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Longitudinal Surveys of Australian Youth

COHORT REPORT

THE YEAR 9 CLASS OF 1995 IN 2004

Catherine Underwood

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

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 2004

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 2004, when the modal age of respondents was 23 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), Hillman (2003) and Rothman (2005).

Table 1 Labour force and education and training participation in 2004 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%	5%	--	2%	9%
University part-time	3%	1%	<1%	<1%	4%
TAFE full-time	<1%	1%	--	1%	1%
TAFE part-time	2%	<1%	<1%	<1%	3%
Apprenticeship/Traineeship	3%	<1%	--	0%	3%
Other study	<1%	<1%	0%	0%	1%
Subtotal	10%	6%	<1%	3%	20%
Not currently studying (by prior study)					
Completed a post-secondary qualification	29%	4%	2%	2%	36%
Commenced but did not complete a qualification	6%	1%	<1%	1%	8%
Participated in some other form of study	16%	2%	1%	1%	20%
Never started a course	12%	1%	1%	2%	17%
Subtotal	63%	8%	4%	5%	80
Total	73%	14%	4%	8%	100%
<i>Number in sample</i>	<i>3419</i>	<i>663</i>	<i>184</i>	<i>393</i>	<i>4660</i>

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

Education and Training

- One-fifth of cohort members were participating in study during 2004, a decrease from 27 per cent in 2003. Much of this decrease is because cohort members are at an age at which they are completing their post-secondary study.
- Thirteen per cent were studying at a university and 3 per cent at a TAFE institution. Another 4 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 (47%) than males (42%) had completed a post-secondary qualification such as a university degree, TAFE diploma, apprenticeship or traineeship, while a greater proportion of males than females were in apprenticeships.
- Eighty per cent of the cohort were not studying in 2004, with 36 per cent having completed a qualification and another 20 per cent having participated in other forms of study, such as short courses and single modules, since having left secondary school.

Employment

- Overall, 88 per cent of cohort members were employed, with 73 per cent working full-time and 14 per cent working part-time. These figures represent an 8 percentage point increase in full-time work and a 6 percentage point decrease in part-time work since 2003.
- Eight 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 4 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.
- Thirteen per cent of the cohort owned or were purchasing their own home, an increase of 3 percentage points since 2003.
- Ten per cent of the cohort were married and 18 per cent were living in a de facto relationship. Nine per cent of the cohort had children.
- Between 2003 and 2004, there was little change in how cohort members used their leisure time.
- Irrespective of geographic background, 10 per cent of females responded that they never played sport or exercise in contrast to 7 per cent of males.

EDUCATION AND TRAINING ACTIVITIES

This section reports on the education and training activities of the 1995 Year 9 LSAY cohort during 2004.

- One-fifth of cohort members (20%) were participating in some form of education or training, which is a decrease from 27 per cent in 2003 and 36 per cent in 2002.
- Most of those participating in university study were enrolled full-time. The percentage of cohort members studying at university full-time decreased from 14 per cent in 2003 to 9 per cent in 2004. The percentage of those studying part-time remained steady at 4 per cent.
- More cohort members were studying part-time at a TAFE institution (3%) than full-time (1%).
- A greater percentage of females than males had completed a post-secondary qualification by 2004—37 per cent of females and 34 per cent of males.
- Almost one-fourth of males from non-metropolitan backgrounds (24%) reported having never started a course in contrast to 15 per cent of males from metropolitan backgrounds.
- Males from metropolitan backgrounds in contrast to their non-metropolitan counterparts were more likely to have commenced and not completed a qualification (11% and 6%, respectively).

Table 2 Education and training status of the 1995 Year 9 LSAY cohort in 2004, by geographic background and gender

	Metropolitan background		Non-metropolitan background		Total
	Male	Female	Male	Female	
Currently studying					
University full-time	11%	10%	6%	7%	9%
University part-time	4%	5%	2%	4%	4%
TAFE full-time	1%	1%	1%	2%	1%
TAFE part-time	2%	3%	2%	3%	3%
Apprenticeship/Traineeship	4%	2%	4%	1%	3%
Other study	<1%	1%	1%	<1%	1%
Subtotals	22%	22%	16%	18%	20%
Not currently studying (by prior study)					
Completed a post-secondary qualification	36%	39%	32%	36%	36%
Commenced but did not complete a qualification	11%	7%	6%	7%	8%
Participated in some other form of study	16%	20%	22%	21%	20%
Never started a course	15%	13%	24%	17%	17%
Subtotals	78%	78%	84%	82%	80%
Total	100%	100%	100%	100%	100%
<i>Number in sample</i>	<i>1274</i>	<i>1288</i>	<i>1001</i>	<i>1098</i>	<i>4660</i>

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 54 per cent of university students (full-time and part-time), 61 per cent of TAFE students (full-time and part-time), and 51 per cent of the cohort in 2004.
- One-third of those studying at university (33%) and 19 per cent of those studying at TAFE had fathers who were working in professional and paraprofessional occupations in 1995. Of those studying at TAFE, 46 per cent had fathers from the clerical and personal services or trades occupations.
- Forty per cent of those studying at university had mothers who were working in professional and paraprofessional occupations in 1995.
- Former government school students made up 69 per cent of the cohort in 2004, 53 per cent of university students (full-time and part-time) and 74 per cent of TAFE students (full-time and part-time).
- Approximately two-thirds of those attending university in 2004 (66%) had been living in a metropolitan location in 1995.

Table 3 Selected background characteristics of 1995 Year 9 LSAY cohort members studying at university or TAFE in 2004, by study load

	University full-time	University part-time	TAFE full-time	TAFE part-time	Cohort in 2004
Gender					
Male	48%	43%	40%	38%	49%
Female	52%	57%	60%	62%	51%
Indigenous background					
Indigenous	2%	1%	9%	2%	2%
Non-Indigenous	98%	99%	91%	98%	98%
Place of birth					
Australia	86%	80%	98%	84%	90%
Other	14%	20%	2%	16%	10%
Main language spoken at home (1995)					
English	83%	79%	92%	79%	88%
Other	17%	21%	8%	21%	12%
Father's place of birth					
Australia	63%	59%	76%	65%	68%
Other	37%	41%	24%	35%	32%
Mother's place of birth					
Australia	63%	62%	74%	71%	71%
Other	37%	38%	26%	29%	29%
Father's occupational group (1995)					
Professionals/paraprofessionals	33%	33%	16%	20%	25%
Managers and administrators	22%	27%	9%	17%	24%
Clerical and personal service	14%	6%	26%	20%	14%
Tradespersons	19%	24%	26%	20%	22%
Plant and machine operators	3%	1%	6%	8%	3%
Labourers and related workers	9%	10%	17%	16%	12%
Mother's occupational group (1995)					
Professionals/paraprofessionals	41%	38%	21%	44%	32%
Managers and administrators	8%	10%	4%	9%	8%
Clerical and personal service	36%	36%	44%	32%	40%
Tradespersons	5%	9%	7%	1%	5%
Plant and machine operators	1%	<1	--	--	1%
Labourers and related workers	10%	7%	25%	13%	13%
Sector of school attended (1995)					
Government	51%	58%	68%	77%	69%
Catholic	29%	26%	19%	12%	20%
Independent	20%	16%	14%	11%	12%
Location of residence (1995)					
Metropolitan	67%	64%	41%	55%	55%
Provincial	20%	14%	27%	23%	24%
Rural/remote	14%	22%	32%	22%	21%
Achievement in literacy and numeracy in Year 9 (1995)					
Lowest quarter	14%	12%	39%	31%	25%
Second quarter	19%	29%	26%	34%	25%
Third quarter	23%	24%	15%	18%	25%
Highest quarter	44%	35%	19%	18%	25%
<i>Number in sample</i>	<i>405</i>	<i>182</i>	<i>66</i>	<i>118</i>	<i>4660</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, 17 per cent of the 1995 Year 9 LSAY cohort were participating in university or TAFE study during 2004, and the majority of these students were working (see Table 1).

- Eighty per cent of cohort members studying at university or TAFE were supporting their study with paid employment.
- Seventy-two percent of members indicated that they contributed to payment of their own course fees. This did not vary greatly across gender or study load, although 21 per cent of full-time students received assistance with course fees from their parents or family, compared to 6 per cent of part-time students.
- Between 2003 and 2004, the percentage of TAFE students who received payment of their course fees by the government increased from 5 per cent to 10 per cent.

Table 4 Sources of income for 1995 Year 9 LSAY cohort members studying at university or TAFE in 2004, 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	25%	26%	22%	32%	30%	2%	19%	32%
From paid work	82%	78%	83%	75%	53%	85%	82%	78%
From parents or family	6%	6%	8%	4%	7%	4%	6%	7%
From scholarship or cadetship	5%	4%	5%	4%	5%	1%	4%	5%
From other government allowances	2%	7%	4%	7%	3%	5%	4%	6%
From other sources	1%	3%	1%	4%	2%	3%	1%	3%
No income source	9%	9%	7%	12%	10%	2%	8%	10%
<i>Number in sample</i>	<i>345</i>	<i>427</i>	<i>478</i>	<i>294</i>	<i>640</i>	<i>195</i>	<i>378</i>	<i>393</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 2004, 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	4%	2%	--	4%	3%
Self (student)	71%	77%	66%	68%	72%
Student's parents	25%	6%	17%	6%	17%
Student's employer	1%	<1%	6%	17%	7%
Government	1%	1%	18%	2%	3%
Other	2%	3%	5%	5%	3%
<i>Number in sample</i>	<i>405</i>	<i>182</i>	<i>66</i>	<i>118</i>	<i>771</i>

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

Apprenticeships and traineeships

Approximately 4 per cent of the cohort were undertaking an apprenticeship or traineeship in 2004. Selected background characteristics of these cohort members are presented in Table 6.

- Among cohort members undertaking apprenticeships in 2004 (92%) were male; among those undertaking traineeships, 55 per cent were females.
- One per cent of those undertaking apprenticeships and 7 per cent of those undertaking traineeships were Indigenous Australians.
- Four per cent of cohort members undertaking apprenticeships and 15 per cent undertaking traineeships were born outside Australia.
- Cohort members who had attended government secondary schools in 1995 made up 69 per cent of the cohort in 2004, 75 per cent of those in apprenticeships and 85 per cent of those in traineeships.
- On average, apprentices were working 41 hours per week, with a gross weekly income of \$590, an increase of \$25 since 2003.
- Trainees were working 41 hours per week on average and earning a gross weekly income of \$609, an increase of \$14 since 2003.
- Thirteen per cent of cohort members undertaking an apprenticeship gained scores in the highest quarter on the LSAY reading comprehension and mathematics achievement tests administered in Year 9 in 1995, and 38 per cent gained scores in the lowest quarter.

Table 6 Selected background characteristics of 1995 Year 9 LSAY cohort members engaged in apprenticeships and traineeships in 2004

	Apprenticeships	Traineeships	Cohort in 2004
Gender			
Male	92%	45%	49%
Female	8%	55%	51%
Indigenous background			
Indigenous	1%	7%	2%
Non-Indigenous	99%	93%	98%
Place of birth			
Australia	96%	85%	90%
Other	4%	15%	10%
Main language spoken at home (1995)			
English	93%	88%	88%
Other	7%	12%	12%
Father's place of birth			
Australia	76%	67%	68%
Other	24%	33%	32%
Mother's place of birth			
Australia	78%	72%	71%
Other	22%	28%	29%
Father's occupational group (1995)			
Professionals/paraprofessionals	12%	9%	25%
Managers and administrators	23%	23%	24%
Clerical and personal service	17%	15%	14%
Tradespersons	27%	28%	22%
Plant and machine operators	13%	8%	3%
Labourers and related workers	9%	17%	12%
Mother's occupational group (1995)			
Professionals/paraprofessionals	27%	32%	32%
Managers and administrators	7%	6%	8%
Clerical and personal service	42%	40%	40%
Tradespersons	13%	11%	5%
Plant and machine operators	--	--	1%
Labourers and related workers	11%	11%	13%
Sector of school attended (1995)			
Government	75%	85%	69%
Catholic	18%	12%	20%
Independent	8%	3%	12%
Location of residence (1995)			
Metropolitan	43%	50%	55%
Provincial	37%	30%	24%
Rural/remote	19%	19%	21%
Achievement in literacy and numeracy in Year 9 (1995)			
Lowest quarter	38%	29%	25%
Second quarter	25%	23%	25%
Third quarter	23%	28%	25%
Highest quarter	13%	20%	25%
<i>Number in sample</i>	<i>77</i>	<i>47</i>	<i>4660</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 2003 were asked to comment on their satisfaction with various elements of their study experience.

- More than 85 per cent of those who had completed some study since the 2003 interview stated that they had benefited from study.
- Fifty-three per cent of cohort members strongly agreed that study had helped improve their career prospects.
- Ninety-five per cent of cohort members responded that they had benefited from post-school education or training in some way. Cohort members strongly agreed study had benefited them in improving their communication skills (42%), sharpening their analytic skills (41%) and developing problem-solving skills (38%).
- Fifteen per cent of cohort members responded that their studies did not develop their teamwork skills.

Post-school education and training...

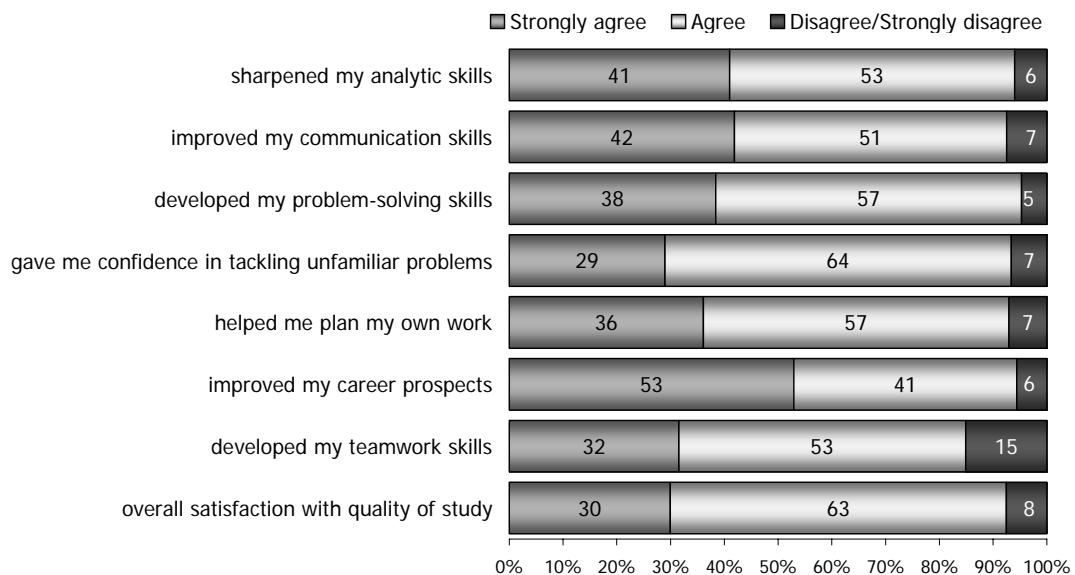


Figure 1 Perceived benefits of post-school study completed by 1995 Year 9 LSAY cohort members since 2003 interview

EMPLOYMENT

This section reports on the 1995 Year 9 LSAY cohort's involvement in the labour force in 2004.

Table 7 Employment activities of 1995 Year 9 LSAY cohort members at October 2004, by gender and study status

	Males	Females	Total
In post-secondary education and training			
Not working	15%	18%	16%
Hours worked per week in main job			
1-10 hours	11%	15%	13%
11-20 hours	14%	15%	14%
21-30 hours	10%	11%	11%
31-40 hours	34%	32%	33%
More than 40 hours	16%	10%	13%
Total	100%	100%	100%
Mean gross weekly income	\$549	\$484	\$515
<i>Number in sample</i>	441	474	914
Not in post-secondary education and training			
Not working	10%	14%	12%
Hours worked per week in main job			
1-10 hours	4%	4%	4%
11-20 hours	5%	7%	6%
21-30 hours	5%	10%	7%
31-40 hours	46%	50%	48%
More than 40 hours	31%	15%	23%
Total	100%	100%	100%
Mean gross weekly income	\$755	\$627	\$690
<i>Number in sample</i>	1821	1879	3718

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 2003 and 2004, there was a move from part-time to full-time employment among the 85 per cent of the 1995 Year 9 LSAY cohort who were employed. In 2004, 73 per cent were employed full-time and 14 per cent part-time.¹
- Seventy-seven per cent of males in the cohort were employed full-time, compared to 65 per cent of females.
- Full-time employment was more common among those from non-metropolitan backgrounds than those from metropolitan backgrounds.
- On average, males in post-secondary education and training who were also employed had gross earnings of \$549 and worked 32 hours per week, compared to female student-workers, who earned \$484 and worked 28 hours per week. For male student-workers, this represented an increase of \$115 per week and for females an increase of \$117 per week from 2003.

¹ 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 2004, by gender and employment status (main job only)

Occupational group	Males		Females		Total
	Full-time	Part-time	Full-time	Part-time	
Managerial/professional/ paraprofessional	39%	28%	52%	28%	41%
Clerical/personal service (incl. retail/hospitality)	15%	45%	41%	61%	33%
Trades	28%	8%	3%	2%	14%
Skilled and unskilled labourers	19%	19%	4%	9%	12%
Total	100%	100%	100%	100%	100%
<i>Number in sample</i>	<i>1686</i>	<i>343</i>	<i>1567</i>	<i>476</i>	<i>4073</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 (52%) than males (39%) were employed full-time in managerial, professional, and paraprofessional occupations.² These two groups—managers/administrators and professionals/paraprofessionals—experienced the greatest increase between 2003 and 2004, from 35 per cent to 41 per cent of cohort members who were employed.
- Thirty-three per cent of the cohort were working in clerical and personal service occupations, including positions in the retail and hospitality industries. This represents a decrease from 39 per cent in this group in 2003.
- Twenty-eight per cent of males in full-time positions were working as tradespersons, in contrast to 3 per cent of females.
- The largest proportion of cohort members in part-time employment were engaged in clerical and personal service occupations (61% of females and 45% of males).
- Of females working while in post-secondary education and training in 2004, 39 per cent were in management/professional and paraprofessional occupations, representing an increase of 15 per cent since 2003. There was also a decrease of 12 percentage points from 66 per cent to 54 per cent of female students working in clerical and personal service occupations.
- One-fourth (25%) of those who scored in the lowest quarter on the Year 9 achievement tests were working in managerial, professional and paraprofessional positions, compared to 56 per cent of those who scored in the highest quarter on those tests (see Figure 4).

² Discussions of employment by occupational group and weekly income are based on the person's main job only. See Footnote 1 above.

■ Managerial/professional/paraprofessional ■ Clerical/personal service ■ Trades ■ Skilled and unskilled labourers

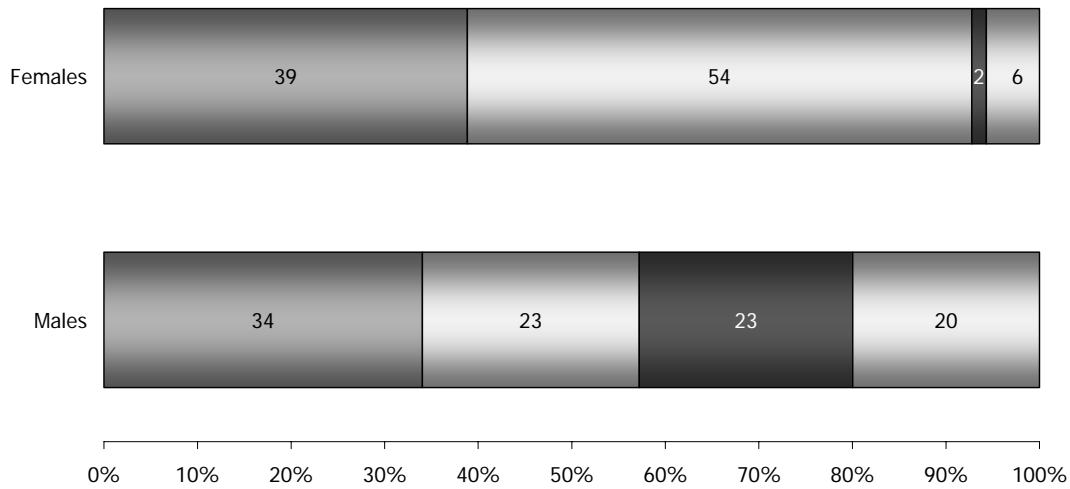


Figure 2 Distribution of occupational groups for members of the 1995 Year 9 LSAY cohort who were working while in post-secondary education and training in 2004, by gender

■ Managerial/professional/paraprofessional ■ Clerical/personal service ■ Trades ■ Skilled and unskilled labourers

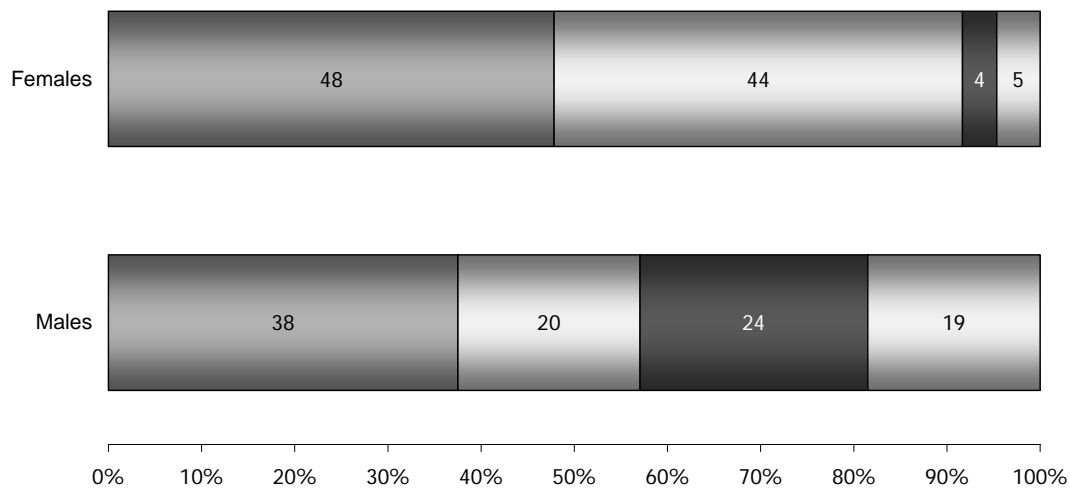


Figure 3 Distribution of occupational groups for members of the 1995 Year 9 LSAY cohort who were working and not in post-secondary education and training in 2004, by gender

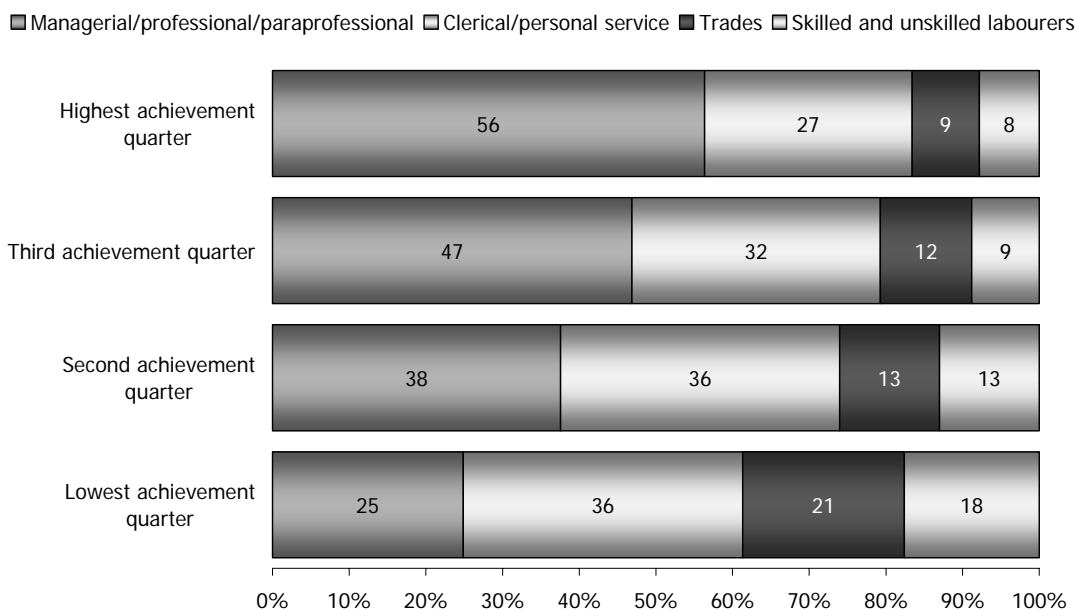


Figure 4 Occupational groups among 1995 Year 9 LSAY cohort members who were employed in 2004, by Year 9 achievement group

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 2004, by occupational group and gender

Occupational group	Males		Females	
	Hours worked	Gross earnings	Hours worked	Gross earnings
Managerial/professional/paraprofessional	42	\$753	38	\$718
Clerical/personal service	34	\$601	33	\$538
Trades	42	\$877	38	\$637
Skilled and unskilled labourers	43	\$795	34	\$536
All groups	40	\$755	36	\$627
<i>Number in sample</i>	<i>1299</i>		<i>1340</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.

- Males who were employed and not undertaking post-secondary education and training worked 40 hours and earned \$755 per week, compared to females, who worked 36 hours and earned \$627 per week. For males this represented an increase of \$79 per week and no increase in hours worked; for females, this represented an increase of \$64 per week and an increase of one hour's work per week.
- Among female workers, those in managerial, professional and paraprofessional occupations had the highest weekly earnings (\$718). Among male workers, tradespersons had the highest weekly earnings (\$877).
- Males working in skilled and unskilled labourer occupations worked the most hours per week (43 hours per week). Females working in clerical and service occupations worked the fewest hours per week (33 hours per week).

Workplace training

Table 10 Type of workplace training received by 1995 Year 9 LSAY cohort members who were employed in 2004, 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	235	67%	33%	20%	5%	18%
11-20 hours	315	48%	52%	30%	8%	28%
21-30 hours	353	43%	57%	32%	17%	32%
31-40 hours	2016	31%	69%	45%	22%	46%
41+ hours	886	30%	70%	44%	23%	48%
Not sure of hours	22	69%	31%	16%	5%	15%
Total	3827	36%	64%	41%	19%	42%

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'.

- Close to two-thirds of the 1995 Year 9 LSAY cohort who were employed in 2004 (64%) had undertaken some type of training during the year as part of their work, with 69 per cent of those working full-time reporting some type of training.
- Most commonly, training consisted of informal learning from others in the workplace (42% of those employed), followed by participation in classroom-based training at the workplace (41% of those employed).
- Over one-half of cohort members working in professional, paraprofessional and managerial positions received classroom-based training, while nearly one-third received training outside the workplace; 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: 76 per cent indicated that it could lead or had already led to a promotion, 63 per cent that it made them more employable and 75 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.

- As in previous years, members of the cohort were most satisfied with the other people they worked with: 97 per cent expressed satisfaction with this aspect of their work, including 53 per cent who were very satisfied.
- The lowest levels of satisfaction were associated with opportunities for promotion for cohort members working while studying (71%) and members working and not studying (77%) and opportunities for training (79% for both groups).
- The greatest amount of job satisfaction was expressed by those working in managerial, professional and paraprofessional occupations, particularly in relation to the kind of work they did and their opportunities for training and promotion.
- There were no significant differences between males and females in levels of job satisfaction.

Satisfaction with...

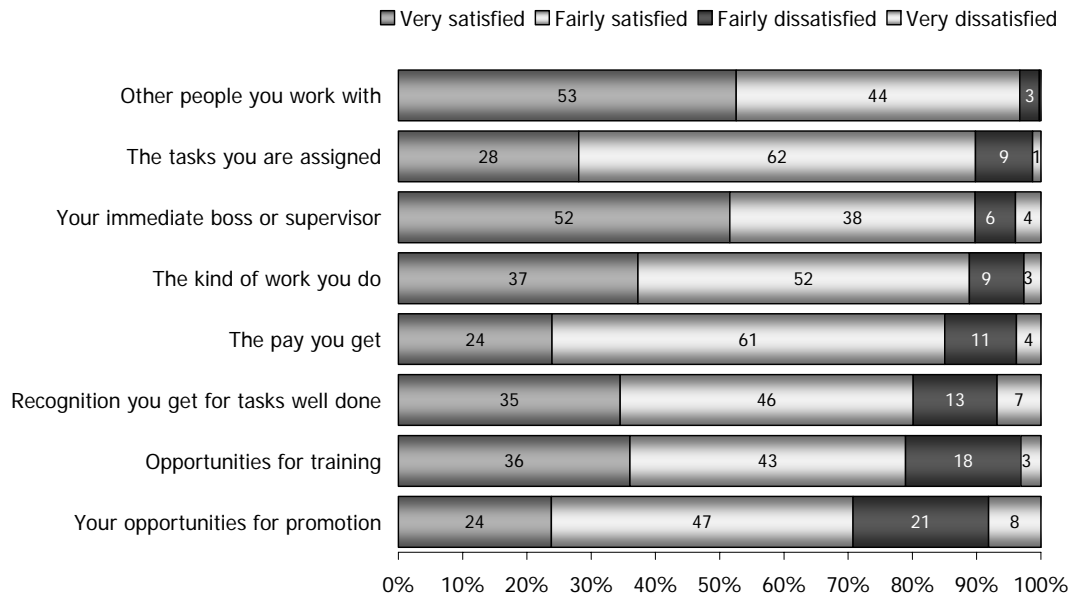


Figure 5 Satisfaction with various aspects of work among members of the 1995 Year 9 LSAY cohort who were working while in post-secondary education and training in 2004

Satisfaction with...

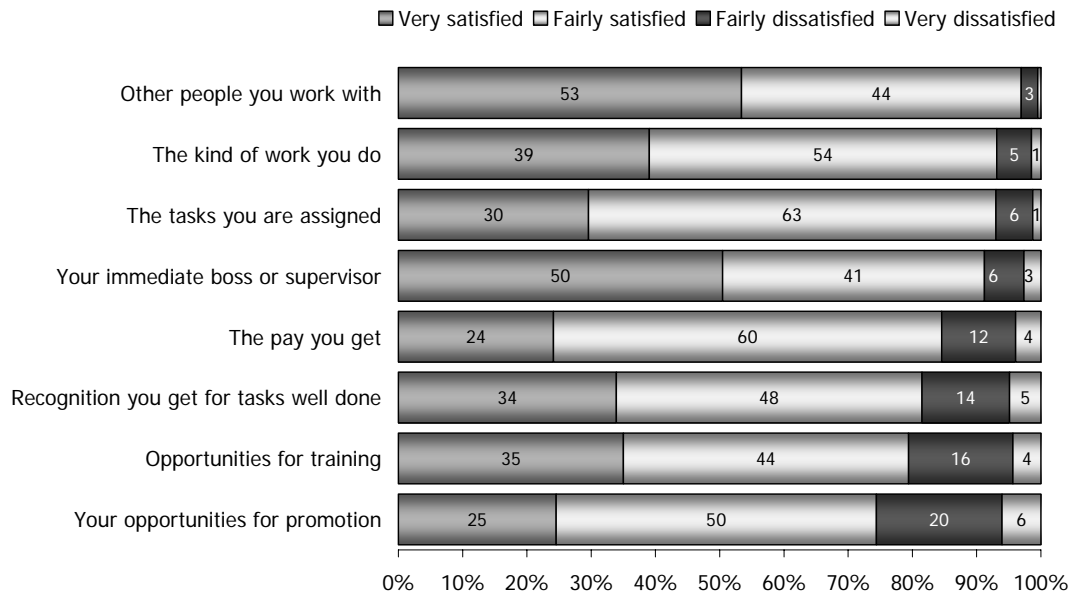


Figure 6 Satisfaction with various aspects of work among members of the 1995 Year 9 LSAY cohort who were working and not in post-secondary education and training in 2004

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	45%	59%
	No	50%	36%
	Don't know	5%	5%
<i>Number in sample</i>		<i>740</i>	<i>3087</i>

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

- Among cohort members who were studying, 45 per cent were currently working in a job that they felt they would like as a career. For this group, comments about work as a career reflected a 10 percentage point increase since 2003. Among those not studying, 59 per cent believed they were in a career job.

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	25%	48%
Prefer part-time	75%	52%
<i>Number in sample</i>	<i>287</i>	<i>360</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, 48 per cent stated that they would prefer to be working full-time. Females tended to show a stronger preference for working part-time.
- Of those who were working part-time and studying, 25 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	
		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	85%	24%	83%	32%
	No	15%	74%	16%	67%
	Don't know	1%	2%	1%	<1%
<i>Number in sample</i>		<i>446</i>	<i>294</i>	<i>2630</i>	<i>457</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.

- Eighty-four per cent of cohort members who were working full-time were in jobs that entitled them to job benefits that included annual leave and sick leave entitlements. Less than one-third of part-time workers received such benefits. For both full-time and part-time workers, these figures represent increases between 2003 and 2004.

Changes between 2003 and 2004

Table 14 Changes in aspects of 1995 Year 9 LSAY cohort members' work, for those remaining in the same job between 2003 and 2004, by education status

Comparison between 2003 and 2004	University or TAFE study	Apprenticeship, traineeship or other study	Not in post-secondary education and training
Pay rate			
More per hour	58%	73%	64%
Less per hour	4%	0%	3%
About the same	38%	23%	33%
Level of skill needed in job			
More skilled	43%	63%	50%
Less skilled	2%	1%	1%
About the same	55%	36%	49%
Level of responsibility in job			
More responsibility	55%	75%	63%
Less responsibility	2%	0%	2%
About the same	43%	25%	35%
Promotion			
Yes	24%	30%	29%
No	76%	70%	71%
Don't know	1%	0%	<1%
<i>Number in sample</i>	<i>371</i>	<i>86</i>	<i>2071</i>

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

- Most cohort members who were in the same job in 2003 and 2004 were earning more per hour since the previous year.
- The greatest change between 2003 and 2004 was for apprentices and trainees. They 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%	63%
Used Centrelink touchscreens	28%	55%
Contacted Job Network member	36%	57%
Contacted other employment agency	20%	52%
Read advertisements (newspapers/internet)	99%	95%
Answered advertisements	71%	83%
Contacted friends or relatives	31%	67%
Contacted an employer	69%	80%
Checked factory noticeboards	13%	17%
Posted resume on internet	32%	52%
Sought advice from school/other organisation	18%	21%
Other job search activity	0%	2%
<i>Number in sample</i>	<i>43</i>	<i>177</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 for those who were not studying.
- Cohort members in post-secondary education and training used Centrelink or Job Network members to look for work much less frequently than did those not studying.
- The percentage of cohort members in post-secondary education and training posting their resume on the internet decreased by 6 percentage points from 38 per cent in 2003 to 32 per cent in 2004. In comparison, 52 per cent of members not in post-secondary education and training reported posting their resume on the internet, an increase of 10 percentage points since 2003.
- The percentage of cohort members in post-secondary education and training who reported contacting friends or relatives as a job search activity decreased by 25 percentage points from 56 per cent in 2003 to 31 per cent in 2004.

Table 16 Per cent of 1995 Year 9 LSAY cohort members who experienced problems when looking for work in 2004, by gender

Type of problem	Males	Females
Not enough work experience	58%	52%
Not enough jobs available	40%	48%
Unsuitable education/training	36%	40%
Lack confidence	21%	23%
No suitable transport	15%	23%
Poor interview skills	14%	21%
Poorly written job applications	12%	13%
Health/disability	10%	8%
Considered too young	8%	5%
Childcare problems	0%	13%
Numeracy problems	4%	8%
Gender	7%	1%
Literacy problems	3%	2%
Racial/ethnic background	3%	<1%
No problems	15%	17%
<i>Number in sample</i>	<i>96</i>	<i>90</i>

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

- Both males and females cited their lack of experience in work as the most common problem when looking for work, (males 58%, females 52%).
- Between 2003 and 2004, 40 per cent of males (16% decrease) and 48% of females (no change) responded there were not enough jobs available.
- Thirty-six per cent of male cohort members and 40 per cent of female cohort members reported that they had unsuitable education and training to gain employment.
- Twenty-three per cent of female cohort members reported a lack of confidence when looking for work, and 21 per cent of females that they had poor interview skills. These percentages represent increases since 2003.
- No males reported problems of childcare affecting their search for employment, compared to 13 per cent of females.
- Overall, 15 per cent of males and 17 per cent of females responded that they had not experienced any problems when looking for work, the same percentages as in 2003.

SOCIAL ASPECTS

This section reports on the social aspects of the lives of members of the 1995 Year 9 LSAY cohort in 2004, including where they were living, their marital and parental status, what they did in their spare time, their depth of curiosity and how they felt about various aspects of their personal lives.

Living arrangements and relationships

Table 17 Type of accommodation in 2004 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	68%	59%	24%	25%	45%
Sharing/renting	26%	28%	55%	56%	38%
Buying/own home	4%	10%	11%	16%	14%
Boarding in private house	<1%	1%	3%	1%	1%
University/hostel/other	1%	2%	7%	2%	2%
<i>Number in sample</i>	<i>994</i>	<i>1008</i>	<i>837</i>	<i>900</i>	<i>3739</i>
Not in post-secondary education and training					
Parental home	64%	51%	35%	24%	48%
Sharing/renting	25%	33%	47%	52%	38%
Buying/own home	9%	14%	12%	20%	10%
Boarding in private house	1%	1%	2%	2%	1%
University/hostel/other	2%	1%	4%	2%	3%
<i>Number in sample</i>	<i>280</i>	<i>280</i>	<i>164</i>	<i>198</i>	<i>921</i>

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 2003, from 53 per cent to 44 per cent; this varied by gender and geographic background.
- Among cohort members from metropolitan areas and in post-secondary education and training, 68 per cent of males and 59 per cent of females were living in their parents' home, compared to 24 per cent of males and 25 per cent of females from non-metropolitan areas. These figures reflect overall decreases of 11 per cent for both males and females since 2003.
- Among those not in post-secondary education and training, there were also decreases since 2003 in the percentage of members living in their parents' home.
- A higher proportion of males, irrespective of their geographic background, were living with their parents.
- Thirteen per cent of the cohort owned or were purchasing accommodation. 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	7%	13%	10%
De facto	15%	21%	18%
Single/never married	78%	66%	72%
Separated	<1%	1%	1%
Percentage with children	4%	13%	9%
<i>Number in sample</i>	<i>2274</i>	<i>2386</i>	<i>4660</i>

- Ten per cent of the cohort were married (7% of males, 13% of females), and 18 per cent were living in a de facto relationship (15% of males, 21% of females).
- Nine per cent of the cohort had children (4% of males, 13% of females). Sixty-one per cent of cohort members who had children had one child.

Leisure activities

Table 19 Participation in spare-time leisure activities at least once a week in 2004 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%	7%	3%	8%	6%
Read books	44%	57%	46%	63%	53%
Read newspapers or magazines	90%	89%	93%	91%	91%
Use the Internet	83%	83%	71%	75%	78%
Play sport or exercise	84%	83%	84%	86%	84%
Community based activity	11%	10%	9%	11%	10%
None of the above	1%	1%	1%	<1%	1%
<i>Number in sample</i>	<i>1274</i>	<i>1288</i>	<i>1001</i>	<i>1098</i>	<i>4660</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 2004. There was little change in patterns of participation between 2003 and 2004.
- Cohort members would most commonly read a newspaper or magazine (91%), or play a sport or do regular exercise (82%) at least once a week.
- Internet use was more common among members of the cohort from metropolitan backgrounds (80%) than among those from non-metropolitan backgrounds (65%), as was the case in 2003. Weekly use of the internet increased among males between 2003 and 2004.
- Seventeen per cent of cohort members irrespective of their geographic background did not read books in their spare time, a small decrease since 2003. More males than females indicated that they never read books in their spare time (24% and 12%, respectively).

Depth of curiosity

In the 2004 interview, members of the 1995 Year 9 LSAY cohort were asked a number of questions based on the Ainley Curiosity Scales (Ainley, 1987). Six items used in the LSAY interviews were taken from the depth of interest component of those scales; items relating to breadth of interest were not used. An additional two items, relating to work-based skills, were developed especially for use in LSAY.

Table 20 Mean depth of curiosity scores for 1995 Year 9 LSAY cohort members, by gender

Depth of curiosity	Males	Females
Interest in learning new things	3.66	3.71
Interest in thinking about state of world	3.10	3.14
Interest in finding out why something happened	3.43	3.39
Interest in finding out more about things	3.54	3.59
Interest in finding out more about a new idea	3.43	3.43
Interest in finding out how something works	3.54	3.34
Interest in improving your skills after starting work	3.67	3.75
Interest in learning new skills after starting work	3.70	3.78
<i>Number in sample</i>	<i>2274</i>	<i>2386</i>

- Overall, male and female members of the 1995 Year 9 LSAY cohort members had similar mean scores in their depth of curiosity relating to interests in activities.
- Female cohort members had slightly higher mean scores than males in their interest in learning new things, thinking about the state of the world and finding out more about things.
- Male cohort members had slightly higher mean scores than females on the items about finding out why something happened and finding out how things work.
- Female cohort members had higher mean scores than males on the work-related items.

General attitudes

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

Happiness with...

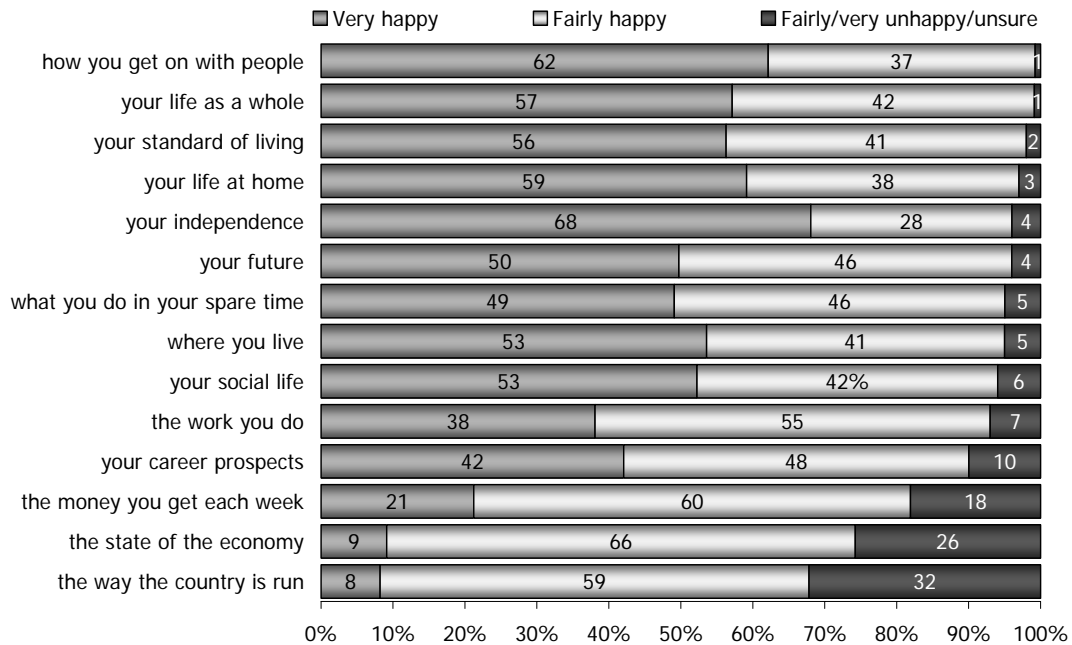


Figure 7 Happiness with various aspects of life, for 1995 Year 9 LSAY cohort in 2003

- Members of the 1995 Year 9 LSAY cohort were happiest with the way they get along with other people (99%, including 62% very happy) and their lives as a whole (99%, 57% very happy). Overall, these figures were similar to those in 2003.
- There were small changes between 2003 and 2004 in how cohort members responded, with more young people reporting they were 'very happy' with various aspects of their lives. On all but 3 items, a higher proportion of females than males tended to respond they were 'very happy'.
- Between 2003 and 2004 there was an increase of 2 percentage points from 40 per cent to 42 per cent with respect to cohort members' attitudes toward their career prospects.
- Sixty-eight per cent of cohort members were very happy with their level of independence, an increase from 64 per cent in 2003.
- Overall, cohort members in 2004 were slightly happier with the state of the economy (increase of 2 percentage points from 2003) and slightly less happy with the way the country is run (decrease of 1 percentage point from 2003).

APPENDIX

The Year 9 Class of 1995 in 2004

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 2004, the total number of useable responses to the annual survey was 4660.

When the sample was first established, smaller States and Territories were over-sampled 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 2004, the distribution by selected characteristics in 2004, and the distribution in the original sample in 1995.

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 2004	Distribution in 2004	Number in 1995	Distribution in 1995	Per cent retained in sample
Gender					
Male	2274	49%	6653	49%	34%
Female	2386	51%	6960	51%	34%
Indigenous background					
Indigenous	101	2%	377	3%	27%
Non-Indigenous	4287	98%	12359	97%	35%
Place of birth					
Australia	4021	90%	11630	89%	35%
Other	467	10%	1427	11%	33%
Main language spoken at home (1995)					
English	3954	88%	11539	88%	34%
Other	550	12%	1553	12%	35%
Father's place of birth					
Australia	3018	68%	8694	67%	35%
Other	1431	32%	4244	33%	34%
Mother's place of birth					
Australia	3162	71%	9156	70%	35%
Other	1320	29%	3854	30%	34%
Father's occupational group (1995)					
Professionals/paraprofessionals	884	25%	2343	23%	38%
Managers and administrators	855	24%	2581	25%	33%
Clerical and personal service	497	14%	1470	14%	34%
Tradespersons	796	22%	2136	21%	37%
Plant and machine operators	119	3%	410	4%	29%
Labourers and related workers	434	12%	1252	12%	35%
Mother's occupational group (1995)					
Professionals/paraprofessionals	915	32%	2444	30%	37%
Managers and administrators	244	8%	780	10%	31%
Clerical and personal service	1170	40%	3299	41%	35%
Tradespersons	152	5%	454	6%	34%
Plant and machine operators	26	1%	62	1%	41%
Labourers and related workers	383	13%	994	12%	39%
Sector of school attended (1995)					
Government	3202	69%	9143	67%	35%
Catholic	917	20%	2744	20%	33%
Independent	540	12%	1726	13%	31%
Location of residence (1995)					
Metropolitan	2562	55%	7489	55%	34%
Provincial	1139	24%	3244	24%	35%
Rural/remote	960	21%	2831	21%	34%
Achievement in literacy and numeracy in Year 9 (1995)					
Lowest quarter	1157	25%	3378	25%	34%
Second quarter	1176	25%	3433	25%	34%
Third quarter	1142	25%	3334	25%	34%
Highest quarter	1175	25%	3431	25%	34%
Number in sample	4660	100%	13613	100%	34%

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>.