use the same amount of time (approximately one hour) for unpaid work³² and for education. It is interesting to note that like young women making the complete transition from high school to employment, young employed women who have had postsecondary training continue to study. In fact, it is time devoted to unpaid work and education that distinguishes the time use patterns of the two sexes once they have completed the transition to employment. However, the time spent on productive activities after the transition is approximately the same for both sexes (8.1 hours per day for women and 7.8 hours per day for men). Time spent on productive activities was higher for those who did not continue with postsecondary studies, with the exception of employed male high school drop-outs, as described previously.

³¹ The difference in paid work between young men and women is not significant.

³² The difference in sleep and television time for men, as well as the difference in time for unpaid work for women are significant to a confidence level of 90%.

Time use and quality of life of youth

Following the model of the other articles in this series on time use, one of the objectives of this study was to link data on time use among youths in transition with quality-of-life indicators. In addition to the time use diary, Cycle 12 of the General Social Survey contains a number of more subjective questions for measuring the perception of time-stress, as well as more general questions on the degree of satisfaction with a few of the main aspects of life: health, work, finances, the balance between work and family, self-esteem, wellbeing, life in general, etc.

Is the quality of life of young people affected by the changes in time use that occur in their transitions from high school to postsecondary education and then to the labour market? Is combining education and work a source of stress? Does the number of hours devoted to paid work affect the perception of stress in the same way for young women and young men? The literature offers several interesting hypotheses to be tested in the Canadian context. For example, some authors contend that the level of wellbeing among youths is positively related to the time devoted to socializing, volunteer work and active leisure (Farnworth, 2000; Ferron et al., 1999, Fletcher et al, 2000). Thus, when holding a job encroaches on these activities, as we have seen in our analysis, we could hypothesize that the quality of life of these youths may suffer. By contrast, other researchers maintain that on the contrary, holding a job while going to school may be a source of validation and self-esteem for youths (Mortimer, Shanahan and Ryu, 1993). According to Lewis et al (1998), the stress level does not depend so much on the type of activities in which youths engage on a daily basis but rather on their total workload. Other relevant hypotheses could also be put forward as to possible links between stress levels in the young and the observed decrease in hours of sleep during transitions.

Unfortunately, our sample is not large enough for these hypotheses to be tested with sufficient precision. However, the next cycle of the General Social Survey devoted to time use, planned for 2004, should accommodate analysts who wish to explore these questions in greater depth, given the substantial increase in sampling.

Summary and discussion

This paper describes how the lifestyles of young men and women change when making a transition from school to work by analyzing time use. The increase in the duration of studies and in the number of students combining school and paid work gives an idea of the extent to which youth today juggle overlapping experiences. However, when we only look at the impact on educational attainment or of the effect of work experience on academic and professional success, we do not get a complete picture of the school to work transition experience. By focusing our analysis on the reorganization of time devoted to different activities by young people, we were able to more concretely identify the changes taking place during this transition. Our analysis made it possible to highlight some differences between the school-work transition experiences of the two sexes.

The transition process does not occur not at the same pace for both sexes

Young men make the transition to paid work earlier than their female counterparts. As early as high school, they are more likely than young women to have a job and to devote many hours to it. They also make the full transition to employment more quickly, and do not always wait to complete their high school studies. If they continue with postsecondary education, they wait longer to do so than young women. It would be important to determine whether this is a consequence of the time devoted to paid work. We noted the opposite effect at the postsecondary level. In this case, young women are more likely than young men to work while in school although young men still tend to spent longer hours at the job. Does this explain why young women are more apt to complete their postsecondary studies? Once their studies are completed, employed young men continue to devote much more time to work than young women, since women are more likely to have a part-time job, possibly in order to complete their studies part-time. It seems that young women are still in their transition process even after they have put aside their full-time studies. Finally, we should mention that young men live with their parents longer, while women experience conjugal life and parenthood earlier. This suggests that young men make the transition to paid work earlier, but remain dependent on their parents longer, while young women take more time to make the transition to paid work, but become independent sooner. It would be interesting to conduct a more in-depth study on how these differences influence the success of the transition to paid work.

The effects on time use when paid work is combined with studies differ for both sexes

Our analysis shows that the school-work combination does not involve the same compromises as a full transition to work. While it goes without saying that combining school and work is more restrictive on time, it is nevertheless interesting to see that the reorganization of daily activities is not solely based on simply substituting paid work hours for study hours. Other activities are also rescheduled. In high school, a job does not affect the time devoted to studies, but leads to a decrease in the amount of sleep for both sexes, active leisure for men and some passive leisure activities (television) for women. The transition to postsecondary studies coincides with a significant reduction in sleep time in both sexes. Other activities are also rearranged after a job is added to the school schedule. A light job for postsecondary students (20 h/w or less) reduced the time that young men spend on sports, but did not change the time use of young women. A more demanding job had more considerable effects: the time spent on leisure declined for both men and women, and the time spent on studies by young women was also greatly reduced. We once again suggest that a more in-depth study of the relationship between the type of job held during school years and time use be conducted.

The various realities experienced by today's young Canadians have important implications for the education sector. This is all the more true since the transition to the labour market increasingly encroaches on other important life transitions. Examples include the duration of training programs, the time required to complete programs, status-related privileges (full-time versus part-time), criteria for the financial support of students, maternity and parental leave, etc.³³. Finally, there may be important health implications of the effects of schedule conflicts on time for physical activities and for sleep.

³³ Some institutional policies stipulate that students working for an educational institution shall receive compensation in the form of an academic scholarship rather than a salary. These students, thus deprived of their status as workers, cannot benefit from rights, such as employment insurance, maternity/parental leave, RRSPs, etc. This method could also make it difficult to recognize the work experience nonetheless acquired.

Appendix A

Detailed Activity Codes

A. PAID WORK AND EDUCATION

1. Paid Work

- 011 Work for Pay at Main Job
- 012 Work for Pay at Other Job(s)
- 021 Overtime Work
- 022 Looking for Work
- 023 Unpaid Work in a Family Business or Farm
- 030 Travel During Work
- 040 Waiting/Delays at Work
- 070 Coffee/Other Breaks
- 080 Other Work Activities
- 832 Hobbies Done For Sale or Exchange
- 842 Domestic Home Crafts Done For Sale or Exchange

2. Education

- 500 Full-Time Classes
- 511 Other Classes (Part-Time)
- 512 Credit Courses on Television
- 520 Special Lectures: Occasional
- 530 Homework: Course, Career/Self-Development
- 550 Breaks/Waiting for Class
- 580 Other Study

3. Commuting

- 090 Travel: To/From Work
- 590 Travel: Education
- 893 Travel: Hobbies & Crafts for Sale

B. UNPAID WORK

4. Cooking/Washing Up

- 101 Meal Preparation
- 102 Baking, Preserving Food, Home Brewing, etc.
- 110 Food (or Meal) Cleanup

5. Housekeeping

- 120 Indoor Cleaning
- 130 Outdoor Cleaning
- 140 Laundry, Ironing, Folding
- 151 Mending/Shoe Care
- 152 Dressmaking and Sewing

6. Maintenance and Repair

- 161 Interior Maintenance and Repair
- 162 Exterior Maintenance and Repair
- 163 Vehicle Maintenance
- 164 Other Home Improvements

7. Other Household Work

- 171 Gardening/Grounds Maintenance
- 172 Pet Care
- 173 Care of House Plants
- 181 Household Management
- 182 Stacking and Cutting Firewood
- 183 Other Domestic/Household Work, n.e.s.
- 184 Unpacking Groceries
- 185 Packing and Unpacking Luggage and/or Car
- 186 Packing and Unpacking for a Move of the Household
- 190 Travel: Domestic Work

8. Shopping for Goods and Services

- 301 Groceries
- 302 Everyday Goods and products (Clothing, Gas, etc.)
- 303 Take-out Food
- 304 Rental of Videos
- 310 Shopping for Durable Goods
- 320 Personal Care Services
- 331 Financial Services
- 332 Government Services
- 340 Adult Medical and Dental Care (Outside Home)
- 350 Other Professional Services (Lawyer, Veterinarian)
- 361 Automobile Maintenance and Repair Services
- 362 Other Repair and Cleaning Services
- 380 Other Shopping and Services
- 390 Travel: Shopping for Goods and Services

9. Child Care

- 200 Child Care (Infant to 4 Years Old)
- 211 Putting Children to Bed
- 212 Getting Children Ready for School
- 213 Personal Care for Children of the Household
- 220 Helping/Teaching/Reprimanding
- 230 Reading/Talking/Conversation with Child
- 240 Play with Children
- 250 Medical Care - Household Child
- 260 Unpaid Babysitting
- 281 Help and Other Care - Household Children
- 291 Travel: Household Child

10. Adult Care

- 271 Personal Care - Household Adults
- 272 Medical Care - Household Adults
- 282 Help and Other Care - Household Adults
- 292 Travel: Household Adults

11. Civic and Voluntary Activity

800	Coaching
600	Professional, Union, General Meetings
610	Political, Civic Activity
620	Child, Youth, Family Organizations
630	Religious Meetings, Organizations
651	Fraternal and Social Organizations
652	Support Groups
660	Volunteer Work, (Organizations)
671	Housework and Cooking Assistance
672	House Maintenance and Repair Assistance
673	Unpaid Babysitting
674	Transportation Assistance
675	Care for Disabled or Ill
676	Correspondence Assistance
677	Unpaid Help for a Business or Farm
678	Other Unpaid Help
680	Other Organizational, Voluntary and Religious Activity
691	Travel: Civic & Voluntary Activity
892	Travel: Coaching

C. SELF CARE

12. Night Sleep

450	Night/Essential Sleep
-----	-----------------------

13. Meals (excl. Restaurant Meals)

050	Meals/Snacks at Work
430	Meals/Snacks/Coffee at Home
431	Meals/Snacks/Coffee at Another Place (excl. Restaurants)
540	Meals/Snacks/Coffee at School
642	Meals/Snacks/Coffee at Religious Services
661	Meals/Snacks/Coffee at Place of Volunteer Work

14. Other Personal Activities

400	Washing, Dressing
410	Personal Medical Care at Home
411	Private Prayer, Meditation and Other Informal Spiritual Activities
460	Incidental Sleep, Naps
470	Relaxing, Thinking, Resting, Smoking
480	Other Personal Care or Private Activities
492	Travel: Other Personal Activities
640	Religious Services/Prayer/Bible Readings
692	Travel: Religious Services

D. LEISURE

15. Socializing

060	Idle Time Before/After Work
440	Restaurant Meals
491	Travel: Restaurant Meals
701	Professional Sports Events

702	Amateur Sports Events
711	Pop Music, Concerts
712	Fairs, Festivals, Circuses, Parades
713	Zoos
720	Movies, Films
730	Opera, Ballet, Theatre
741	Museums
742	Art Galleries
743	Heritage Sites
751	Socializing with Friends/Relatives (No Meal)
752	Socializing with Friends/Relatives (With Meal)
753	Socializing with Friends/Relatives (Non-residential or institutional)
754	Socializing with Friends/Relatives (Institutional, e.g. Hospital, Nursing Home)
760	Socializing at Bars, Clubs (No Meal)
770	Casino, Bingo, Arcade
780	Other Social Gatherings (Weddings, Wakes)
791	Travel: Sports and Entertainment Events
792	Travel: Socializing (Between Residences)
793	Travel: Other Socializing
950	Talking, Conversation, Phone

16. Watching Television

911	Watching Television (Regular Scheduled TV)
912	Watching Television (Time-shifted TV)
913	Watching Rented or Purchased Movies
914	Other Television Watching

17. Other Passive Leisure

900	Listening to the Radio
920	Listening to CDs, Cassette Tapes or Records
931	Reading Books
932	Reading Magazines, Pamphlets, Bulletins, Newsletters
940	Reading Newspapers
961	Reading Mail
962	Other Letters and Mail
980	Other Media or Communication
990	Travel: Media and Communication

18. Active Sports

801	Football, Basketball, Baseball, Volleyball, Hockey, Soccer, Field Hockey
802	Tennis, Squash, Racquetball, Paddle Ball
803	Golf, Miniature Golf
804	Swimming, Waterskiing
805	Skiing, Ice Skating, Sledding, Curling, Snowboarding
806	Bowling, Pool, Ping-pong, Pinball
807	Exercises, Yoga, Weightlifting
808	Judo, Boxing, Wrestling, Fencing
809	Rowing, Canoeing, Kayaking, Windsurfing, Sailing (Competitive)
810	Other Sports
811	Hunting
812	Fishing
813	Boating
814	Camping
815	Horseback Riding, Rodeo, Jumping, Dressage
816	Other Outdoor Activities/Excursions
821	Walking, Hiking, Jogging, Running

- 822 Bicycling
- 891 Travel: Active Sports

19. Other Active Leisure

- 560 Leisure and Special Interest Classes
- 831 Hobbies Done Mainly for Pleasure
- 841 Domestic Home Crafts Done Mainly for Pleasure
- 850 Music, Theatre, Dance
- 861 Games, Cards, Puzzles, Board Games
- 862 Video Games, Computer Games
- 863 General Computer Use (Excluding Surfing the Net or Playing Games)
- 864 Surfing the Net (As a Leisure Activity)
- 871 Pleasure Drives as a Driver
- 872 Pleasure Drives as a Passenger in a Car
- 873 Other Pleasure Drives, Sightseeing
- 880 Other Sport or Active Leisure
- 894 Travel: Other Active Leisure

20. Residual Time

- 001 Missing Gap in Time
- 002 Refusals

APPENDICES

Appendix 1 - Study sub-groups of students with a job by sex and working hours per week¹			
	Total	<= 15 hours/week	16-40 hours/week
	No.	%	
Males			
High school students with a job	213,036	63	37
Postsecondary students with a job	174,828	43	57
Females			
High school students with a job	142,785	69	31
Postsecondary students with a job	190,265	53	47

¹ Percentages may not add to 100 due to rounding.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Appendix 2 - Study subgroups of young people by sex and age group¹					
	Total 15-29	15-17	18-19	20-24	25-29
Transition stages	No.	%			
Males					
High school student without a job	330,269	92	8	0	0
High school student with a job	237,951	77	17	6	0
Postsecondary student without a job	292,800	7	21	52	20
Postsecondary student with a job	217,493	6	20	63	11
Employed without a high school diploma	269,150	25	11	33	31
Employed with a high school diploma	317,319	1	16	41	43
Employed with some postsecondary education	406,787	0	8	39	53
Employed postsecondary graduate	612,805	0	3	28	69
Neither studying nor employed	262,303	11	16	43	30
Total males	2,946,877	21	12	33	34
Females					
High school student without a job	393,468	82	14	4	1
High school student with a job	151,653	82	13	5	0
Postsecondary student without a job	248,783	6	29	49	15
Postsecondary student with a job	236,154	6	35	48	12
Employed without a high school diploma	161,977	43	9	19	29
Employed with a high school diploma	227,305	4	22	34	40
Employed with some postsecondary education	322,596	0	5	60	36
Employed postsecondary graduate	710,264	0	1	34	64
Neither studying nor employed	409,704	4	9	33	53
Total females	2,861,904	20	13	33	35

¹ Percentages may not add to 100 due to rounding.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Appendix 3 - Study sub-groups of employed persons (non-students) by sex and working status¹			
	Total	Part-time ²	Full-time
	No.	%	
Males			
Without a high school diploma	247,695	14	87
With a high school diploma	277,868	3	98
With some postsecondary education	348,444	13	87
Postsecondary graduate	518,114	1	99
Females			
Without a high school diploma	144,277	49	51
With a high school diploma	203,261	30	71
With some postsecondary education	259,226	30	71
Postsecondary graduate	618,540	20	81

¹ Percentages may not add to 100 due to rounding.

² Part-time work involves less than 30 hours per week.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Appendix 4 - Living arrangement of study subgroups by sex and age-group¹					
	Total 15-29	15-17	18-19	20-24	25-29
	No.	%			
Males					
With spouse and/or with child	607,709	0	1	11	46
With parent(s)	1,799,541	97	89	59	19
Alone or other living arrangement	746,468	3	10	30	35
Total males	3,153,718	100	100	100	100
Females					
With spouse and/or with child	1,157,691	1	12	41	64
With parent(s)	1,329,478	96	68	32	15
Alone or other living arrangement	581,439	3	21	26	20
Total females	3,068,608	100	101	99	99

¹ Percentages may not add to total due to rounding.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Appendix 5 - Sample sizes of sub-groups by sex for the analysis of time use and quality of life		
	Females	Males
	No.	
Total survey sample	5,893	4,856
Sample of age subgroups		
15 to 24 years	744	671
15 to 29 years	1,376	1,195
Population excluded from study		
15 to 24 years		
Neither studying nor working for pay	103	52
Living with a partner with or without children	145	39
15 to 29 years		
Neither studying nor working for pay	246	92
Living with a partner with or without children	412	152
Population included in analysis: Student or employed person, not living with a partner and had no children		
15 to 24 years	496	580
15 to 29 years	718	951
Study population before transition to work		
High school student 15 to 24 years of age without a job	109	115
Postsecondary school student 15 to 29 years of age without a job	86	87
Study population for partial transition to work		
High school student 15 to 24 years of age with a job	46	78
Postsecondary school student 15 to 29 years of age with a job	63	60
Study population after complete transition to work		
15 to 24 years		
Employed person without a high school diploma	38	71
Employed person with a high school diploma	41	63
15 to 29 years, employed with at least some postsecondary education	214	227

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Appendix 6 - Daily activities at different stages of transition from high school to work for youth aged 15 to 24					
Transition stages	Unpaid Work	Education	Paid work	Personal Care	Leisure
	Number of hours per day				
Males					
High school student without a job	0.9	4.4	0.1	10.9	7.7
High school student with paid job	1.1	4.4	1.9	10.5	6.2
Employed without high school diploma	1.3	0.2	7.1	9.3	6.1
Employed with high school diploma	1.7	0.1	5.4	9.9	6.9
Females					
High school student without a job	1.4	4.4	0.2	11.2	6.8
High school student with paid job	1.7	4.8	0.7	10.3	6.5
Employed without high school diploma	1.9	1.0	3.1	10.7	7.3
Employed with high school diploma	1.8	0.0	4.9	10.8	6.5

Percentages may not add to 100 due to rounding.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Appendix 7 - Hours per day spent on daily activities for high school students by working hours and sex						
	Unpaid Work	Education	Paid work	Other Personal Care	Leisure	Sleep
	Number of hours per day					
Male						
High school student without a job	0.9	4.4	0.1	1.9	7.7	9.0
High school student working 15 or fewer hours/week	1.2	5.1	1.0	2.1	6.5	8.1
High school student working 16-40 hours/week	0.7	3.6	2.7	1.6	5.9	9.5
Female						
High school student without a job	1.4	4.4	0.2	2.2	6.8	9.0
High school student working 15 or fewer hours/week	1.8	4.5	0.5	2.3	6.9	8.1
High school student working 16-40 hours/week	1.3	6.7	1.3	2.1	4.8	7.8

Percentages may not add to 100 due to rounding.

Source: Statistics Canada. General Social Survey. Cycle 12 Time Use. 1998.

Appendix 8 - Hours per day spent on leisure activities for high school students by sex and working hours						
	Total leisure	Tele-vision	Other passive leisure	Sociali-zing	Other active leisure	Sports
Hours spent at paid job	Number of hours per day					
Males						
High school student without a job	7.7	2.7	0.3	2.5	0.9	1.3
High school student working 15 or fewer hours/week	6.5	2.1	0.3	2.3	0.4	1.4
High school student working 16-40 hours/week	5.9	1.8	0.2	2.5	0.5	0.9
Females						
High school student without a job	6.8	2.6	0.6	2.5	0.6	0.6
High school student working 15 or fewer hours/week	6.9	1.3	0.6	3.1	1.1	0.9
High school student working 16-40 hours/week	4.8	1.1	0.3	3.1	0.4	0.0

Percentages may not add to 100 due to rounding.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Appendix 9 - Daily activities at different stages of transition from postsecondary to work for youth aged 15 to 29					
	Unpaid Work	Education	Paid work	Personal Care	Leisure
Transition stages	Number of hours per day				
Males					
Postsecondary student / No job	1.2	4.8	0.8	10.1	7.0
Postsecondary student with paid job	1.5	5.1	2.3	9.4	5.6
Employed with postsecondary education	1.3	0.1	6.4	9.9	6.2
Females					
Postsecondary student / No job	1.8	6.4	0.4	10.1	5.3
Postsecondary student with paid job	1.5	5.1	2.6	9.4	5.5
Employed with postsecondary education	2.6	0.2	5.3	9.9	6.0

Percentage may not add to 100 due to rounding.

Source: Statistics Canada. General Social Survey. Cycle 12 Time Use. 1998.

Appendix 10 - Hours per day spent on daily activities for study sub-groups of postsecondary students by sex and working hours						
	Paid work	Unpaid Work	Education	Leisure	Other Personal Care	Sleep
Hours spent at paid job	Number of hours per day					
Males						
Postsecondary student without a job	0.8	1.2	4.8	7.0	1.8	8.4
Postsecondary student working 20 or fewer hours/week	1.0	1.8	5.3	6.4	1.4	8.1
Postsecondary student working 21-40 hours/week	6.1	0.6	5.2	2.9	1.2	8.0
Females						
Postsecondary student without a job	0.4	1.8	6.4	5.3	2.0	8.1
Postsecondary student working 20 or fewer hours/week	2.4	1.5	5.7	5.0	1.6	7.8
Postsecondary student working 21-40 hours/week	3.6	1.6	2.9	6.5	1.6	7.7

Percentages may not add to 100 due to rounding.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

Appendix 11 - Hours per day spent on leisure activities for postsecondary students by sex and hours spent at paid job						
	Total leisure	Television	Other passive leisure	Socializing	Other active leisure	Sports
Hours spent at paid job	Number of hours per day					
Males						
Postsecondary student without a job	7.0	1.7	0.4	3.3	0.8	0.9
Postsecondary student working 20 or fewer hours/week	6.4	1.8	0.3	2.9	1.0	0.4
Postsecondary student working 21-40 hours/week	2.9	0.4	0.0	2.1	0.1	0.3
Females						
Postsecondary student without a job	5.3	1.6	0.5	2.6	0.3	0.4
Postsecondary student working 20 or fewer hours/week	5.0	1.1	0.1	3.3	0.3	0.2
Postsecondary student working 21-40 hours/week	6.5	1.7	0.0	4.4	0.0	0.4

Percentages may not add to 100 due to rounding.

Source: Statistics Canada, General Social Survey, Cycle 12 Time Use, 1998.

References

- Bowlby, G. 2000. "The school-to-work transition." *Perspectives on Labour and Income* (Statistics Canada Catalogue no. 75-001-XPE) 12, 1: 43-48.
- Boyd, M. and D. Norris. Spring 1999. "The crowded nest: Young adults at home." *Canadian Social Trends* (Statistics Canada Catalogue no. 11-008): 2-6.
- Chen, E. and L. Plager. 1999. "Student debt from 1990-91 to 1995-96: An analysis of Canada Student Loans data" *Education Quarterly Review* (Statistics Canada Catalogue no. 81-003-XPB), 5, 4: 10-35.
- Crysdale, S., A. King and N. Mandell. 1999. *On Their Own? Making the Transition from School to Work in the Information Age*. Montréal and Kingston: McGill-Queen's University Press.
- Human Resources Development Canada and Statistics Canada. 2000. *Youth in Transition Survey — Project Overview* (Statistics Canada Catalogue no. 81-588-XIE).
- Farnworth, L. 2000. "Time use and leisure occupations of young offenders" *The American Journal of Occupational Therapy* 54, 3: 315-325.
- Ferron, C., Narring, F. Cauderay, M. et Michaud, P.-A.; 1999. "Sport activity in adolescence: associations with health perceptions and experimental behaviours" in *Health Education Research, Theory & Practice*, Vol.14 no.2, pp.225-233
- Finnie, R. 2000. "From school to work: The evolution of early labour market outcomes of Canadian postsecondary graduates" *Canadian Public Policy* XXVI, 2: 197-224.
- Fletcher, AC.; Glen H. Elder Jr, Debra Mekos 2000. « Parental Influences on Adolescent Involvement in Community Activities" in *Journal of Research on Adolescence*, 10 (1), pp.29-48
- Gauthier, A. and F.F. Furstenberg. Forthcoming. *The Use of Time by Teenagers and Young Adults: An International Comparison*. Research project funded by the Social Sciences and Humanities Research Council.
- Gilbert, S. and J. Frank. 1998. "Educational pathways." *High School May Not Be Enough: An analysis of results from the School Leavers Follow-up Survey, 1995* (Human Resources Development Canada and Statistics Canada Catalogue no. 81-585-XPE): 9-20.
- Grindstaff, C.F., T.R. Balakrishnan and P. Maxim. 1989. "Life course alternatives: Factors associated with differential timing patterns in fertility among women recently completing childbearing, Canada, 1981." *Canadian Journal of Sociology*, 14, 4: 443-460.
- Kelly, K., L. Howatson-Leo and W. Clark. Winter 1997. "I feel overqualified for my job . . ." *Canadian Social Trends* (Statistics Canada Catalogue no. 11-008-XPE): 11-16.
- Lewis, T., Stone, J., Shipley, W. & Madzar, S. 1998. "The Transition from School to Work. An Examination of the Literature" in *Youth & Society*, Vol.29 No. 3, March. Pp. 259-292
- Little, D. 1997. "Financing universities: why are students paying more?" *Education Quarterly Review* (Statistics Canada Catalogue No 81-003-XPB), 4, 2:10-26.
- Luepker, R.V. 1999. "How physically active are American children and what can we do about it?" *International Journal of Obesity*, 23, 2: S12-S17.
- Mael, F.A. et al. 1997. "Dimensions of Adolescent Employment" *The Career Development Quarterly*, 45: 351-368.

- Marquart, R. 1998. "Labour market participation, employment and unemployment" *High School May Not Be Enough: An analysis of results from the School Leavers Follow-up Survey, 1995* (Human Resources Development Canada and Statistics Canada Catalogue no. 81-585-XPE): 29-42.
- Mauldin, T. and C.B. Meeks. 1990. "Sex Differences in Children's Time Use" *Sex Roles*, 22, 9/10: 537-554.
- McGrath, S. 1996. "Correlates of Postsecondary Participation" *Youth in Transition: Perspectives on Policy and Research*, B. Galaway and J. Hudson (ed.). Toronto: Thompson Educating Publishing.
- Mihalic, S.W. and D. Elliott. 1997. "Short- and Long-Term Consequences of Adolescent Work" *Youth & Society*, 28, 4: 464-498.
- Mortimer, J.T., Shanahan, M.J. & Ryu, S. (1993). "The effects of adolescent employment on school-related orientation and behavior". In R. K. Silbereisen & E. Todt (Eds.), *Adolescence in Context* (pp. 304-326). New York : Springer-Verlag.
- Ravanera, Z. 1995. "A portrait of the family life of young adults" *Family over the life course*, (Statistics Canada Catalogue no. 91-543E): 7-35.
- Ruhm, C. 1997. "Is High School Employment Consumption or Investment?" *Journal of Labor Economics*, 15, 4: 735-776.
- Sales, A., R. Drolet and I. Bonneau. 2001. "Academic Paths, Ageing and the Living Conditions of Students in the Late 20th Century." *The Canadian Review of Sociology and Anthropology*, 38, 2: 167-188.
- Schoenhals, M., M. Tienda and B. Schneider. 1998. "The Educational and Personal Consequences of Adolescent Employment" *Social Forces*, 77, 2: 723-763.
- Schwartz, S., S. Harris, M. Blythe and M. Orsini. 1998. "Do Early Childhood Experiences Affect Labour Market Outcomes?" *High School May Not Be Enough: An analysis of results from the School Leavers Follow-up Survey, 1995* (Human Resources Development Canada and Statistics Canada Catalogue no. 81-585-XPE): 65-76.
- Shanahan, M.J. et al. 1996. "Adolescent Paid Labor and Relationships with Parents: Early Work Family Linkages" *Child Development*, 67: 2183-2200.
- Statistics Canada. 1994. "Working Teens" *Canadian Social Trends* (Statistics Canada Catalogue no. 11-008E), Winter: 18-22.
- Statistics Canada. 1999. "Labor force update: Youths and the Labor Market, 1998-1999" *Labor Force Update* (Statistics Canada Catalogue no. 71-005-XPB), 3, 4.
- Stone, J.R. and J.T. Mortimer. 1998. "The Effect of Adolescent Employment on Vocational Development: Public and Educational Policy Implications" *Journal of Vocational Behavior*, 53: 184-214.
- Wegman, D.H. and L.K. Davis. 1999. "Protecting Youth at Work" *American Journal of Industrial Medicine*, 36: 579-583.
- Wehlage G., Rutter, R., Smith, G., Lesko, N. and R. Fernandez. 1989. *Reducing the Risk: School as Communities of Support*. London: Falmer Press.
- Wyn J. and P. Dewyer. 2000. "New Patterns of Youth Transition in Education" *UNESCO 2000*, Blackwell Publishers: Oxford: 147-159.