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## **LSAY Cohort Report The Year 9 Class of 1995 in 2001: Education, Employment and Experiences**

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# Longitudinal Surveys of Australian Youth

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## COHORT REPORT

### **THE YEAR 9 CLASS OF 1995 IN 2001: EDUCATION, EMPLOYMENT AND EXPERIENCES**

Sheldon Rothman

Kylie Hillman

This report forms part of the Longitudinal Surveys of Australian Youth, a research program that is jointly managed by ACER and the Commonwealth Department of Education, Science and Training (DEST).

The views expressed in this report are those of the authors and not necessarily of the Department of Education, Science and Training.

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## EXECUTIVE SUMMARY

This report provides details of the experiences of the 1995 cohort of the Longitudinal Surveys of Australian Youth in 2001. Information on this cohort was first collected in 1995, when these young people were Year 9 students in Australian schools. The modal age of respondents at the time of the 2001 survey was 20 years.

### Highlights

#### *Education and Training*

- Close to one-half of the cohort were engaged in study during 2001, including 32 per cent at university, 6 per cent at TAFE, and 10 per cent undertaking an apprenticeship or traineeship. Nineteen per cent of the cohort had already obtained some form of post-secondary qualification and were not studying.
- Greater proportions of females than males were studying at university or TAFE, while greater proportions of males than females were in apprenticeships.
- More than three-quarters of cohort members who were studying at a university or TAFE institute received income from paid work, earning an average of \$150-\$160 per week.
- Forty per cent of those studying at University or TAFE reported receiving Youth Allowance or similar payments.
- More than 90 per cent of those who had completed some study since leaving school stated that they had benefited from study, especially in improvement of their communication skills and their confidence when tackling unfamiliar problems.

#### *Employment*

- More than four-fifths of the cohort were employed in 2001, with 50 per cent working full-time and 31 per cent working part-time.
- More than one-half of cohort members who were employed worked in clerical and personal service occupations, with more than 60 per cent of females in these positions.
- Males employed full-time worked more hours per week and earned more money than females employed full-time; males employed part-time earned more money than females employed part-time but worked the same number of hours per week.
- Job satisfaction was very high among cohort members, although part-time workers were least satisfied with training and promotion opportunities.

#### *General Attitudes and Other Activities*

- Most members of the cohort were happy with their lives, but they were least happy with the state of the economy and the running of the country.

- 83 per cent of cohort members participated in sport or exercise activities on a weekly basis.
- Female cohort members read books more frequently than male cohort members did. Females in non-metropolitan locations also reported visiting the library and using the Internet more often than males in similar locations.

#### Labour force and education and training participation in 2001 by the LSAY Y95 cohort

	Employed full-time (%)	Employed part-time (%)	Not currently employed (%)	Not in the labour force (%)	Total (%)
<b>University or TAFE</b>					
Full-time study	5	20	--	10	35
Part-time study	3	1	<1	<1	4
<b>Apprenticeship, traineeship or other study</b>					
Full- or part-time study	9	<1	<1	<1	10
<b>Not currently studying</b>					
Completed a post-secondary qualification	12	4	2	1	19
Commenced but did not complete a qualification	6	2	1	1	9
Participated in some other form of study	1	<1	<1	<1	3
Never started a course	13	3	2	2	20
<b>Total</b>	<b>50</b>	<b>31</b>	<b>6</b>	<b>13</b>	<b>100</b>

Note: Cells may not sum to totals due to rounding. Those studying full-time and not currently employed are considered to be Not in the Labour Force (NILF).

## 1. INTRODUCTION

This report provides details of the experiences of the 1995 cohort of the Longitudinal Surveys of Australian Youth (abbreviated to LSAY Y95). 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 2001, when the modal age of respondents was 20 years.<sup>1</sup> Nearly all of the cohort had completed secondary school, and more than one-half were undertaking some type of study. Information about the LSAY Y95 cohort's activities in 2000 and 1999 are available in Rothman (2001) and McKenzie (2002), respectively.

### Purposes of the cohort reports

ACER provides a variety of reports as part of the LSAY program. *Research Reports* concentrate on particular groups of young people, such as early school leavers and university students, or on particular topics, such as part-time work by secondary students. *Technical Reports* provide technical detail on issues such as sampling, the construction of weights, question wording and frequencies for various parts of the LSAY project. These reports contain necessary background material for researchers using LSAY data, including codebooks and questionnaires. *Briefing Papers* summarise findings for distribution to a wider audience.

During 2000, ACER introduced *Cohort Reports* as part of a strategy to disseminate information from this important project. These reports provide an overview of the education, training and labour market experiences of the whole cohort on a regular basis, contributing to discussions of issues that affect young people. For example, discussions of school participation rates are more informative when viewed in the context of the other forms of education and training that young people participate in, and of their experiences with school and the wider society.

By providing details about what members of the cohort are doing, cohort reports supplement data already available from government statistics on enrolments and apparent retention rates. The Cohort Reports are also intended to help researchers and other users of LSAY to see the potential of the database. By detailing the experiences and activities of a cohort at a single point of time, each report will use a wider range of the variables than may be used in the focussed research reports.

### Structure of the report

Section 2 of this report outlines who was in the Year 9 class of 1995 in 2001. It provides an overview of what education and training activities and what type of employment they were doing. Section 3 looks at those who were undertaking some form of study, at universities and colleges of technical and further education (TAFE), or as part of apprenticeships, traineeships and other forms of study, providing

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<sup>1</sup> Cohort members were interviewed between October 2001 to February 2002, with the majority contacted in the first weeks of the survey period. Questions contained in the annual survey generally refer to activities since the previous interview, may cover a period of more than 12 months, and may not refer to an identifiable week or month in 2001. Other published statistics, such as youth unemployment rates, may not be directly comparable.

information on their characteristics, their studies and their employment. Section 4 deals with the labour force experiences of the entire cohort, whether currently studying or not. Section 5 examines general attitudes of the cohort, providing information on their happiness with aspects of their lives and on the activities in which they were engaged in their spare time.

## **2. WHO IS IN THE YEAR 9 CLASS OF 1995 IN 2001?**

A nationally representative sample of 13,613 Year 9 students was selected in 1995 to form the first cohort of LSAY. The sample was constructed by randomly selecting 286 Australian schools, then two-to-three classes of Year 9 students within these schools. The sample was designed to represent each Australian State and school sector. Smaller States and Territories were over-sampled to provide sufficient numbers to give reliable State estimates on many key variables (see Long, 1996).

Each year, members of the cohort are contacted between September and December and interviewed about their activities for the year up to date. For 2001, the focus of this report, there were 6,876 respondents to the telephone questionnaire, representing 51 per cent of the original sample. Sample weights, based on State, school sector and some background variables, were applied to compensate for attrition, ensuring adequate representation of various groups in the remaining sample. Background characteristics of the cohort in 2001, after sample weights have been applied, are presented in Table 1.

### **What were members of the Year 9 class of 1995 doing in 2001?**

At the end of 2001, the modal age of the Year 9 class of 1995 was 20 years. Nearly all cohort members had left school, with close to four out of five (79%) respondents having received a senior secondary certificate. Thirty-eight per cent of the cohort were studying at university or TAFE, mostly full-time. Another 10 per cent were engaged in some other form of education and training, including apprenticeships, traineeships and other courses. Twenty per cent of the cohort had not undertaken any further education and training up to the end of 2001. Participation in education and training is shown in the rows of Table 2.

Eight out of ten members of the LSAY Y95 cohort—80 per cent—were working in 2001: 49 per cent full-time and 31 per cent part-time. Around 6 per cent of the cohort were not employed at the time they were interviewed, and 13 per cent were not in the labour force, including 10 per cent who were studying full-time. Participation in employment is shown in the columns of Table 2.

As shown in Table 2, 19 per cent of the cohort had completed some form of post-secondary qualification and were not studying at the time of the interview in 2001. This group comprised 6 per cent of the cohort who had completed at least one TAFE/VET certificate, 4 per cent who had completed at least one TAFE/VET diploma, 3 per cent who had completed a Bachelor's degree, and 7 per cent who had completed at least one apprenticeship or traineeship. A small percentage of students had already completed more than one qualification.

**Table 1 Background characteristics of members of the LSAY Y95 cohort in 2001**

	Weighted		
	Number in 2001	Per cent in 2001	Per cent in 1995
<b>Gender</b>			
Male	3,359	49	49
Female	3,517	51	51
<b>Indigenous background</b>			
Indigenous	145	2	3
Non-Indigenous	6,330	98	97
<b>Country of birth</b>			
Australia	5,976	90	89
Other	665	10	11
<b>Father's country of birth</b>			
Australia	4,465	68	67
Other	2,119	32	33
<b>Mother's country of birth</b>			
Australia	4,690	71	70
Other	1,940	29	30
<b>Father's occupational group (1995)</b>			
Professionals and paraprofessionals	1,264	24	23
Managers and administrators	1,264	24	25
Clerical and personal service	749	14	14
Tradespersons	1,163	22	21
Plant and machine operators	195	4	4
Labourers and related workers	631	12	12
<b>Main language spoken at home (1995)</b>			
English	5,922	89	89
Other	742	11	11
<b>State of school attended (1995)</b>			
New South Wales	2,246	33	33
Victoria	1,641	24	24
Queensland	1,377	20	18
South Australia	510	7	8
Western Australia	714	10	11
Tasmania	206	3	3
Australian Capital Territory	127	2	2
Northern Territory	54	1	1
<b>Sector of school attended (1995)</b>			
Government	4,705	68	67
Catholic	1,363	20	20
Independent	808	12	13
<b>Location of residence (1995)</b>			
Metropolitan	3,788	55	55
Regional	1,660	24	24
Rural/remote	1,426	21	21
<b>Achievement in literacy and numeracy in Year 9 (1995)</b>			
Lowest quarter	1,707	25	25
Second quarter	1,735	25	25
Third quarter	1,685	25	25
Highest quarter	1,734	25	25

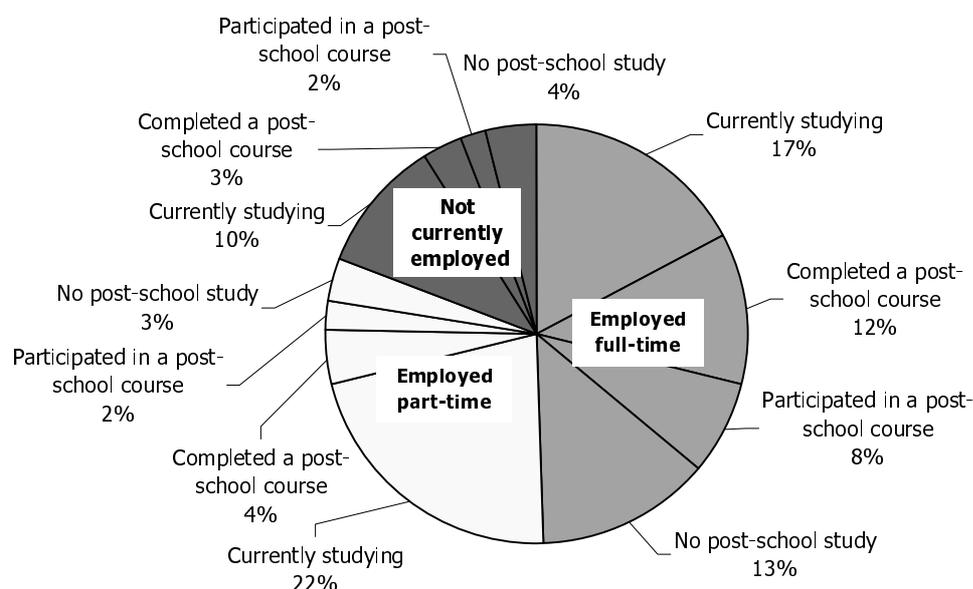
Notes: Father's occupational groups are based on the first edition of the Australian Standard Classification of Occupations (ASCO) (ABS, 1986). 'Independent' schools are non-government, non-Catholic schools. Data may be missing for some characteristics. Cells may not sum to totals due to rounding.

**Table 2 Labour force and education and training participation in 2001 by the LSAY Y95 cohort**

	Employed full-time (%)	Employed part-time (%)	Not currently employed (%)	Not in the labour force (%)	Total (%)
<b>University or TAFE</b>					
Full-time study	5	20	--	10	35
Part-time study	3	1	<1	<1	4
<b>Apprenticeship, traineeship or other study</b>					
Full- or part-time study	9	<1	<1	<1	10
<b>Not currently studying</b>					
Completed a post-secondary qualification	12	4	2	1	19
Commenced but did not complete a qualification	6	2	1	1	9
Participated in some other form of study	1	<1	<1	<1	3
Never started a course	13	3	2	2	20
<b>Total</b>	<b>50</b>	<b>31</b>	<b>6</b>	<b>13</b>	<b>100</b>

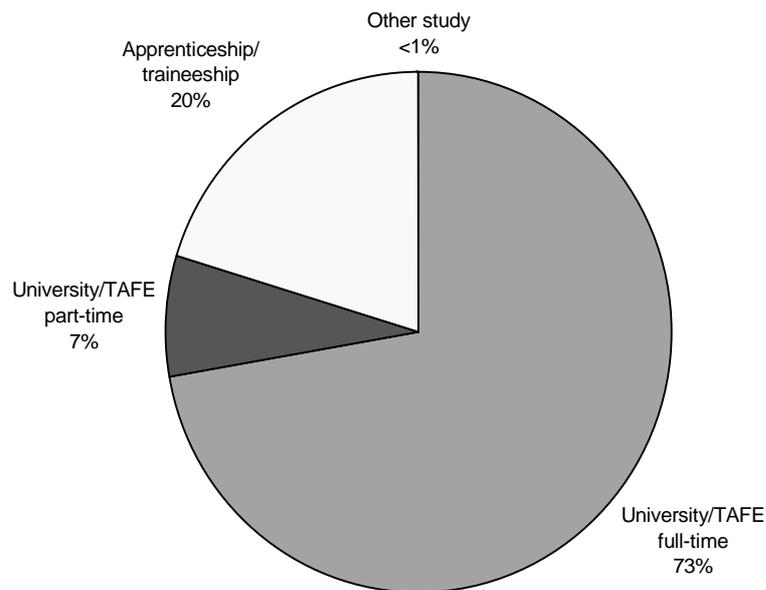
Note: Cells may not sum to totals due to rounding. Those studying full-time and not currently employed are considered to be Not in the Labour Force (NILF).

More than one-third of the cohort combined study and employment in 2001, with 39 per cent undertaking some form of education or training during the year while working either full-time or part-time. Nine per cent of the cohort were not working or studying in 2001, and 4 per cent who were not working had not undertaken any form of post-school study at all (see Figure 1). Information on the cohort's employment during education and training is presented in Section 3.

**Figure 1 Education and training activities of the LSAY Y95 cohort in 2001, by employment status**

### 3. EDUCATION AND TRAINING ACTIVITIES

In 2001, close to one-half of the LSAY Y95 cohort (48%) were engaged in some form of education or training, which is a decrease from the 60 per cent who were studying in 2000 (Rothman, 2001). Most of those in university or TAFE study were enrolled full-time (see Figure 2). Enrolment in university and TAFE study, as well as in apprenticeships, traineeships and other forms of study, varied by gender and location. A greater percentage of females than males were studying at universities, with the difference between female and male university attendance greater for cohort members from non-metropolitan locations (see Table 3).



**Figure 2** Education and training activities of the LSAY Y95 cohort who were studying in 2001

**Table 3** Education and training activities of the LSAY Y95 cohort in 2001, by location of residence and gender

Current study (n=3342)	Metropolitan		Non-metropolitan		Total
	Male	Female	Male	Female	
University	63	78	46	74	66
TAFE	13	15	10	15	13
Apprenticeship	21	3	37	4	15
Traineeship	3	4	7	7	5
Other study	<1	<1	0	0	<1

Notes: Residence is based on the student's home postcode in 1995. 'Non-metropolitan' includes regional and rural/remote locations. Cells may not sum to totals due to rounding.

**Table 4** Reasons for not studying at time of interview in 2001, by location of residence and gender

Not studying (n=3553)	Metropolitan		Non-metropolitan		Total
	Male	Female	Male	Female	
Completed a post-secondary qualification	35	43	35	37	38
Commenced but did not complete a qualification	20	18	15	19	18
Participated in some other form of study	4	5	4	3	4
Never started a course	42	34	46	41	40

Notes: Residence is based on the student's home postcode in 1995. 'Non-metropolitan' includes regional and rural/remote locations. Cells may not sum to totals due to rounding.

Of those not studying in 2001 (see Table 4), the plurality of metropolitan females had completed a post-secondary qualification, whereas the plurality of metropolitan males, non-metropolitan males and non-metropolitan females had never started a post-secondary qualification.

### University and TAFE study

Table 5 shows selected background characteristics of those members of the LSAY Y95 cohort who were studying either full-time or part-time at a university or a TAFE institution. Females represented 58 per cent of university, 55 per cent of TAFE students, and 51 per cent of the cohort as a whole in 2001. One-third of those studying at university 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 68 per cent of the cohort in 2001, but only 58 per cent of university students; former Catholic and independent school students made up 25 per cent and 17 per cent, respectively, of university students, both more than their representation in the cohort in 2001. Forty-three per cent of those attending university had been in the highest quarter in literacy and numeracy achievement in Year 9; 13 per cent of those attending TAFE were in the highest quarter. More detailed analyses of those attending university are provided by Marks, Fleming, Long and McMillan (2000).

### *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 regarding 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, 48 per cent of the LSAY Y95 cohort were engaged in university or TAFE study during 2001, and more than three quarters of these students were working (see Table 2). More than three out of four (76%) of those studying at university or TAFE were supporting their study with paid employment. Parents and other family members provided some financial support to 14 per cent of university and TAFE students, while 40 per cent of students received Youth Allowance or similar payments (see Table 6).

**Table 5 Selected background characteristics of LSAY Y95 cohort members studying at university or TAFE in 2001**

	University (%)	TAFE (%)	LSAY Y95 cohort in 2001 (%)
<b>Gender</b>			
Male	42	45	49
Female	58	55	51
<b>Indigenous background</b>			
Indigenous	1	4	2
Non-Indigenous	99	96	98
<b>Place of birth</b>			
Australia	85	86	90
Other	15	14	10
<b>Father's occupational group (1995)</b>			
Professionals/paraprofessionals	33	16	24
Managers and administrators	26	30	24
Clerical and personal service	14	12	14
Tradespersons	16	24	22
Plant and machine operators	2	4	4
Labourers and related workers	9	14	12
<b>Main language spoken at home (1995)</b>			
English	84	85	89
Other	16	15	11
<b>Sector of school attended (1995)</b>			
Government	58	78	68
Catholic	25	16	20
Independent	17	6	12
<b>Location of residence (1995)</b>			
Metropolitan	62	61	55
Regional	21	20	24
Rural/remote	17	19	21
<b>Achievement in literacy and numeracy in Year 9 (1995)</b>			
Lowest quarter	9	35	25
Second quarter	19	32	25
Third quarter	29	20	25
Highest quarter	43	13	25
<i>weighted n</i>	<i>2,213</i>	<i>447</i>	<i>6,876</i>

Notes: Father'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. 'Independent' schools are non-government, non-Catholic schools. Data may be missing for some characteristics. Cells may not sum to totals due to rounding.

**Table 6 Sources of income for LSAY Y95 cohort members studying at university or TAFE in 2001**

Source of income	Per cent
Youth Allowance or Abstudy payments	40
Payments under Student Financial Supplement Scheme	3
Income from paid work	76
Income from parents or family	14
Income from scholarship or cadetship	1
Income from other government allowances	2
Income from other sources	<1

Note: Students may have indicated more than one source of income.

The average gross weekly earnings of university and TAFE students in the cohort who were working part-time varied by the type of institution attended. University students worked fewer hours than TAFE students, and earned slightly less per week (see Table 7). On average, full-time students, regardless of where they were studying, earned approximately \$14.11 per hour.

**Table 7 Median gross weekly earnings for members of the LSAY Y95 cohort who were working part-time while studying full-time, by location of study**

<b>Location of study</b>	<b>Gross weekly earnings</b>	<b>Hours worked per week</b>
University	\$150	12
TAFE	\$158	15

### **Apprenticeships and traineeships**

Approximately 10 per cent of the cohort were undertaking an apprenticeship or traineeship in 2001. Selected background characteristics of these cohort members are presented in Table 8.

Nearly nine of every ten (88%) of those in apprenticeships in 2001 were male, compared to 45 per cent of trainees. More than one-third (34%) of those in apprenticeships had fathers who had been working as tradespersons in 1995. Cohort members who attended independent secondary schools in 1995 made up 12 per cent of the cohort in 2001 and 12 per cent of those in traineeships, but only 5 per cent of those in apprenticeships.

On average, apprentices were working 42 hours per week, and making a gross weekly income of \$451. Trainees were working 40 hours per week on average, and making a gross weekly income of \$429. A small number of apprentices and trainees were employed part-time, and earning a gross weekly income of \$276 and \$339, respectively.

**Table 8 Selected background characteristics of LSAY Y95 cohort members in apprenticeships and traineeships in 2001**

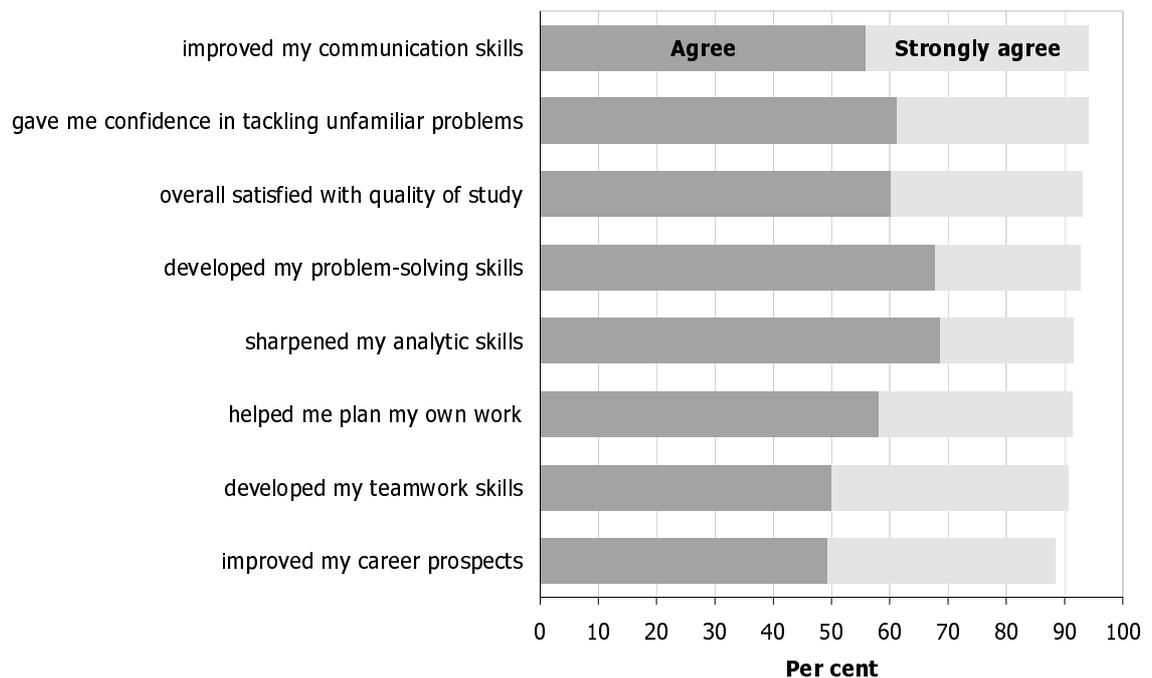
	Type of education or training		LSAY Y95 cohort in 2001 (%)
	Apprentice (%)	Trainee (%)	
<b>Gender</b>			
Male	88	45	49
Female	12	55	51
<b>Indigenous background</b>			
Indigenous	2	5	2
Non-Indigenous	98	95	98
<b>Country of birth</b>			
Australia	96	91	90
Other	4	9	10
<b>Father's occupational group (1995)</b>			
Professionals and paraprofessionals	16	18	24
Managers and administrators	25	23	25
Clerical and personal service	11	18	14
Tradespersons	34	21	22
Plant and machine operators	2	5	4
Labourers and related workers	13	15	12
<b>Main language spoken at home (1995)</b>			
English	95	89	88
Other	5	11	12
<b>Sector of school attended (1995)</b>			
Government	77	66	68
Catholic	17	22	20
Independent	5	12	12
<b>Location of residence (1995)</b>			
Metropolitan	46	43	55
Regional	30	26	24
Rural/remote	24	31	21
<b>Achievement in literacy and numeracy in year 9 (1995)</b>			
Lowest quarter	31	32	25
Second quarter	29	31	25
Third quarter	24	34	25
Highest quarter	16	13	25
<i>weighted n</i>	<i>513</i>	<i>165</i>	<i>6,876</i>

Notes: 'Father'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. Data may be missing for some characteristics. Cells may not sum to totals due to rounding.

### Benefits of study

By the end of 2001, 19 per cent of the LSAY Y95 cohort had completed some form of post-school education and training. More than 90 per cent of those who had completed some study since leaving school stated that they had benefited from study, with over one-third strongly agreeing that study improved their communication skills and their teamwork skills (see Figure 3).

## Post-school education and training...



**Figure 3** Perceived benefits of post-school study completed by LSAY Y95 cohort since leaving school

### Summary

This section provided information on those members of the LSAY Y95 cohort who were studying or had completed study since leaving school. They were studying at university or TAFE, as apprentices or trainees, and in other forms, including short courses and those not leading to a certificate. More than one-half (52%) were doing no study.

Those members of the cohort who attended government schools in Year 9 were under-represented in the group attending universities, as were males and those from rural and remote locations. Three-quarters of university and TAFE students received income from paid work to help with their studies.

Ten per cent of the LSAY Y95 cohort were doing some other type of education and training in 2001, with the majority in apprenticeships. Nearly nine out of ten apprentices were male. Cohort members from non-metropolitan locations were over-represented among apprentices, as were those who had attended government schools in Year 9.

Cohort members who had completed some form of study since leaving school saw many benefits from their study, especially in the development of teamwork and communication skills and building confidence in tackling unfamiliar problems.

## 4. EMPLOYMENT

During 2001, more than four-fifths of the LSAY Y95 cohort were employed, 50 per cent full-time and 31 per cent part-time.<sup>2</sup> As noted in Table 3 above, greater proportions of females than males were studying at university, as well as greater proportions of cohort members from metropolitan locations, compared to those from regional, rural and remote locations. Conversely, more than one-half (57%) of males in the cohort were employed full-time, compared to 43 per cent of females, and one-half (54%) of those from non-metropolitan locations were employed full-time, compared to 46 per cent of those from metropolitan locations (see Table 9). Among all females, 41 per cent were employed full-time and 40 per cent were employed part-time. Twenty-three per cent of females from non-metropolitan locations were not employed in 2001.

**Table 9** Employment status of LSAY Y95 cohort in 2001, by gender and location of residence

Gender/Employment status	Metropolitan (%)	Non-metropolitan (%)	All locations (%)
<b>Male</b>			
Employed full-time	50	66	57
Employed part-time	30	18	25
Not currently employed	20	16	19
<i>weighted n</i>	<i>1,913</i>	<i>1,445</i>	<i>3,359</i>
<b>Female</b>			
Employed full-time	42	44	43
Employed part-time	41	33	37
Not currently employed	17	23	20
<i>weighted n</i>	<i>1,875</i>	<i>1,642</i>	<i>3,517</i>
<b>All persons</b>			
Employed full-time	46	54	50
Employed part-time	36	26	31
Not currently employed	19	20	19
<i>weighted n</i>	<i>3,788</i>	<i>3,088</i>	<i>6,876</i>

Notes: Residence is based on the student's home postcode in 1995. 'Non-metropolitan' includes regional and rural/remote locations. Cells may not sum to 100% due to rounding. 'Not currently employed' includes those who are unemployed and those who are not in the labour force.

### Occupations

Members of the LSAY Y95 cohort were employed in a variety of occupations in 2001. More than one-half of the cohort (51%) were working in clerical and personal service positions, including positions in the retail and hospitality industries.<sup>3</sup> This occupational group employed 67 per cent of females in full-time positions, 76 per cent of females in part-time positions, and 49 per cent of males in part-time positions, but only 21 per cent of males in full-time positions. Close to four out of ten (38%) males

<sup>2</sup> 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.

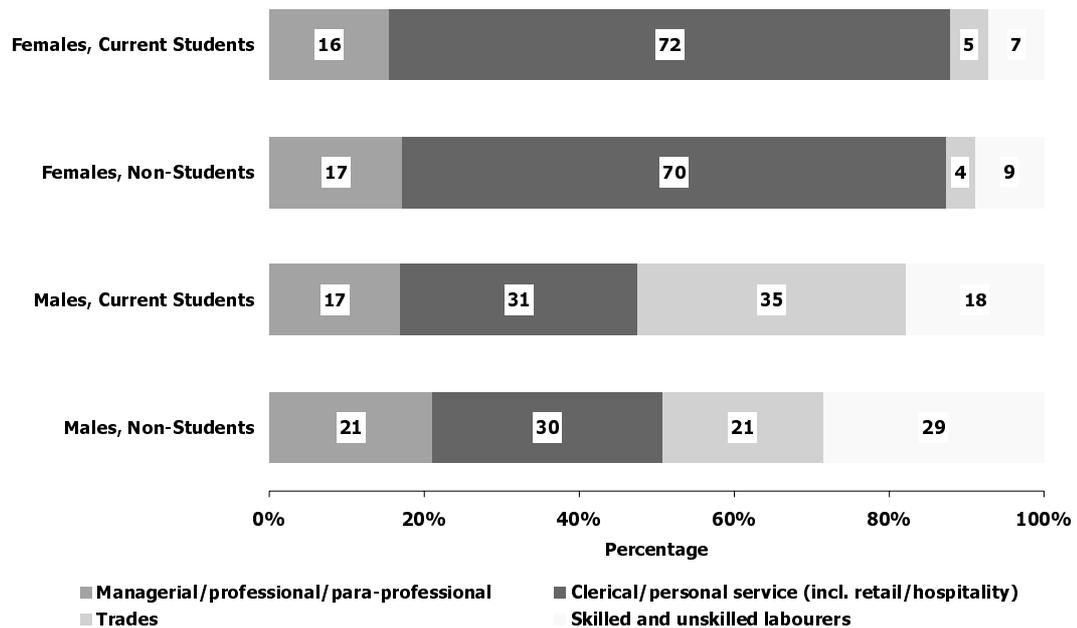
<sup>3</sup> Discussions of employment by occupational group and weekly income are based on the person's main job only. See Footnote 1 above.

in full-time positions were working as tradespersons (see Table 10). More males than females were working as skilled and unskilled labourers, both those who were studying and those who were not currently studying (see Figure 4).

**Table 10 Occupational groups among LSAY Y95 cohort members who were employed in 2001, by gender and employment status (main job only)**

Occupational group	Males		Females		Total
	full-time (%)	part-time (%)	full-time (%)	part-time (%)	
Managerial/professional/paraprofessional	19	18	20	13	18
Clerical/personal service (incl. retail/hospitality)	21	49	67	76	51
Tradespersons	38	5	7	2	16
Skilled and unskilled labourers	22	27	7	10	16
Total	100	100	100	100	100
<i>weighted n</i>	<i>1,832</i>	<i>885</i>	<i>1,423</i>	<i>1,384</i>	<i>5,524</i>

Notes: Occupational groups are based on the second edition of the Australian Standard Classification of Occupations (ASCO) (ABS, 1997). Cells may not sum to totals due to rounding. Occupational groups are based on the person's main job only; 30 hours or more per week is considered a full-time position.



**Figure 4 Occupational groups among LSAY Y95 cohort members who were employed in 2001, by gender and study status**

## Hours and earnings

On average, males in full-time positions worked 40 hours per week in their main jobs, and females, 38 hours per week. The difference in hours worked is reflected in the difference in weekly gross income, with males earning \$500 per week and females, \$475. In part-time positions, males earned more per week than females (a difference of \$25), despite working the same number of hours each week (see Table 11). Of those who were working part-time in their main job and who were not studying, more than one-half (55%) stated that they would prefer to be working full-time.

**Table 11 Hours worked and gross income per week for members of the LSAY Y95 cohort who were employed in 2001, by employment status and gender**

	Full-time		Part-time	
	Male	Female	Male	Female
Median hours worked per week	40	38	15	15
Median weekly gross income	\$500	\$475	\$200	\$175
<i>Weighted n</i>	<i>1,607</i>	<i>1,241</i>	<i>758</i>	<i>1,193</i>

Note: 30 hours or more per week is considered full-time employment.

## Workplace training

Workplace training is made available to employees to improve their skills in relation to the work they do. More than one-half (51%) of the LSAY Y95 cohort who were employed in 2001 had undertaken some type of training during the year as part of their work. Fifty-three per cent of those who were working in full-time positions had some training, compared to 47 per cent of those working part-time (see Table 12), and compared to the 87 per cent after the first seven post-school years, as reported by Lamb and McKenzie (2001). Most commonly, training consisted of learning from others in the workplace, on the job. Least common was training provided by others outside the workplace, especially for those working part-time. A detailed analysis of workplace training experienced by earlier cohorts from the longitudinal program is provided by Long and Lamb (2002).

**Table 12 LSAY Y95 cohort and workplace training: Type of training received during 2001, by employment status**

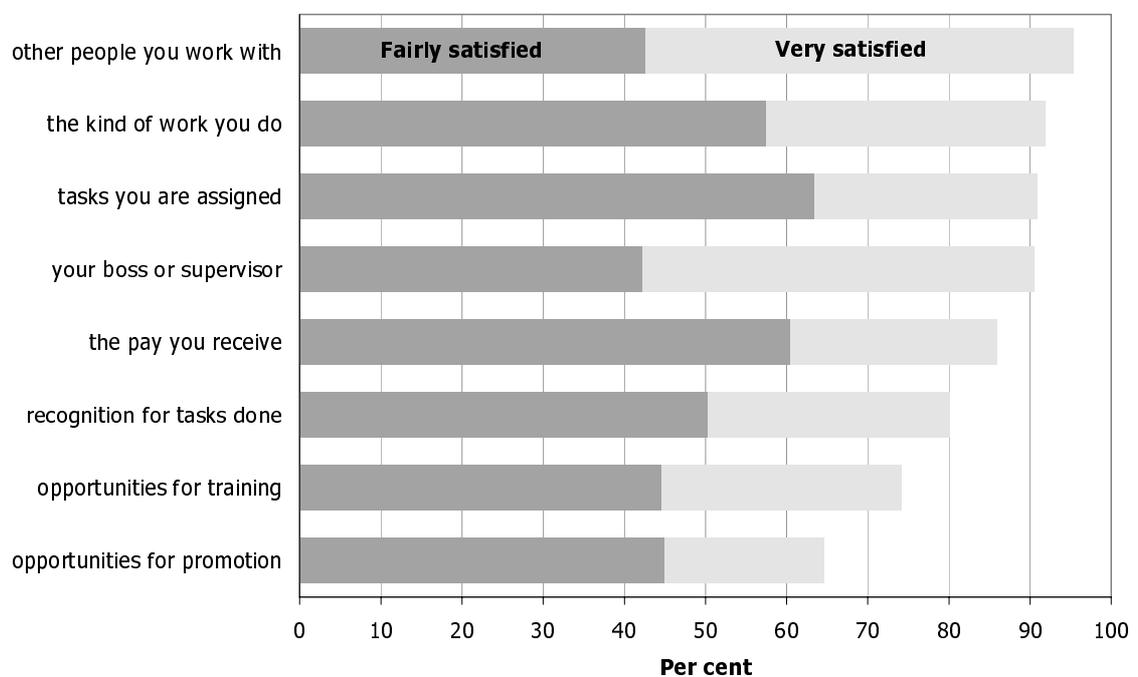
Type of training	Employed full-time		Employed part-time		Total	
	weighted n	Per cent of cohort employed	weighted n	Per cent of cohort employed	weighted n	Per cent of cohort employed
Classroom based workplace training	964	28	538	25	1503	27
Training outside the workplace	422	12	160	7	582	10
Informal workplace training from others	1230	36	590	28	1820	33
Received some training	1804	53	1006	47	2810	51

Note: Columns do not sum at the bottom row, as a person may have received more than one type of training.

## Job satisfaction

Nearly all members of the LSAY Y95 cohort expressed satisfaction with some aspect of their work. More than 99 per cent of those working stated that they were fairly satisfied or very satisfied with at least one 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 53 per cent who were very satisfied (see Figure 5). There were lower levels of satisfaction with opportunities for promotion and opportunities for training, but many of those working part-time did not consider these aspects appropriate to their situations. Even though part-time workers did not consider these items appropriate, there was lower satisfaction among full-time workers in this aspect as well. Members of the cohort were also less satisfied with the pay they received and the recognition they received for tasks done well.

### Satisfaction with...



**Figure 5** Satisfaction with various aspects of work among members of the LSAY Y95 cohort who were employed in 2001

## Summary

This section examined employment undertaken by members of the LSAY Y95 cohort in 2001. Males working full-time were most commonly employed as tradespersons, while females were most commonly working in clerical and personal service positions, on both full-time and part-time loads. Males employed full-time worked slightly longer each week than females, and had higher gross weekly earnings at both full-time and part-time loadings. Five out of every ten cohort members who were working had received some form of workplace training during the year, and most saw this training as beneficial. There was general satisfaction with their work.

## 5. SOCIAL ASPECTS

### Living arrangements and relationships

In 2001, around two-thirds of cohort members were still living in their parents' home, but this varied by gender and location (see Table 13). Members of the LSAY Y95 cohort from metropolitan locations were more likely than those from non-metropolitan locations to be living with their parents, and males were more likely than females to be living with their parents. Four in ten females from non-metropolitan locations were still living at home. In 2001, 31 per cent of the cohort were renting or purchasing accommodation, either living in a shared house or flat (15%), or renting, buying or owning their own home (16%). In 1995, 31 per cent of 20-year-old Australians were either renting or buying a home, up from 28 per cent in 1985 and 25 per cent in 1990 (Hillman & Marks, 2002). As a group, females from non-metropolitan locations were the most likely to be living in a home they or their partner owned.

**Table 13** Type of accommodation in 2001 among members of the LSAY Y95 cohort, by home location and gender

Type of accommodation	Metropolitan		Non-metropolitan		Cohort
	Male	Female	Male	Female	
Parental home	85%	76%	51%	40%	65%
Shared house or flat	7%	9%	21%	26%	15%
Renting, buying or own	6%	13%	20%	26%	16%
Private board/university/TAFE	1%	2%	6%	6%	4%
Hostel/boarding house/other	1%	1%	2%	2%	1%

Notes: Home location is based on the home postcode in 1995. 'Non-metropolitan' includes regional and rural/remote locations.

Six per cent of the cohort reported living in a de facto relationship (8% of females and 4% of males), while two per cent were married. Close to three per cent of the cohort had had children, the vast majority only having one child at this stage, although some had two or three.

### Leisure activities

Nearly all members of the cohort participated in a leisure activity at least once a week during 2001. Most commonly, cohort members would read a newspaper or magazine (91%), or play a sport or do regular exercise (83%). Members of the cohort from metropolitan locations were more likely than those from non-metropolitan locations to use the Internet regularly. Females (51%) were more likely than males (37%) to read books regularly (see Table 14).

### *Volunteer activities*

Less than one-half of the cohort (46%) did some sort of volunteer work during 2001, a decline from the 52% who reported volunteering in 2000. Fifty per cent of females reported volunteering, compared to 42 per cent of males. Young people from non-metropolitan locations (48%) reported volunteering more frequently than those from metropolitan locations (44%). The two most common types of activities were

fundraising (46% of volunteers), and coaching or another voluntary sport activity (34% of volunteers). Other common volunteer activities were voluntary child care (24%), working with church and youth groups (18%) and environmental activities (17%).

**Table 14 LSAY Y95 cohort participation in spare-time leisure activities at least once a week in 2001, by home location, gender and type of activity**

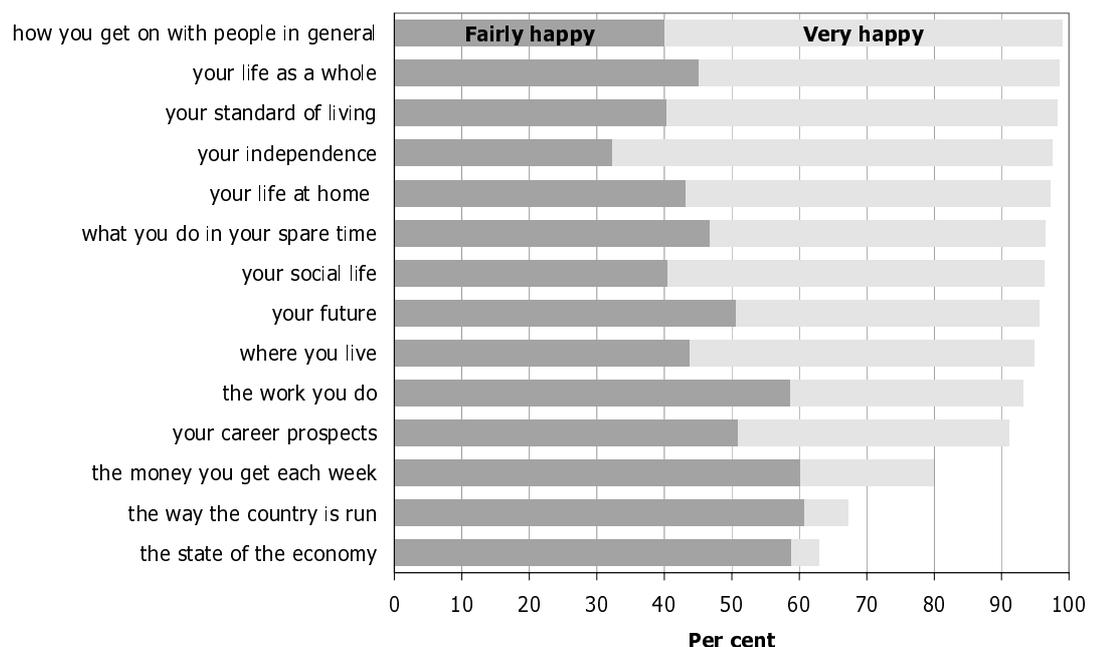
Leisure activity	Metropolitan		Non-metropolitan		Total
	Male	Female	Male	Female	
Visit library	10%	11%	8%	11%	10%
Read books	37%	48%	37%	53%	44%
Read newspapers or magazines	92%	89%	92%	93%	91%
Use the Internet	72%	74%	55%	64%	67%
Play sport or exercise	84%	77%	85%	85%	83%
Community based activity	11%	11%	9%	9%	10%
None of the above	1%	2%	1%	1%	1%

Notes: Home location is based on the student's home postcode in 1995. 'Non-metropolitan' includes regional and rural/remote locations.

### General attitudes

Overall, members of the LSAY Y95 cohort were happy with the way their lives were progressing (see Figure 6). They were happiest with the way they get along with other people (99%, including 59% very happy) and their standard of living (98%, 58% very happy). Cohort members were least happy with the state of the economy (63%, 4% very happy) and the way the country is run (67%, 6% very happy).

#### Happiness with...



**Figure 6 Happiness with various aspects of life, for LSAY Y95 cohort in 2001**

**Summary**

This section briefly presented information on social aspects of cohort members' lives in 2001. Most were still living in their parents' homes. Less than ten per cent of the cohort were in established relationships, with six per cent living in de facto relationships and only two per cent married. Nearly all participated in some form of leisure activity on a weekly basis, and just under one-half did some volunteer work. Most cohort members were happy with many aspects of their lives, and almost all were happy overall.

## 6. CONCLUDING COMMENTS

This Cohort Report has presented an overview of what the Year 9 class of 1995—the LSAY Y95 cohort—were doing during 2001. Less than 50 per cent were still studying, either at university (32%), TAFE (6%), or in some other type of study, including apprenticeships and traineeships (10%). About 50 per cent were not undertaking any study during 2001, including nearly 20 per cent who had completed a qualification since leaving secondary school. More than four-fifths of the cohort were employed in 2001, 50 per cent full-time and 31 per cent part-time. Six per cent were unemployed.

About two out of three cohort members were still living at home, and this was more common among those from metropolitan locations. Female members of the cohort were more likely to be living away from their parents. Nearly all of the cohort participated in some form of spare time leisure activity during the year, and close to one-half did volunteer work. Regardless of whether they were studying or working or doing both, the LSAY Y95 cohort were happy with their lives in general.

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