



Longitudinal Surveys of Australian Youth

COHORT REPORT

THE YEAR 9 CLASS OF 1995 IN 2003

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The views expressed in this report are those of the author and not necessarily of the
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THE YEAR 9 CLASS OF 1995 IN 2003: OVERVIEW

This report provides details of the experiences of the 1995 Year 9 cohort of the Longitudinal Surveys of Australian Youth. Information on this cohort was first collected in 1995, when these young people were Year 9 students in Australian schools. The reference period for this report is 2003, when the modal age of respondents was 22 years. Information about the 1995 Year 9 LSAY cohort's activities in previous years is available in earlier reports in this series: McKenzie (2002), Rothman (2002), Rothman and Hillman (2003) and Hillman (2003).

Table 1 Labour force and education and training participation in 2003 by the 1995 Year 9 LSAY cohort

	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Current study					
University full-time	2%	9%	--	4%	14%
University part-time	3%	1%	<1%	<1%	4%
TAFE full-time	<1%	1%	--	1%	2%
TAFE part-time	2%	<1%	<1%	<1%	2%
Apprenticeship/Traineeship	4%	<1%	<1%	<1%	4%
Other study	<1%	<1%	<1%	<1%	<1%
Subtotal	11%	11%	1%	5%	27%
Not currently studying (by prior study)					
Completed a post-secondary qualification	23%	4%	2%	1%	30%
Commenced but did not complete a qualification	5%	1%	1%	<1%	7%
Participated in some other form of study	17%	2%	1%	2%	22%
Never started a course	10%	2%	1%	2%	15%
Subtotal	54%	9%	5%	5%	73%
Total	65%	20%	6%	9%	100%
<i>Number in sample</i>	<i>3489</i>	<i>1053</i>	<i>307</i>	<i>503</i>	<i>5352</i>

Note: Rows and columns may not sum to totals due to rounding.

Education and Training

- Twenty-seven per cent of cohort members were engaged in study during 2003, a decrease from 36 per cent in 2002. Much of this decrease is because cohort members are at an age at which they are completing their post-secondary study.
- Eighteen per cent were located at a university, 4 per cent at a TAFE institution. Another 5 per cent were undertaking an apprenticeship or traineeship or another form of study, such as short courses or individual units.
- A greater percentage of females than males had completed a post-secondary qualification such as a university degree, TAFE diploma or apprenticeship or traineeship, while a greater proportion of males than females were in apprenticeships.
- The majority of the cohort were not studying in 2003, with 30 per cent having completed a qualification and another 22 per cent having participated in other forms of study, such as short courses and single modules, since having left secondary school.

Employment

- Overall, 85 per cent of cohort members were employed, with 65 per cent working full-time and 20 per cent working part-time. These figures represent a 7 percentage point increase in full-time employment and a 5 percentage point decrease in part-time employment since 2002.
- Nine per cent of cohort members were not in the labour force at the time of the interviews. About one-half of these young people were studying at the time.
- Only 2 per cent of the cohort were not in the labour force and had not undertaken any form of post-secondary study or training.
- Approximately 6 per cent of cohort members were unemployed (that is, they were not employed and were looking for work) at the time they were interviewed.

Attitudes and Other Activities

- Most members of the cohort were happy with their lives; as in previous years, they were least happy with the state of the economy and the running of the country.
- Participation in volunteer activities continued to decline, with just over one-third of cohort members doing some volunteer work in 2003.
- Between 2002 and 2003, the percentage of cohort members who read books in their leisure time increased from 47 per cent to 50 per cent. Female cohort members read books more frequently than male cohort members did.
- Seven per cent of the cohort were married and 15 per cent were living in a de facto relationship. Seven per cent of the cohort had children.

EDUCATION AND TRAINING ACTIVITIES

This section reports on the education and training activities of the 1995 Year 9 LSAY cohort during 2003.

- More than one-fourth of cohort members (27%) were engaged in some form of education or training, which is a decrease from 36 per cent in 2002 and 48 per cent in 2001.
- Most of those in university or TAFE study were enrolled full-time.
- A greater percentage of females than males had completed a post-secondary qualification by 2003—32 per cent of females and 27 per cent of males. There was no difference by location regarding completion of qualifications.
- Seven per cent of males from non-metropolitan backgrounds who were studying in 2003 were in apprenticeships or traineeships, compared to 4 per cent of males from metropolitan backgrounds.

Table 2 Education and training status of the 1995 Year 9 LSAY cohort in 2003, by geographic background and gender

	Metropolitan background		Non-metropolitan background		Total
	Male	Female	Male	Female	
Currently studying					
University full-time	19%	16%	8%	10%	14%
University part-time	5%	4%	3%	4%	4%
TAFE full-time	2%	2%	1%	2%	2%
TAFE part-time	2%	3%	1%	3%	2%
Apprenticeship/Traineeship	5%	2%	9%	2%	4%
Other study	<1%	<1%	<1%	<1%	<1%
Subtotal	32%	29%	23%	21%	27%
Not currently studying (by prior study)					
Completed a post-secondary qualification	26%	33%	28%	31%	30%
Commenced but did not complete a qualification	9%	5%	6%	7%	7%
Participated in some other form of study	18%	22%	23%	23%	22%
Never started a course	14%	12%	20%	16%	15%
Subtotal	68%	71%	77%	79%	73%
Total	100%	100%	100%	100%	100%
Number in sample	1476	1480	1136	1260	5352

Notes: Geographic background is based on the home postcode in 1995. 'Non-metropolitan' includes provincial, rural and remote locations. Columns may not sum to 100% due to rounding.

University and TAFE study

Table 3 shows selected background characteristics of those members of the 1995 Year 9 LSAY cohort who were studying at a university or a TAFE institution.

- Females represented 50 per cent of university students (full-time and part-time), 65 per cent of TAFE students (full-time and part-time), and 51 per cent of the cohort in 2003.
- More than one-third of those studying at university (35%) had fathers who were working in professional and paraprofessional positions in 1995, whereas only 24 per cent of the 1995 cohort had this background.
- Former government school students made up 69 per cent of the cohort in 2003, 54 per cent of university students (full-time and part-time) and 71 per cent of TAFE students (full-time and part-time).
- More than two-thirds of those attending university in 2003 (68%) had been living in a metropolitan location in Year 9.

Table 3 Selected background characteristics of 1995 Year 9 LSAY cohort members studying at university or TAFE in 2003, by study load

	University full-time	University part-time	TAFE full-time	TAFE part-time	Cohort in 2003
Gender					
Male	51%	48%	39%	32%	49%
Female	49%	52%	61%	68%	51%
Indigenous background					
Indigenous	1%	1%	2%	<1%	2%
Non-Indigenous	99%	99%	98%	>99%	98%
Place of birth					
Australia	82%	84%	89%	86%	90%
Other	18%	16%	11%	14%	10%
Main language spoken at home (1995)					
English	80%	79%	82%	89%	88%
Other	20%	21%	18%	11%	12%
Father's place of birth					
Australia	58%	62%	63%	66%	68%
Other	42%	38%	37%	34%	32%
Mother's place of birth					
Australia	60%	63%	65%	74%	71%
Other	40%	37%	35%	26%	29%
Father's occupational group (1995)					
Professionals/paraprofessionals	38%	26%	22%	17%	24%
Managers and administrators	20%	29%	12%	28%	24%
Clerical and personal service	13%	12%	20%	22%	14%
Tradespersons	19%	21%	20%	20%	22%
Plant and machine operators	2%	3%	9%	3%	4%
Labourers and related workers	8%	8%	16%	10%	12%
Mother's occupational group (1995)					
Professionals/paraprofessionals	45%	34%	23%	27%	31%
Managers and administrators	8%	14%	2%	3%	9%
Clerical and personal service	34%	41%	55%	49%	41%
Tradespersons	4%	4%	4%	11%	6%
Plant and machine operators	<1%	--	--	--	1%
Labourers and related workers	7%	7%	15%	10%	13%
Sector of school attended (1995)					
Government	53%	59%	66%	75%	69%
Catholic	27%	25%	23%	19%	20%
Independent	20%	15%	11%	7%	12%
Location of residence (1995)					
Metropolitan	70%	62%	62%	57%	55%
Provincial	19%	14%	26%	22%	24%
Rural/remote	11%	23%	12%	21%	21%
Achievement in literacy and numeracy in Year 9 (1995)					
Lowest quarter	12%	17%	34%	25%	25%
Second quarter	22%	27%	24%	38%	25%
Third quarter	23%	20%	24%	23%	25%
Highest quarter	43%	36%	18%	14%	25%
<i>Number in sample</i>	<i>737</i>	<i>228</i>	<i>96</i>	<i>126</i>	<i>5352</i>

Notes: Father's and mother's occupational groups are based on the first edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1986). TAFE enrolments refer to those in courses other than apprenticeships and traineeships. Geographic background is based on the home postcode in 1995. 'Independent' schools are non-government, non-Catholic schools. Data may be missing for some characteristics. Column sections may not sum to 100% due to rounding.

Supporting university and TAFE study

In order to study at university or TAFE, students must ensure they have adequate funds to support themselves, regardless of arrangements they make for HECS payments. They may need to meet the costs of meals, transport, accommodation, and textbooks and other materials, as well as leisure activities. As noted above, 22 per cent of the 1995 Year 9 LSAY cohort were engaged in university or TAFE study during 2003, and the majority of these students were working (see Table 1).

- More than three-fourths of cohort members studying at university or TAFE (77%) were supporting their study with paid employment, similar to figures reported in 2002.
- Parents and other family members provided some financial support to 7 per cent of university and TAFE students.
- More than seven out of ten students (72%) indicated that they contributed to payment of their course fees. This did not vary greatly across gender or study load, although 24 per cent of full-time students received assistance with course fees from their parents, compared to 7 per cent of part-time students (see Table 5).

Table 4 Sources of income for 1995 Year 9 LSAY cohort members studying at university or TAFE in 2003, by selected characteristics

Source of income	Gender		Geographic background		Study load		Living arrangements	
	Male	Female	Metro	Non-metro	Full-time	Part-time	With parents	Elsewhere
Youth Allowance/Abstudy	34%	36%	31%	43%	47%	6%	31%	42%
Student Financial Supplement Scheme	2%	3%	2%	3%	3%	<1%	1%	4%
From paid work	76%	78%	80%	73%	73%	88%	81%	72%
From parents or family	8%	7%	8%	6%	9%	3%	6%	8%
From scholarship or cadetship	3%	2%	2%	3%	3%	<1%	1%	4%
From other government allowances	1%	4%	2%	5%	2%	4%	2%	4%
From other sources	2%	2%	1%	3%	2%	2%	1%	4%
No income source	16%	11%	13%	16%	17%	6%	13%	15%
<i>Number in sample</i>	<i>561</i>	<i>625</i>	<i>786</i>	<i>400</i>	<i>832</i>	<i>354</i>	<i>722</i>	<i>464</i>

Notes: Geographic background is based on the home postcode in 1995. 'Non-metropolitan' includes provincial, rural and remote locations. Students may have indicated more than one source of income. Students living 'elsewhere' are not living with their parents.

Table 5 Payment of course fees for 1995 Year 9 LSAY cohort members studying in 2003, by type of institution and study load

Who pays course fees?	University		TAFE		All students
	Full-time	Part-time	Full-time	Part-time	
No course fees	5%	6%	1%	<1%	4%
Self (student)	70%	78%	69%	80%	72%
Student's parents	26%	10%	10%	1%	19%
Student's employer	<1%	7%	11%	15%	4%
Government	1%	--	8%	3%	1%
Other	2%	1%	2%	1%	2%
<i>Number in sample</i>	<i>737</i>	<i>228</i>	<i>96</i>	<i>126</i>	<i>1186</i>

Note: Students may have indicated that payment of fees came from more than one source.

Apprenticeships and traineeships

Approximately 5 per cent of the cohort were undertaking an apprenticeship or traineeship in 2003. Selected background characteristics of these cohort members are presented in Table 6.

- More than nine of every ten of those undertaking apprenticeships in 2003 (91%) were male, compared to 45 per cent of those in traineeships.
- Cohort members who had attended government secondary schools in 1995 made up 69 per cent of the cohort in 2003, but 75 per cent of those in apprenticeships and 75 per cent of those in traineeships.
- On average, apprentices were working 41 hours per week, with a gross weekly income of \$565.
- Trainees were working 41 hours per week on average, and earning a gross weekly income of \$595.

Table 6 Selected background characteristics of 1995 Year 9 LSAY cohort members engaged in apprenticeships and traineeships in 2003

	Apprenticeships	Traineeships	Cohort in 2003
Gender			
Male	91%	45%	49%
Female	9%	55%	51%
Indigenous background			
Indigenous	1%	7%	2%
Non-Indigenous	99%	93%	98%
Place of birth			
Australia	93%	85%	90%
Other	7%	15%	10%
Main language spoken at home (1995)			
English	94%	88%	88%
Other	6%	12%	12%
Father's place of birth			
Australia	77%	67%	68%
Other	23%	33%	32%
Mother's place of birth			
Australia	81%	72%	71%
Other	19%	28%	29%
Father's occupational group (1995)			
Professionals/paraprofessionals	7%	9%	24%
Managers and administrators	33%	23%	24%
Clerical and personal service	14%	15%	14%
Tradespersons	30%	28%	22%
Plant and machine operators	5%	8%	4%
Labourers and related workers	11%	17%	12%
Mother's occupational group (1995)			
Professionals/paraprofessionals	18%	27%	31%
Managers and administrators	17%	10%	9%
Clerical and personal service	42%	32%	41%
Tradespersons	4%	7%	6%
Plant and machine operators	6%	<1%	1%
Labourers and related workers	13%	25%	13%
Sector of school attended (1995)			
Government	75%	75%	69%
Catholic	18%	14%	20%
Independent	8%	11%	12%
Location of residence (1995)			
Metropolitan	43%	49%	55%
Provincial	37%	29%	24%
Rural/remote	19%	23%	21%
Achievement in literacy and numeracy in Year 9 (1995)			
Lowest quarter	38%	29%	25%
Second quarter	25%	27%	25%
Third quarter	23%	23%	25%
Highest quarter	13%	21%	25%
<i>Number in sample</i>	<i>146</i>	<i>85</i>	<i>5352</i>

Notes: Father's and mother's occupational groups are based on the first edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1986). TAFE enrolments refer to those in courses other than apprenticeships and traineeships. Location of residence is based on the home postcode in 1995. 'Independent' schools are non-government, non-Catholic schools. Data may be missing for some characteristics. Column sections may not sum to 100% due to rounding.

Benefits of study

Those members of the cohort who had completed a qualification (tertiary study or apprenticeship or traineeships) since their interview in 2002 were asked to comment on their satisfaction with various elements of their study experience.¹

- More than 90 per cent of those who had completed some study since the 2002 interview stated that they had benefited from study, with more than one-half strongly agreeing that study had improved their career prospects.

Post-school education and training...



Figure 1 Perceived benefits of post-school study completed by 1995 Year 9 LSAY cohort members since 2002 interview

¹ This also includes some apprentices and trainees who may have completed their training after the 2001 interview but whose status was unknown because of a data collection error in 2002. See Appendix for details.

EMPLOYMENT

This section reports on the 1995 Year 9 LSAY cohort's involvement in the labour force in 2003.

Table 7 Employment activities of 1995 Year 9 LSAY cohort members at October 2003, by gender and study status

	Males	Females	Total
In post-secondary education and training			
Not working	20%	19%	19%
Hours worked per week in main job			
1-10 hours	17%	22%	19%
11-20 hours	16%	20%	18%
21-30 hours	8%	9%	9%
31-40 hours	28%	25%	26%
More than 40 hours	11%	5%	8%
Mean gross weekly income	\$444	\$367	\$406
<i>Number in sample</i>	<i>733</i>	<i>686</i>	<i>1419</i>
Not in post-secondary education and training			
Not working	11%	16%	14%
Hours worked per week in main job			
1-10 hours	3%	5%	4%
11-20 hours	5%	8%	6%
21-30 hours	7%	11%	9%
31-40 hours	45%	49%	47%
More than 40 hours	29%	12%	20%
Mean gross weekly income	\$614	\$515	\$563
<i>Number in sample</i>	<i>1868</i>	<i>2039</i>	<i>3907</i>

Notes: The category 'In post-secondary education and training' combines those at university or TAFE with those in apprenticeships, traineeships and other study. This table excludes those who did not state how many hours they worked each week. 'Not working' includes those who were unemployed and those who were not in the labour force. 30 hours or more per week is considered a full-time position. Cells may not sum to 100% due to rounding.

- Between 2002 and 2003, there was a move from part-time to full-time employment among the 85 per cent of the 1995 Year 9 LSAY cohort were employed. In 2003, 65 per cent were employed full-time and 20 per cent part-time.²
- Sixty-nine per cent of males in the cohort were employed full-time, compared to 62 per cent of females.
- Full-time employment was more common among those from non-metropolitan backgrounds than those from metropolitan backgrounds.

² A person is considered to be in full-time employment if the number of hours worked each week, in all jobs, is 30 or greater. Within this report, some analyses are based on the main job only. See Appendix for details.

Occupations

Table 8 Occupational groups among 1995 Year 9 LSAY cohort members who were employed in October 2003, by gender and employment status (main job only)

Occupational group	Males		Females		Total
	Full-time	Part-time	Full-time	Part-time	
Managerial/professional/paraprofessional	34%	28%	46%	20%	35%
Clerical/personal service (incl. retail/hospitality)	19%	44%	46%	70%	39%
Trades	28%	4%	4%	2%	13%
Skilled and unskilled labourers	18%	24%	4%	8%	12%
Total	100%	100%	100%	100%	100%
<i>Number in sample</i>	<i>1724</i>	<i>512</i>	<i>1553</i>	<i>727</i>	<i>4516</i>

Notes: Occupational groups are based on the first edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1986). Groups are based on the person's main job only; 30 hours or more per week is considered a full-time position. 'Uncodeable' occupations are not included in this table. Columns may not sum to 100% due to rounding.

- A greater proportion of females (46%) than males (34%) were employed full-time in managerial, professional, and paraprofessional occupations.³ These two groups—managers/administrators and professionals/paraprofessionals—experienced the greatest increase between 2002 and 2003, from 26 per cent to 35 per cent of cohort members who were employed.
- Thirty-nine per cent of the cohort were working in clerical and personal service positions, including positions in the retail and hospitality industries. This represents a decrease from 45 per cent in this group in 2002.
- Twenty-eight per cent of males in full-time positions were working as tradespersons.
- More than one-fourth (26%) of those who scored lowest on the Year 9 achievement tests were working in managerial, professional and paraprofessional positions, compared to 44 per cent of those who scored highest on those tests (see Figure 4).

³ Discussions of employment by occupational group and weekly income are based on the person's main job only. See Footnote 2 above.

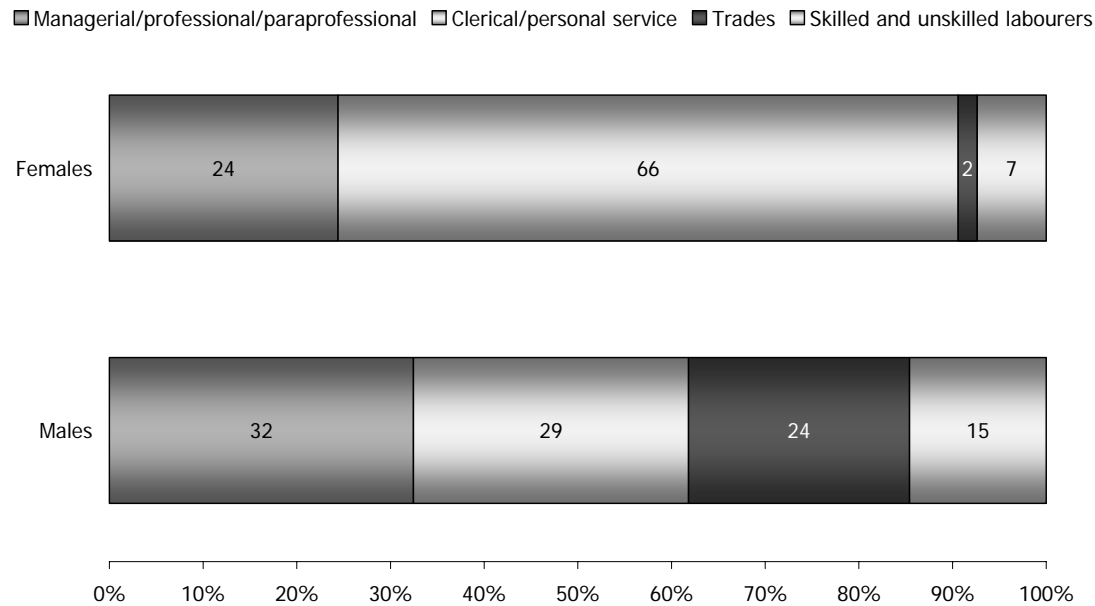


Figure 2 Distribution of occupational groups for members of the 1995 Year 9 LSAY cohort who were working while in post-secondary education and training in 2003, by gender

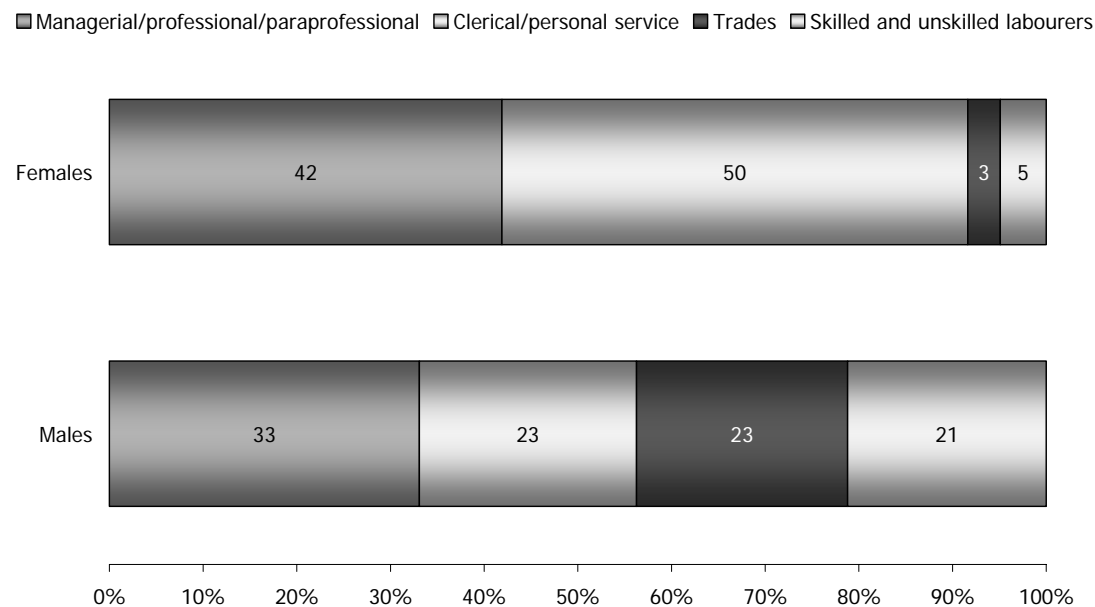


Figure 3 Distribution of occupational groups for members of the 1995 Year 9 LSAY cohort who were working and not in post-secondary education and training in 2003, by gender

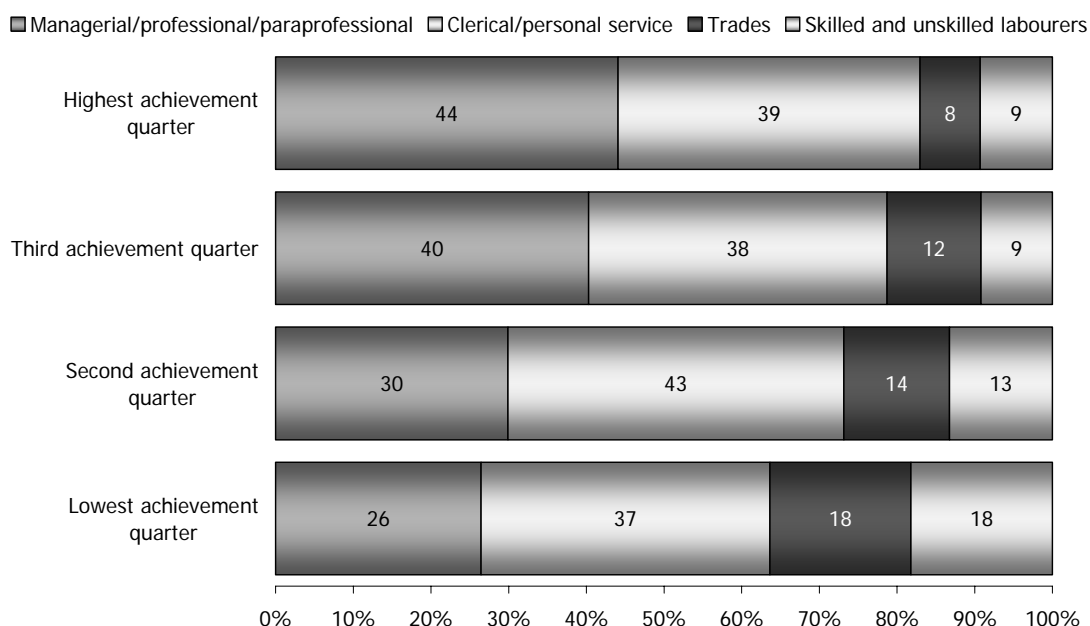


Figure 4 Occupational groups among 1995 Year 9 LSAY cohort members who were employed in 2003, by Year 9 achievement group

Hours and earnings

Table 9 Hours worked and gross income per week for members of the 1995 Year 9 LSAY cohort who were employed and not in post-secondary education and training in 2003, by occupational group and gender

Occupational group	Males		Females	
	Hours worked	Gross earnings	Hours worked	Gross earnings
Managerial/professional/paraprofessional	40	\$721	38	\$663
Clerical/personal service	36	\$562	31	\$485
Trades	42	\$779	38	\$584
Skilled and unskilled labourers	40	\$648	33	\$444
All groups	40	\$676	35	\$563
<i>Number in sample</i>	<i>1352</i>		<i>1459</i>	

Notes: Occupational groups are based on the first edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1986). Occupational groups are based on the person's main job only. Occupations coded 'unscorable' are included totals only.

- On average, males who were not studying worked 40 hours and earned \$676 per week, compared to females, who worked 35 hours and earned \$563 per week.
- Among female workers, those in managerial, professional and paraprofessional occupations had the highest weekly earnings (\$663). Among male workers, tradespersons had the highest weekly earnings (\$779).

Workplace training

Table 10 Type of workplace training received by 1995 Year 9 LSAY cohort members who were employed in 2003, by hours worked each week

Hours worked per week	Number in sample	No training	Any training	Type of workplace training		
				Classroom based	Outside workplace	Other training
1-10 hours	381	65%	35%	16%	7%	21%
11-20 hours	482	50%	50%	27%	9%	32%
21-30 hours	455	43%	57%	36%	14%	35%
31-40 hours	2132	33%	67%	41%	20%	43%
41+ hours	831	31%	69%	39%	24%	45%
Not sure of hours	21	74%	26%	15%	16%	19%
Total	4301	39%	61%	36%	18%	40%

Note: Workers may have received more than one type of workplace training. The sum of each type of workplace training is greater than the figure reported for 'any training'.

- Three-fifths of the 1995 Year 9 LSAY cohort who were employed in 2003 (61%) had undertaken some type of training during the year as part of their work, with two-thirds of those working full-time (67%) reporting some type of training.
- Most commonly, training consisted of informal learning from others in the workplace (40% of the cohort employed), followed closely by attendance at classroom-based training at the workplace (36% of the cohort employed).
- Training outside the workplace was more frequently offered to those working in professional, paraprofessional and managerial positions; skilled and unskilled labourers most commonly received their training from others in the workplace.
- Those who undertook workplace training saw it as a beneficial experience: 80 per cent indicated that it could lead or had already led to a promotion, 75 per cent that it made them more employable and 87 per cent that it could lead to a position of greater responsibility.

Job satisfaction

Nearly all members of the 1995 Year 9 LSAY cohort expressed satisfaction with some aspect of their work.

- Members of the cohort were most satisfied with the other people they worked with: 95 per cent expressed satisfaction with this aspect of their work, including 51 per cent who were very satisfied.
- There were lower levels of satisfaction with opportunities for promotion (66%) and opportunities for training (75%), but many of those working part-time did not consider these aspects appropriate to their situations.
- The greatest amount of job satisfaction was expressed by those working in managerial, professional and paraprofessional positions, particularly in relation to the work they did and their opportunities for training and promotion.

Satisfaction with...

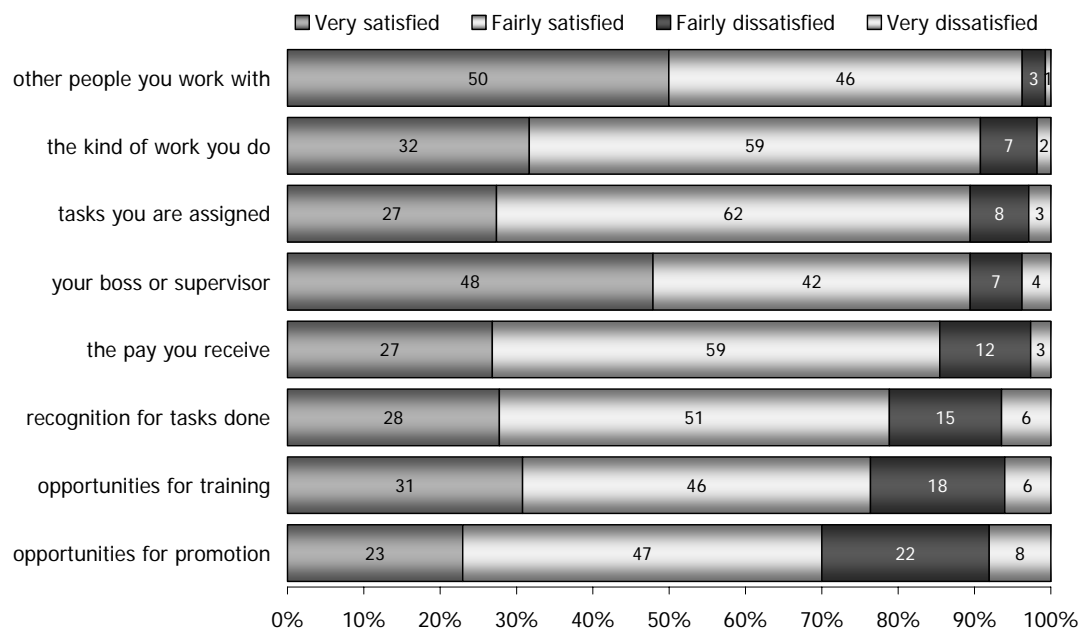


Figure 5 Satisfaction with various aspects of work among members of the 1995 Year 9 LSAY cohort who were working while in post-secondary education and training in 2003

Satisfaction with...

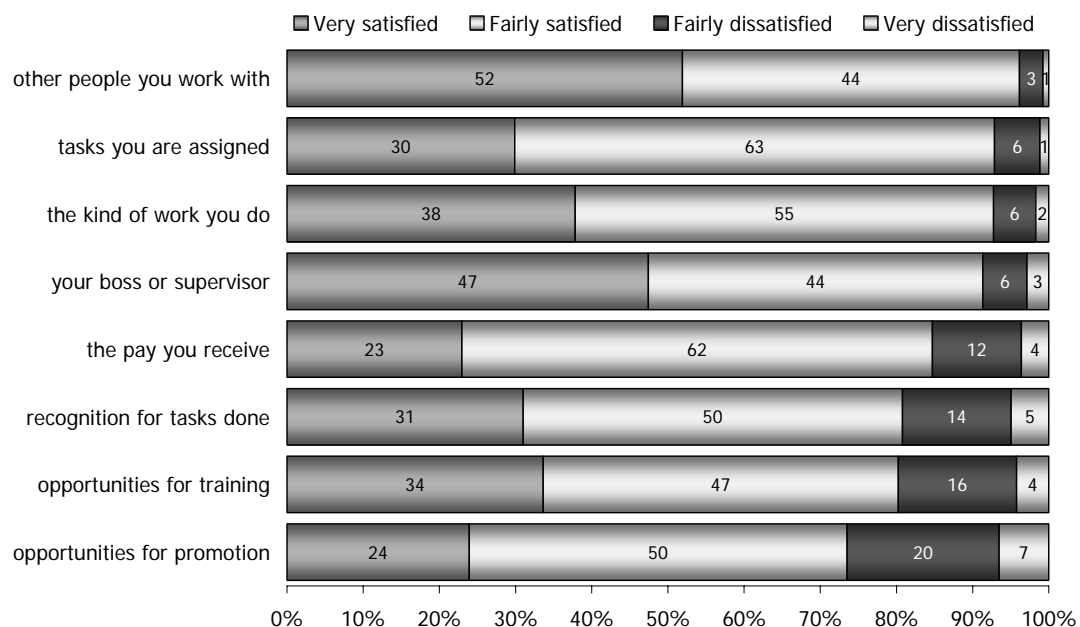


Figure 6 Satisfaction with various aspects of work among members of the 1995 Year 9 LSAY cohort who were working and not in post-secondary education and training in 2003

Aspects of work

Table 11 Per cent of 1995 Year 9 LSAY cohort members who saw themselves continuing in their current jobs as careers, by study status

		In post-secondary education and training	Not in post-secondary education and training
Is the job you have now the type of job you would like as a career?	Yes	35%	54%
	No	61%	40%
	Don't know	4%	5%
<i>Number in sample</i>		<i>1112</i>	<i>3189</i>

Notes: The category 'In post-secondary education and training' combines those at university or TAFE with those in apprenticeships, traineeships and other study.

- More than one-half (54%) of young people who were not studying said that they were working in jobs that they would like as a career. Slightly more than one-third (35%) of those who were studying said they were working in career jobs.

Table 12 1995 Year 9 LSAY cohort members working part-time and preferences for full-time work, by study status

	In post-secondary education and training	Not in post-secondary education and training
Prefer full-time	22%	53%
Prefer part-time	78%	47%
<i>Number in sample</i>	<i>572</i>	<i>465</i>

Notes: The category 'In post-secondary education and training' combines those at university or TAFE with those in apprenticeships, traineeships and other study.

- Of those who were working part-time in their main job and were not studying, 53 per cent stated that they would prefer to be working full-time, with no difference between males and females.
- Of those who were working part-time and studying, only 22 per cent said that they would prefer to be working full-time.

Table 13 Per cent of 1995 Year 9 LSAY cohort members entitled to holidays and sick pay in their jobs, by study status and employment status

Study status		In post-secondary education and training		Not in post-secondary education and training	
Employment status		Full-time	Part-time	Full-time	Part-time
Does your job entitle you to any form of paid annual leave or sick leave, apart from public holidays?	Yes	80%	19%	84%	25%
	No	19%	80%	16%	75%
	Don't know	1%	<1%	<1%	<1%
<i>Number in sample</i>		<i>516</i>	<i>596</i>	<i>2625</i>	<i>565</i>

Notes: The category 'In post-secondary education and training' combines those at university or TAFE with those in apprenticeships, traineeships and other study. Columns may not sum to 100% due to rounding.

- More than four-fifths of full-time workers were in jobs that entitled them to job benefits such as annual leave and sick leave. Less than one-fourth of part-time workers received such benefits.

Changes between 2002 and 2003

Table 14 Changes in aspects of 1995 Year 9 LSAY cohort members' work, for those remaining in the same job between 2002 and 2003, by education status

Comparison between 2002 and 2003	University or TAFE study	Apprenticeship, traineeship or other study	Not in post-secondary education and training
Pay rate			
More per hour	52%	78%	65%
Less per hour	1%	2%	3%
About the same	47%	20%	32%
Level of skill needed in job			
More skilled	37%	74%	52%
Less skilled	1%	<1%	1%
About the same	63%	26%	47%
Level of responsibility in job			
More responsibility	49%	86%	66%
Less responsibility	3%	2%	2%
About the same	48%	12%	33%
Promotion			
Yes	21%	26%	33%
No	79%	73%	67%
Don't know	<1%	1%	<1%
<i>Number in sample</i>	<i>562</i>	<i>176</i>	<i>1967</i>

Note: Column sections may not sum to 100% due to rounding.

- Most cohort members who were in the same job in 2002 and 2003 were earning more per hour since the previous year.
- The greatest change between 2002 and 2003 was for apprentices and trainees, who were earning more per hour, were required to work at a higher skill level, and had greater responsibility in their work.

Looking for work

Table 15 Job search activity used by members of the 1995 Year 9 LSAY cohort, by study status

Job search activity	In post-secondary education and training	Not in post-secondary education and training
Registered with Centrelink	25%	59%
Used Centrelink touchscreens	29%	52%
Contacted Job Network member	31%	60%
Contacted other employment agency	33%	50%
Read advertisements (newspapers/internet)	94%	94%
Answered advertisements	73%	83%
Contacted friends or relatives	56%	64%
Contacted an employer	65%	78%
Checked factory noticeboards	10%	11%
Posted resume on internet	38%	42%
Sought advice from school/other organisation	21%	19%
Other job search activity	1%	2%
<i>Number in sample</i>	<i>93</i>	<i>254</i>

Note: Cohort members may have used more than one type of job search activity. The sum of all types of activity is greater than 100%.

- The most common method of looking for work was looking at advertisements, either in the newspaper or on the internet, for cohort members who were studying and those who were not studying.
- Cohort members in post-secondary education and training much less frequently used Centrelink or Job Network members to look for work, although there was much less difference between these groups in other job search activities.

Table 16 Per cent of 1995 Year 9 LSAY cohort members who experienced problems when looking for work in 2003, by gender

Type of problem	Males	Females
Not enough work experience	64%	61%
Not enough jobs available	56%	48%
Unsuitable education/training	49%	43%
Lack confidence	23%	20%
Poor interview skills	17%	13%
No suitable transport	14%	15%
Considered too young	13%	12%
Poorly written job applications	10%	12%
Gender	8%	5%
Numeracy problems	8%	4%
Health/disability	7%	11%
Literacy problems	3%	2%
Racial/ethnic background	1%	5%
Childcare problems	<1%	17%
No problems	15%	17%
<i>Number in sample</i>	<i>171</i>	<i>175</i>

Note: Cohort members may have experienced more than one type of problem. The sum of all types of problem is greater than 100%.

- About one in six cohort members stated that they had experienced no problems when looking for work.
- Males and females both cited their lack of experience in work as the most common problem when looking for work.
- Very few males reported problems of childcare affecting their search for employment, compared to one in six females.

SOCIAL ASPECTS

This section reports on the social aspects of the lives of members of the 1995 Year 9 LSAY cohort in 2003, including where they were living, their marital and parental status, what they did in their spare time, and how they felt about various aspects of their personal lives.

Living arrangements and relationships

Table 17 Type of accommodation in 2003 among members of the 1995 Year 9 LSAY cohort, by study status, geographic background and gender

Type of accommodation	Metropolitan background		Non-metropolitan background		Total
	Males	Females	Males	Females	
In post-secondary education and training					
Parental home	79%	70%	39%	31%	60%
Sharing/renting	16%	24%	48%	53%	31%
Buying/own home	3%	4%	7%	11%	6%
Boarding in private house	<1%	1%	2%	3%	1%
University/hostel/other	1%	<1%	4%	3%	2%
Number in sample	479	422	259	270	1430
Not in post-secondary education and training					
Parental home	71%	60%	42%	29%	51%
Sharing/renting	20%	27%	44%	51%	35%
Buying/own home	7%	11%	10%	17%	11%
Boarding in private house	1%	1%	2%	2%	1%
University/hostel/other	1%	1%	2%	2%	2%
Number in sample	998	1058	877	989	3922

Notes: Geographic background is based on the home postcode in 1995. 'Non-metropolitan' includes provincial, rural and remote locations. Column sections may not sum to 100% due to rounding.

- The percentage of cohort members who were living in their parents' home decreased since 2002, from 60 per cent to 53 per cent; this varied by gender and geographic background.
- Members of the cohort from metropolitan backgrounds were more likely than those from non-metropolitan backgrounds to be living with their parents, and males were more likely than females to be living with their parents.
- Ten per cent of the cohort owned or were purchasing accommodation. As a group, females from non-metropolitan backgrounds were the most likely to be living in a home they and/or their partner owned.

Table 18 Family relationships among members of the 1995 Year 9 LSAY cohort in 2003, by gender

Marital status	Males	Females	Total
Married	4%	9%	7%
De facto	12%	17%	15%
Single/never married	84%	73%	78%
Separated	<1%	1%	<1%
Percentage with children	4%	10%	7%
<i>Number in sample</i>	<i>2612</i>	<i>2740</i>	<i>5352</i>

- Seven per cent of the cohort were married (4% of males, 9% of females), and 15 per cent were living in a de facto relationship (12% of males, 17% of females).
- Seven per cent of the cohort had children (4% of males, 10% of females).

Leisure and volunteer activities

Table 19 Participation in spare-time leisure activities at least once a week in 2003 by members of the 1995 Year 9 LSAY cohort, by type of activity, geographic background and gender

Leisure activity	Metropolitan background		Non-metropolitan background		Total
	Males	Females	Males	Females	
Visit library	6%	8%	4%	7%	6%
Read books	43%	53%	42%	62%	50%
Read newspapers or magazines	91%	89%	92%	91%	91%
Use the Internet	79%	78%	60%	68%	73%
Play sport or exercise	86%	79%	82%	83%	83%
Community based activity	10%	12%	8%	10%	10%
None of the above	1%	1%	1%	1%	1%
<i>Number in sample</i>	<i>1476</i>	<i>1480</i>	<i>1136</i>	<i>1260</i>	<i>5352</i>

Notes: Geographic background is based on the home postcode in 1995. 'Non-metropolitan' includes provincial, rural and remote locations. Cohort members may have participated in more than one type of activity. The sum of all types of activity is greater than 100%.

- Nearly all members of the cohort participated in a leisure activity at least once a week during 2003.
- Most commonly, cohort members would read a newspaper or magazine (90%), or play a sport or do regular exercise (83%).
- Internet use was more common among members of the cohort from metropolitan backgrounds than among those from non-metropolitan backgrounds. There was no change between 2002 and 2003 in the overall percentage who said they regularly used the Internet.
- Between 2002 and 2003, the percentage of cohort members who read books in their leisure time increased from 47 per cent to 50 per cent. Females were more likely than males to read books (58% and 43% respectively).

Table 20 Per cent of cohort members participating in volunteer activities in 2003, by gender

Volunteer activity	Males	Females	Total
Canvassing, campaigning or fundraising	13%	15%	14%
Member of board or committee (unpaid)	10%	10%	10%
Inform, educate or influence public opinion on behalf of an organisation	7%	9%	8%
Organise or supervise activities or events for an organisation	17%	20%	18%
Teach or coach for a group or organisation (unpaid)	13%	11%	12%
Collect, serve or deliver food or other goods through an organisation	3%	5%	4%
Provide voluntary healthcare or support through an organisation (inc. counselling and visiting)	3%	5%	4%
Other	5%	4%	4%
No participation in volunteer activity	68%	65%	66%
<i>Number in sample</i>	<i>2612</i>	<i>2740</i>	<i>5352</i>

Note: Cohort members may have participated in more than one volunteer activity. The sum of all types of activity is greater than 100%.

- Participation in volunteer activities continued to decrease among members of the 1995 Year 9 LSAY cohort. One-third of cohort members (34%) did some volunteer work in 2003, compared to 38 per cent in 2002, 46 per cent in 2001, and 52 per cent in 2000.
- The most common types of volunteer activities were helping to organise or supervise activities or events (54% of volunteers), fundraising and campaigning (42% of volunteers), and coaching or another voluntary sport activity (37% of volunteers).

General attitudes

Overall, members of the 1995 Year 9 LSAY cohort were happy with the way their lives were progressing.

Happiness with...

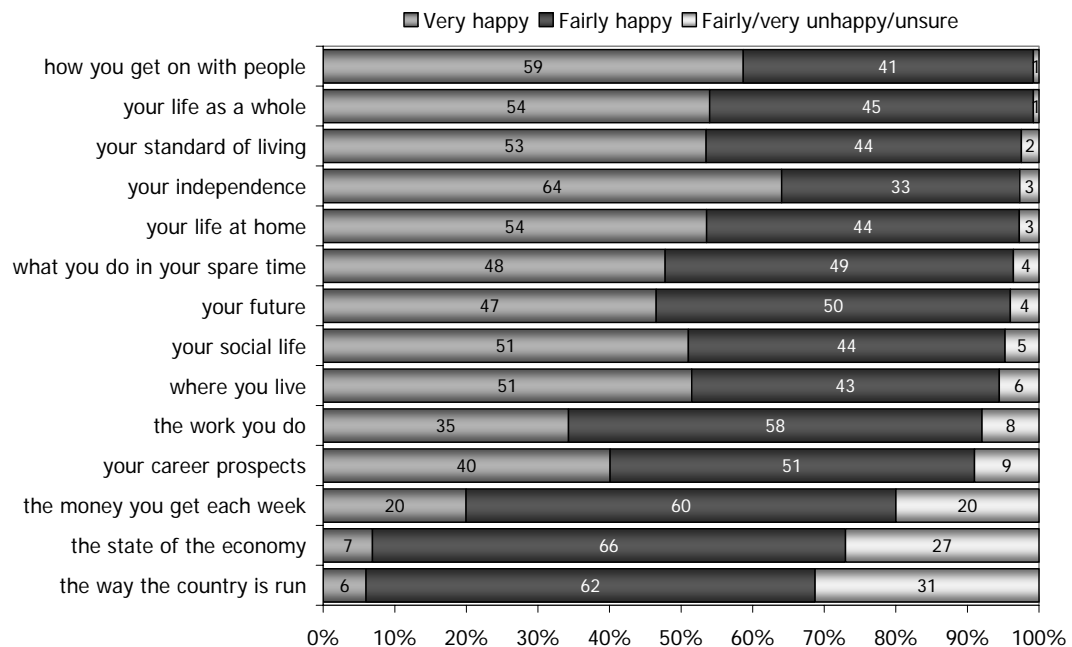


Figure 7 Happiness with various aspects of life, for 1995 Year 9 LSAY cohort in 2003

- Members of the 1995 Year 9 LSAY cohort were happiest with the way they get along with other people (99%, including 59% very happy) and their lives as a whole (99%, 54% very happy).
- Overall, cohort members were least happy with two aspects: the state of the economy (73% happiness) and the way the country is run (68%).
- Females expressed lower levels of satisfaction than males with the state of the economy (68% females, 78% males) and the way the country is run (66% females, 71% males).

APPENDIX

The Year 9 Class of 1995 in 2003

A nationally representative sample of 13 613 Year 9 students was selected in 1995 to form the first cohort of the Longitudinal Surveys of Australian Youth (LSAY). The sample was constructed by randomly selecting two or three classes of Year 9 students from a sample of schools designed to represent each Australian State and school sector. In 1996, a questionnaire was mailed to each member of the sample, with 9387 useable responses returned. The sample was rebuilt after that survey, and members were contacted by telephone in 1997. In 2003, the total number of useable responses to the annual survey was 5352.

When the sample was first established, smaller States and Territories were oversampled and larger States were undersampled. For this report, sample weights are used to account for attrition caused by non-response and refusal, as well as the distribution of respondents across the States and Territories of Australia. Details of the sampling procedures used for the 1995 Year 9 LSAY cohort are contained in Long (1996).

Table A-1 presents details of the cohort: the number of young persons responding in 2003, the distribution by selected characteristics in 2003, and the distribution in the original sample in 1995.

Error in the 2002 data collection

An error occurred during the data collection phase in 2002. In 2001, seven per cent of cohort members had indicated that they were undertaking an apprenticeship or traineeship. In 2002, the majority of these apprentices and trainees were not asked if they were still undertaking that study, had completed it or had otherwise stopped it. Instead, they were asked if they had commenced an apprenticeship, traineeship or other full-time or part-time study since the 2001 interview. Approximately 19 per cent of those in an apprenticeship or traineeship in 2001 responded that they had started some form of study in 2002, with most indicating that the study was an apprenticeship or traineeship, but it was not possible to determine with certainty if they were continuing in the apprenticeship or traineeship from the previous year or if they were undertaking a new one. The 2003 data collection asked about completion of apprenticeships and traineeships after 2001 for those who were affected.

Definition of 'main job'

Each year, the LSAY interview asks cohort members if they are continuing in the job they had in the previous year. This is the job that is considered to be the 'main' job. It is possible that some cohort members were initially employed in a casual or part-time position and continued in this position, even after commencing a full-time position with another employer. In such cases, the first job—the casual/part-time position—is treated as the 'main' job in the interview, and this job is the subject of more questions, even when the second job should be considered the 'main' job. Questions about 'non-main' jobs do not provide as much information. While it is possible that 27 per cent of those with more than one job are not reporting on the 'main job', this group also represents 3 per cent of all cohort members who are employed.

Table A 1 Background characteristics of members of the 1995 Year 9 LSAY cohort

	Number in 2003	Distribution in 2003	Number in 1995	Distribution in 1995	Per cent retained in sample
Gender					
Male	2612	49%	6653	49%	39%
Female	2740	51%	6960	51%	39%
Indigenous background					
Indigenous	110	2%	377	3%	29%
Non-Indigenous	4941	98%	12359	97%	40%
Place of birth					
Australia	4650	90%	11630	89%	40%
Other	515	10%	1427	11%	36%
Main language spoken at home (1995)					
English	4564	88%	11539	88%	40%
Other	627	12%	1553	12%	40%
Father's place of birth					
Australia	3481	68%	8694	67%	40%
Other	1646	32%	4244	33%	39%
Mother's place of birth					
Australia	3648	71%	9156	70%	40%
Other	1513	29%	3854	30%	39%
Father's occupational group (1995)					
Professionals/paraprofessionals	1002	24%	2343	23%	43%
Managers and administrators	1003	24%	2581	25%	39%
Clerical and personal service	576	14%	1470	14%	39%
Tradespersons	905	22%	2136	21%	42%
Plant and machine operators	149	4%	410	4%	36%
Labourers and related workers	497	12%	1252	12%	40%
Mother's occupational group (1995)					
Professionals/paraprofessionals	1036	31%	2444	30%	42%
Managers and administrators	283	9%	780	10%	36%
Clerical and personal service	1358	41%	3299	41%	41%
Tradespersons	187	6%	454	6%	41%
Plant and machine operators	31	1%	62	1%	49%
Labourers and related workers	432	13%	994	12%	43%
Sector of school attended (1995)					
Government	3671	69%	9143	67%	40%
Catholic	1056	20%	2744	20%	38%
Independent	625	12%	1726	13%	36%
Location of residence (1995)					
Metropolitan	2956	55%	7489	55%	39%
Provincial	1293	24%	3244	24%	40%
Rural/remote	1102	21%	2831	21%	39%
Achievement in literacy and numeracy in Year 9 (1995)					
Lowest quarter	1329	25%	3378	25%	39%
Second quarter	1351	25%	3433	25%	39%
Third quarter	1312	25%	3334	25%	39%
Highest quarter	1350	25%	3431	25%	39%
<i>Number in sample</i>	<i>5352</i>	<i>100%</i>	<i>13613</i>	<i>100%</i>	<i>39%</i>

Notes: Father's and mother's occupational groups are based on the first edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1986). 'Independent' schools are non-government, non-Catholic schools. Location of residence is based on the home postcode in 1995. Data may be missing for some characteristics; this may affect the calculations of totals and percentages retained. Column sections may not sum to totals due to rounding.

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All LSAY cohort reports and technical papers are available from the ACER website, <http://www.acer.edu.au/research/projects/LSAY/overview.html>.