



# Longitudinal Surveys of Australian Youth

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## COHORT REPORT

### THE YEAR 9 CLASS OF 1998 IN 2003

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a research program jointly managed by ACER and the  
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## THE YEAR 9 CLASS OF 1998 IN 2003: OVERVIEW

This report provides details of the experiences of the 1998 Year 9 cohort of the Longitudinal Surveys of Australian Youth. Information on this cohort was first collected in 1998, when these young people were Year 9 students in Australian schools. The reference period for this report is October 2003, when the modal age of respondents was 19 years. Information about the cohort's activities in previous years is available in earlier reports in this series: Fullarton (2001), Rothman (2001), Rothman (2002) and Hillman and Rothman (2003).

**Table 1 Labour force and education and training participation in 2003 by the 1998 Year 9 LSAY cohort**

	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
<b>Current study</b>					
Secondary school	--	--	--	<1%	<1%
University full-time	3%	24%	--	9%	36%
University part-time	<1%	<1%	<1%	<1%	1%
TAFE full-time	1%	4%	--	3%	8%
TAFE part-time	1%	1%	<1%	<1%	2%
Apprenticeship/Traineeship	11%	1%	--	--	12%
Other study	<1%	<1%	<1%	<1%	1%
Subtotal	16%	31%	<1%	13%	60%
<b>Not currently studying (by prior study)</b>					
Completed a post-secondary qualification	5%	3%	1%	1%	10%
Commenced but did not complete a qualification	6%	3%	1%	1%	10%
Participated in some other form of study	<1%	<1%	<1%	<1%	1%
Never started a course	12%	4%	2%	1%	20%
Subtotal	23%	10%	5%	3%	40%
<b>Total</b>	<b>39%</b>	<b>40%</b>	<b>5%</b>	<b>15%</b>	<b>100%</b>
<i>Number in sample</i>	<i>2716</i>	<i>2783</i>	<i>346</i>	<i>1060</i>	<i>6905</i>

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

### *Education and training*

- In October 2003, 44 per cent of members of the 1998 Year 9 LSAY cohort were participating in full-time tertiary study at a university or TAFE institution.
- A further 3 per cent of cohort members were engaged in part-time study at university or TAFE.
- Thirteen per cent were undertaking an apprenticeship or traineeship, or were engaged in some other form of study, including short courses.
- Less than one per cent of the cohort were attending secondary school.
- Forty per cent were not enrolled in education or training in October 2003; about one-half of these had not yet participated in any formal post-school study.

*Labour force participation*

- Fifteen per cent of the 1998 Year 9 LSAY cohort were not in the labour force in October 2003, including 12 per cent who were in some form of study.
- Approximately 3 per cent of the cohort were not in the labour force and were not engaged in any form of study in October 2003.
- Thirty-nine per cent of the 1998 Year 9 LSAY cohort were employed full-time, including 3 per cent who were also studying full-time at university or TAFE. None of those still at secondary school was employed full-time.
- Forty per cent of the cohort were employed part-time. The majority of part-time workers were combining employment with full-time study at university or TAFE.
- Approximately 5 per cent of the cohort were unemployed, a rate similar to that reported in previous years.

*Social aspects*

- Seventy-one per cent of cohort members were living with either one or both of their parents, representing a decrease since 2002.
- Eight per cent of the cohort reported that they were married or living with a partner. The majority (92%) reported that they were single.
- The percentage of cohort members living with their own children more than doubled between 2002 and 2003, with 2 per cent reporting they were parents.
- The overwhelming majority of cohort members reported high levels of satisfaction with various aspects of their lives, including their relationships with others and their standard of living.



## EDUCATION AND TRAINING ACTIVITIES

This section reports on the education and training activities of the 1998 Year 9 LSAY cohort as at October 2003. Sixty per cent of cohort members were involved in some form of education and training—either in secondary school, university and TAFE, or through apprenticeships, traineeships and other courses.

- For most of the 1998 Year 9 LSAY cohort across Australia, 2003 marked the second year after secondary school. In October 2003, close to one-half (47%) were enrolled in tertiary study, either full-time or part-time, but this figure varied by geographic background and gender.
- More than one-half (53%) of members from metropolitan areas were enrolled at university or TAFE, compared to 40 per cent of those from non-metropolitan areas.
- Cohort members from government schools were less likely than others to be attending university or TAFE full-time, but equally as likely to be attending part-time.

**Table 2 Education and training status of the 1998 Year 9 LSAY cohort in 2003, by geographic background and gender**

	Metropolitan background		Non-metropolitan background		Total
	Male	Female	Male	Female	
Currently studying					
Secondary school	<1%	--	--	<1%	1%
University full-time	37%	45%	25%	37%	36%
University part-time	1%	1%	1%	1%	1%
TAFE full-time	9%	10%	5%	7%	8%
TAFE part-time	2%	3%	1%	2%	2%
Apprenticeship/Traineeship	15%	5%	22%	8%	12%
Other study	1%	1%	1%	<1%	1%
Subtotal	64%	63%	55%	56%	60%
Not currently studying (by prior study)					
Completed a post-secondary qualification	7%	10%	8%	13%	10%
Commenced but did not complete a qualification	11%	10%	10%	9%	10%
Participated in some other form of study	1%	<1%	1%	1%	1%
Never started a course	18%	16%	26%	22%	20%
Subtotal	36%	37%	45%	44%	40%
Total	100%	100%	100%	100%	100%
Number in sample	1843	1846	1545	1655	6889

Notes: Geographic background is based on the home postcode in 1998. '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 1998 Year 9 LSAY cohort who were studying at a university or a TAFE institution.

- Females constituted 56 per cent of cohort members who were attending university and 55 per cent who were attending TAFE.
- Cohort members studying at university were more likely to have parents in professional and associate professional occupations.
- Among cohort members attending university, 44 per cent had scores in the top quarter on the LSAY reading comprehension and mathematics achievement tests administered in Year 9, and 8 per cent had scores in the lowest quarter.
- Speakers of languages other than English constituted 21 per cent of full-time enrolments in TAFE institutions, even though they represented 11 per cent of the 1998 Year 9 LSAY cohort.

**Table 3 Selected background characteristics of 1998 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
<b>Gender</b>					
Male	43%	47%	44%	32%	49%
Female	57%	53%	56%	68%	51%
<b>Indigenous background</b>					
Indigenous	1%	2%	1%	<1%	2%
Non-Indigenous	99%	98%	99%	>99%	98%
<b>Place of birth</b>					
Australia	87%	91%	85%	95%	90%
Other	13%	9%	15%	5%	10%
<b>Main language spoken at home (1998)</b>					
English	87%	96%	79%	89%	89%
Other	13%	4%	21%	11%	11%
<b>Father's place of birth</b>					
Australia	65%	65%	56%	78%	69%
Other	35%	35%	44%	22%	31%
<b>Mother's place of birth</b>					
Australia	68%	75%	60%	66%	72%
Other	32%	25%	40%	34%	28%
<b>Father's occupational group (1998)</b>					
Professionals/paraprofessionals	45%	32%	26%	20%	33%
Managers and administrators	19%	21%	15%	15%	16%
Clerical and personal service	8%	4%	9%	6%	10%
Tradespersons	16%	29%	25%	33%	22%
Plant and machine operators	8%	9%	16%	19%	12%
Labourers and related workers	4%	6%	9%	8%	7%
<b>Mother's occupational group (1998)</b>					
Professionals/paraprofessionals	48%	36%	35%	29%	37%
Managers and administrators	4%	10%	5%	4%	4%
Clerical and personal service	37%	45%	41%	52%	42%
Tradespersons	3%	1%	5%	8%	4%
Plant and machine operators	2%	2%	2%	3%	3%
Labourers and related workers	6%	6%	12%	5%	10%
<b>Sector of school attended (1998)</b>					
Government	54%	69%	70%	69%	67%
Catholic	25%	13%	21%	22%	20%
Independent	20%	18%	9%	9%	13%
<b>Location of residence (1998)</b>					
Metropolitan	61%	49%	65%	59%	55%
Provincial	20%	20%	21%	22%	24%
Rural/remote	19%	31%	14%	19%	21%
<b>Achievement in literacy and numeracy in Year 9 (1998)</b>					
Lowest quarter	8%	11%	31%	39%	24%
Second quarter	18%	27%	32%	27%	25%
Third quarter	30%	32%	23%	22%	25%
Highest quarter	44%	30%	14%	12%	25%
<i>Number in sample</i>	<i>2507</i>	<i>73</i>	<i>532</i>	<i>130</i>	<i>6905</i>

Notes: Father's and mother's occupational groups are based on the second edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1997). TAFE enrolments refer to those in courses other than apprenticeships and traineeships. Geographic background is based on the home postcode in 1998. '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, 47 per cent of the 1998 Year 9 LSAY cohort were engaged in university or TAFE study during 2003, and the majority of these students were working (see Table 1).

- Close to three-fourths of tertiary students (72%) were in paid employment.
- Overall, 32 per cent of students reported receiving Youth Allowance or similar payments.
- Between 2002 and 2003, the percentage of tertiary students who reported receiving Youth Allowance and similar payments increased from 26 per cent to 32 per cent, and the percentage receiving financial support from their families decreased from 24 per cent to 17 per cent.
- Female students more frequently than male students reported receiving money from paid work and Youth Allowance or Abstudy. Male students reported more financial support in the form of scholarships.
- Less than one-half of university and TAFE students (48%) reported that their parents contributed to their course fees, a decrease from 59 per cent in 2002. Full-time students more frequently reported that their fees were paid by their parents.
- More than one-half of students (51%) reported that they paid their own course fees, an increase from 42 per cent in 2002.

**Table 4 Sources of income for 1998 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	30%	35%	27%	43%	35%	16%	27%	50%
Student Financial Supplement Scheme	1%	2%	1%	2%	1%	1%	1%	3%
From paid work	68%	74%	75%	65%	71%	83%	75%	61%
From parents or family	17%	16%	14%	20%	17%	7%	14%	22%
From scholarship or cadetship	2%	1%	1%	2%	2%	<1%	1%	3%
From other government allowances	1%	2%	1%	2%	1%	3%	1%	3%
From other sources	2%	1%	1%	1%	1%	<1%	1%	2%
No income source	17%	15%	14%	19%	16%	10%	14%	21%
<i>Number in sample</i>	<i>1378</i>	<i>1856</i>	<i>1960</i>	<i>1282</i>	<i>3039</i>	<i>203</i>	<i>2322</i>	<i>919</i>

Notes: Geographic background is based on the home postcode in 1998. '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 1998 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%	3%	3%	2%	4%
Self (student)	52%	66%	50%	68%	52%
Student's parents	48%	25%	47%	17%	46%
Student's employer	<1%	6%	2%	11%	1%
Government	<1%	--	4%	5%	1%
Other	1%	2%	1%	<1%	1%
<i>Number in sample</i>	<i>2507</i>	<i>73</i>	<i>532</i>	<i>130</i>	<i>3242</i>

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

**Apprenticeships and traineeships**

Approximately 13 per cent of the 1998 Year 9 LSAY cohort were undertaking an apprenticeship or traineeship in 2003. Selected background characteristics of these cohort members are presented in Table 6.

- Among cohort members undertaking apprenticeships in 2003, 86 per cent were male; among those undertaking traineeships, 57 per cent were female.
- Four per cent of those undertaking apprenticeships and 3 per cent of those undertaking traineeships were Indigenous Australians.
- Only 4 per cent of apprentices and trainees were born outside Australia.
- Among cohort members undertaking apprenticeships, 28 per cent had fathers who worked in trade occupations; 48 per cent had mothers who worked in clerical, sales and service occupations.

**Table 6 Selected background characteristics of 1998 Year 9 LSAY cohort members engaged in apprenticeships and traineeships in 2003**

	Apprenticeships	Traineeships	Cohort in 2003
<b>Gender</b>			
Male	86%	43%	49%
Female	14%	57%	51%
<b>Indigenous background</b>			
Indigenous	4%	3%	2%
Non-Indigenous	96%	97%	98%
<b>Place of birth</b>			
Australia	96%	96%	90%
Other	4%	4%	10%
<b>Main language spoken at home (1998)</b>			
English	95%	92%	89%
Other	5%	8%	11%
<b>Father's place of birth</b>			
Australia	78%	75%	69%
Other	22%	25%	31%
<b>Mother's place of birth</b>			
Australia	80%	77%	72%
Other	20%	23%	28%
<b>Father's occupational group (1998)</b>			
Professionals/paraprofessionals	22%	25%	33%
Managers and administrators	16%	11%	16%
Clerical and personal service	10%	14%	10%
Tradespersons	28%	25%	22%
Plant and machine operators	17%	19%	12%
Labourers and related workers	6%	6%	7%
<b>Mother's occupational group (1998)</b>			
Professionals/paraprofessionals	25%	25%	37%
Managers and administrators	3%	6%	4%
Clerical and personal service	48%	48%	42%
Tradespersons	5%	5%	4%
Plant and machine operators	2%	4%	3%
Labourers and related workers	17%	12%	10%
<b>Sector of school attended (1998)</b>			
Government	75%	78%	67%
Catholic	19%	16%	20%
Independent	5%	6%	13%
<b>Location of residence (1998)</b>			
Metropolitan	47%	44%	55%
Provincial	31%	28%	24%
Rural/remote	22%	28%	21%
<b>Achievement in literacy and numeracy in Year 9 (1998)</b>			
Lowest quarter	40%	29%	24%
Second quarter	27%	33%	25%
Third quarter	21%	24%	25%
Highest quarter	13%	15%	25%
Number in sample	607	227	6905

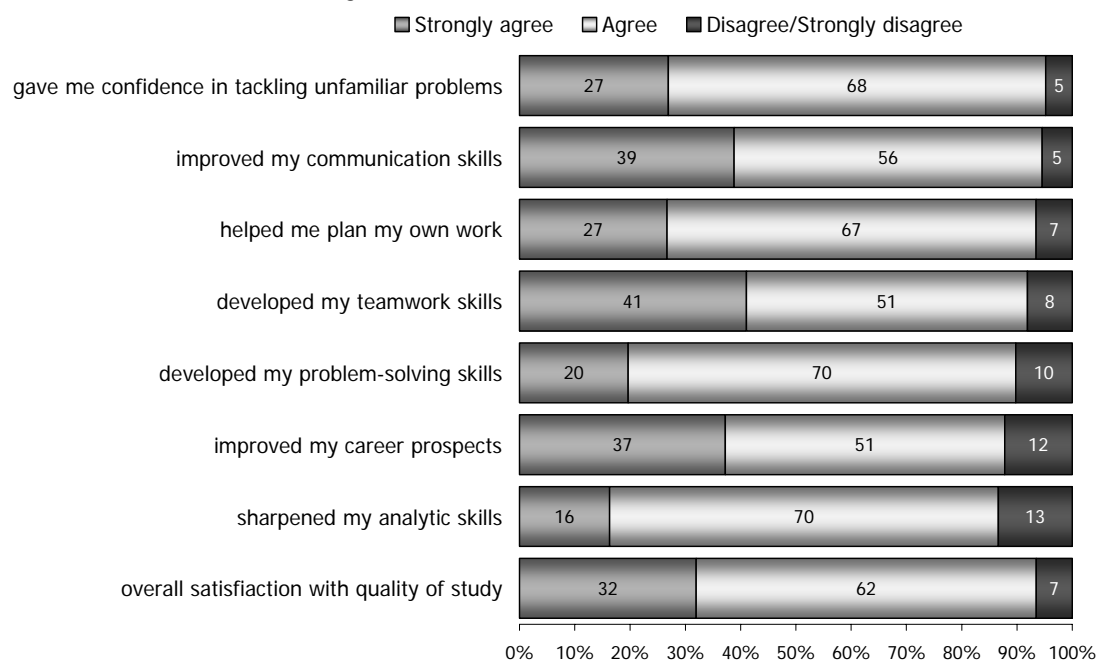
Notes: Father's and mother's occupational groups are based on the second edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1997). TAFE enrolments refer to those in courses other than apprenticeships and traineeships. Location of residence is based on the home postcode in 1998. '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

Members of the 1998 Year 9 LSAY 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.

- More than 87 per cent of those who had completed some study since the 2002 interview stated that they had benefited from study. Around 40 per cent strongly agreed that the study improved their teamwork skills and communication skills.
- Overall, the greatest agreement was with the statement, 'As a result of the study or training, I feel confident about tackling unfamiliar problems.'

Post-school education and training...



**Figure 1 Perceived benefits of post-school study completed by 1998 Year 9 LSAY cohort members since 2002 interview**



## EMPLOYMENT

This section reports on the 1998 Year 9 LSAY cohort members' involvement in the labour force in 2003. Overall, 39 per cent of cohort members were employed full-time, with another 40 per cent employed part-time.<sup>1</sup>

**Table 7 Employment activities of 1998 Year 9 LSAY cohort members at October 2003, by gender and study status**

	Males	Females	Total
<b>In post-secondary education and training</b>			
Not working	21%	22%	22%
Hours worked per week in main job			
1-10 hours	15%	24%	20%
11-20 hours	21%	31%	26%
21-30 hours	7%	7%	7%
31-40 hours	24%	13%	19%
More than 40 hours	12%	2%	7%
Mean gross weekly income	\$326	\$224	\$275
<i>Number in sample</i>	<i>2003</i>	<i>2067</i>	<i>4070</i>
<b>Not in post-secondary education and training</b>			
Not working	16%	21%	19%
Hours worked per week in main job			
1-10 hours	4%	5%	5%
11-20 hours	8%	12%	10%
21-30 hours	13%	18%	15%
31-40 hours	39%	38%	38%
More than 40 hours	20%	7%	13%
Mean gross weekly income	\$507	\$407	\$457
<i>Number in sample</i>	<i>1355</i>	<i>1398</i>	<i>2753</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.

- Among cohort members who were not studying, 16 per cent of males and 21 per cent of females were not working at all; they were either unemployed or not in the labour force. For both males and females, these figures represent decreases since 2002.
- On average, males in post-secondary education and training who were also employed had gross earnings of \$326 and worked 27 hours per week, compared to female student-workers, who earned \$224 and worked 19 hours per week. For male student-workers, this represents an increase of \$44 per week but no change in hours since 2002. For females, this represents an increase of \$8 per week and a decrease of 2 hours per week.

<sup>1</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, most analyses are based on the main job only.

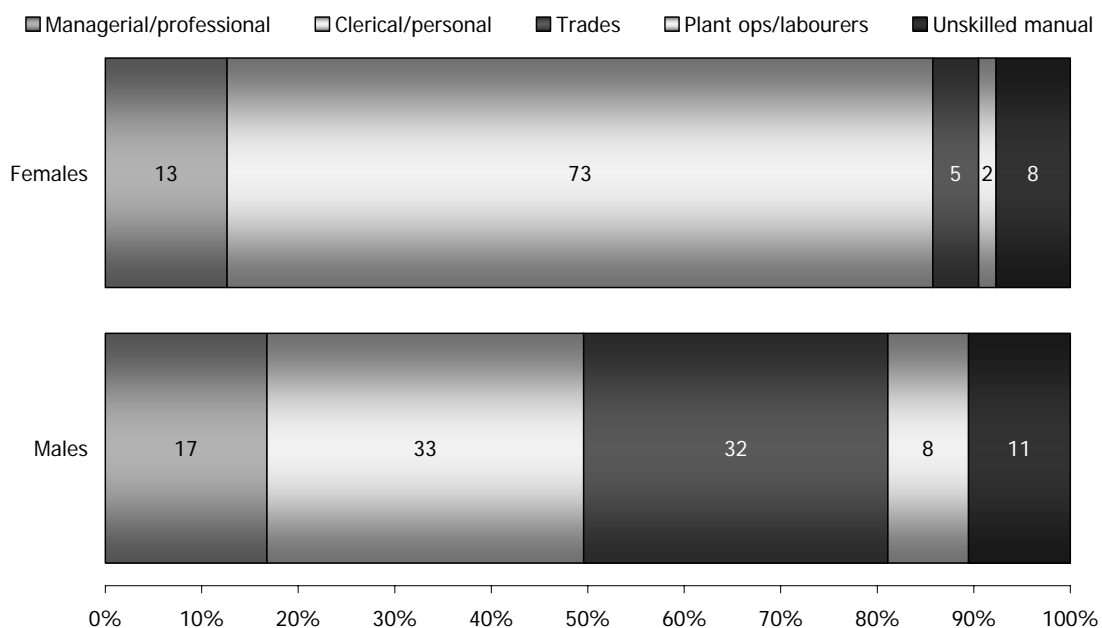
## Occupations

**Table 8 Occupational groups among 1998 Year 9 LSAY cohort members who were employed in October 2003, by gender and employment status (main job only)**

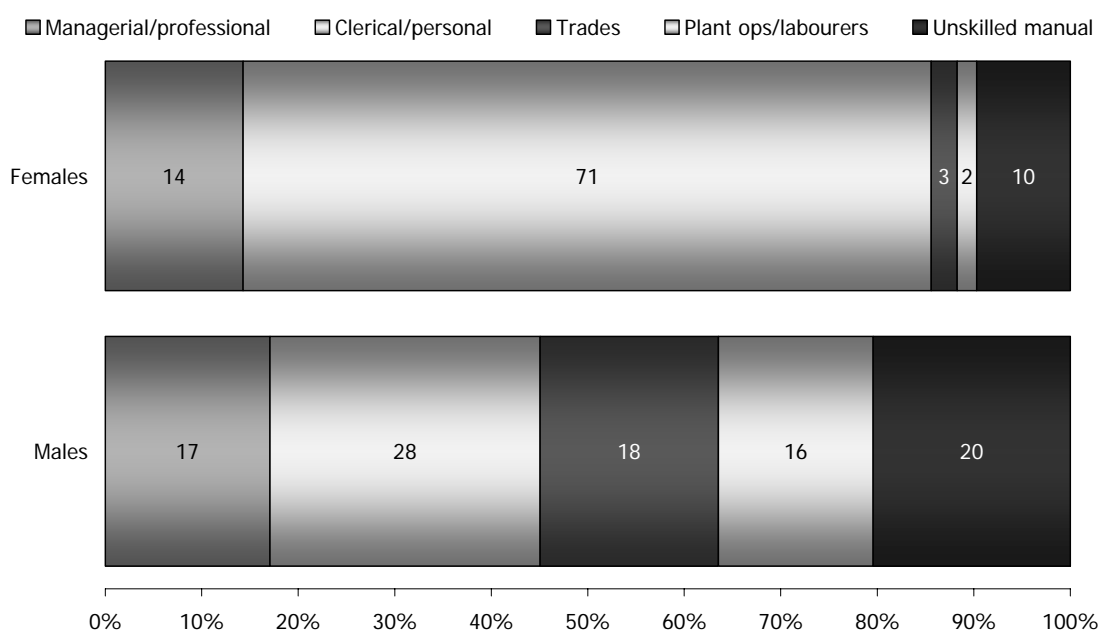
Occupational group	Males		Females		Total
	Full-time	Part-time	Full-time	Part-time	
Managerial/professional/ paraprofessional	17%	17%	18%	10%	15%
Clerical/personal service (incl. retail/hospitality)	17%	52%	65%	77%	52%
Trades	40%	5%	8%	1%	15%
Plant operators and labourers	10%	13%	1%	2%	7%
Unskilled labourers	16%	13%	7%	9%	12%
Total	100%	100%	100%	100%	100%
Number in sample	1633	1092	1065	1680	5470

Notes: Occupational groups are based on the second edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1997). 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.

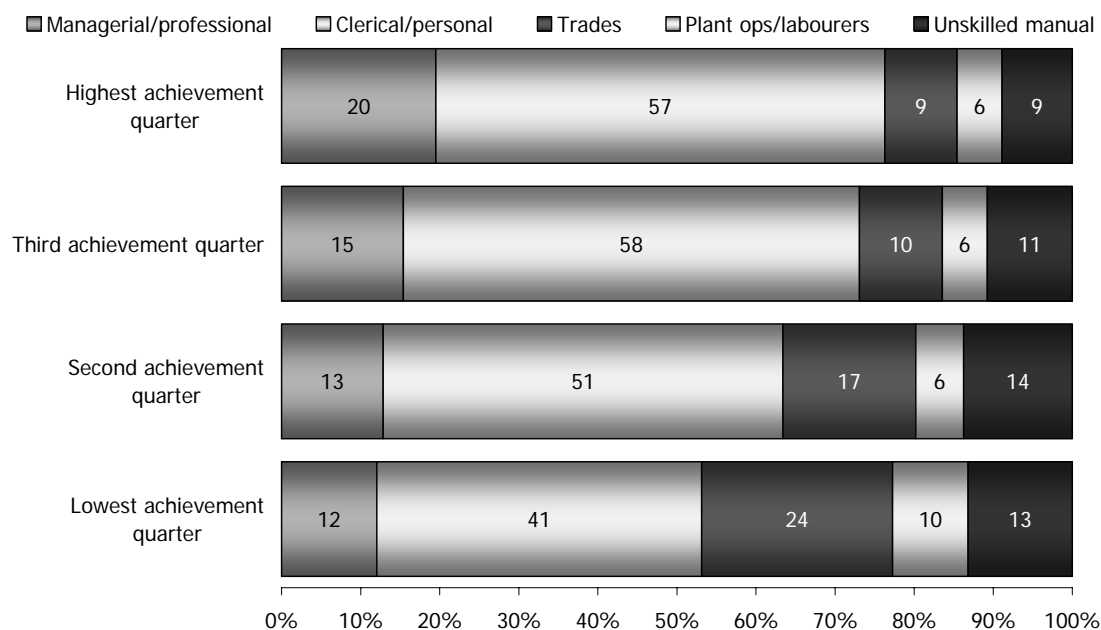
- One-half of male students who were employed were working in the combined groups of trades, plant operations and unskilled labour, while only 15 per cent of female students were employed in these areas.
- The vast majority of females (71%) who were working had occupations in the clerical, sales and personal services group.
- The clerical, sales and personal service group, which includes the retail and hospitality industries, continued to employ more than one-half of post-secondary student workers. Three-fourths of female and one-third of male post-secondary student-workers were in this group.
- Of those cohort members who were working and not studying, 16 per cent of males and 13 per cent of females were in professional and managerial positions.
- Of those who were not studying, 55 per cent of males and 15 per cent of females were working in trades, plant operations and unskilled positions.
- Twenty per cent of cohort members in the highest achievement group in Year 9 were working in managerial and professional positions, compared to 12 per cent of those from the lowest achievement group. These groups were based on the achievement tests in reading comprehension and mathematics taken by cohort members when they were in Year 9.



**Figure 2** Distribution of occupational groups for members of the 1998 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 1998 Year 9 LSAY cohort who were working and not in post-secondary education and training in 2003, by gender



**Figure 4 Occupational groups among 1998 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 1998 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	38	\$529	36	\$504
Clerical/personal service	32	\$458	31	\$387
Trades	39	\$564	32	\$352
Plant operators and labourers	35	\$500	32	\$440
Unskilled labourers	37	\$511	30	\$416
All groups	36	\$507	32	\$407
Number in sample	974		956	

Notes: Occupational groups are based on the second edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1997). Occupational groups are based on the person's main job only. 'Uncodeable' occupations are included in totals only.

- Among those not undertaking post-secondary education or training, males worked on average 36 hours per week and females worked 32 hours per week. These figures represent increases between 2002 and 2003.
- The difference in the gross weekly earnings between males and females is only partially reflected in the number of hours worked in each occupation group. Overall, males earned \$507 per week and females earned \$407 per week.

## Workplace training

**Table 10** Type of workplace training received by 1998 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	860	58%	42%	20%	8%	26%
11-20 hours	1312	46%	54%	29%	9%	34%
21-30 hours	695	44%	56%	33%	10%	35%
31-40 hours	1781	42%	58%	30%	14%	40%
41+ hours	624	40%	60%	32%	16%	40%
Not sure of hours	55	57%	43%	21%	7%	17%
<b>Total</b>	<b>5327</b>	<b>46%</b>	<b>54%</b>	<b>29%</b>	<b>11%</b>	<b>35%</b>

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'.

- More than one-half of all workers received some type of workplace training, with 59 per cent of full-time workers receiving some form of training.
- Those in full-time employment more frequently received more than one type of workplace training, such as classroom-based training and some other type of training.

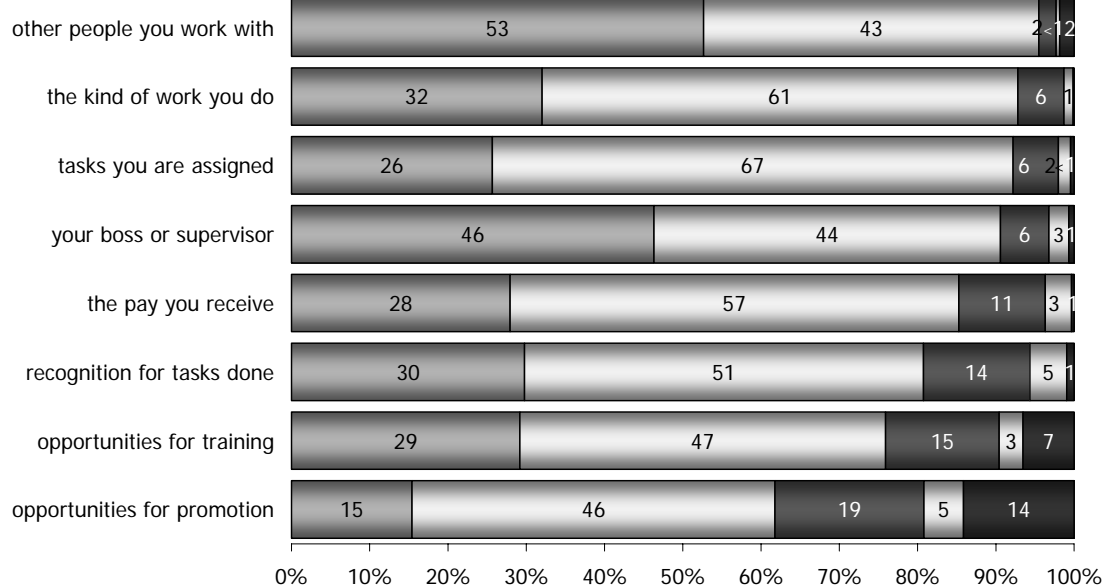
**Job satisfaction**

Nearly all members of the 1998 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 52 per cent who were very satisfied.
- All workers were least satisfied (and most dissatisfied) with opportunities for promotion, although 11 per cent overall did not believe this item was applicable to their work situation.
- There was little difference in the levels of satisfaction between those who were in post-secondary education and training and those who were not, except for opportunities for promotion.

## Satisfaction with...

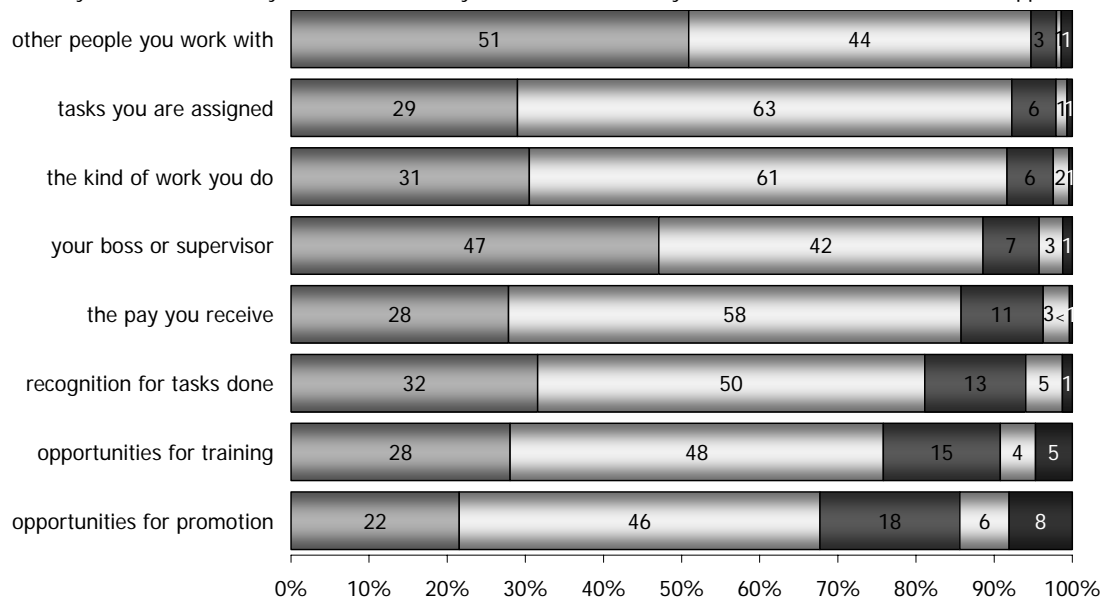
■ Very satisfied   ■ Fairly satisfied   ■ Fairly dissatisfied   ■ Very dissatisfied   ■ Don't know/not applicable



**Figure 5** Satisfaction with various aspects of work among members of the 1998 Year 9 LSAY cohort who were working while in post-secondary education and training in 2003

## Satisfaction with...

■ Very satisfied   ■ Fairly satisfied   ■ Fairly dissatisfied   ■ Very dissatisfied   ■ Don't know/not applicable



**Figure 6** Satisfaction with various aspects of work among members of the 1998 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 1998 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	29%	36%
	No	68%	58%
	Don't know	3%	6%
<i>Number in sample</i>		<i>3150</i>	<i>2176</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 members of the 1998 Year 9 LSAY cohort who were participating in post-secondary education and training, 29 per cent were working in jobs that they felt would make satisfactory careers. For this group, comments about work as a career had the same distribution in 2003 as in 2002.
- Of those not participating in post-secondary study, 36 per cent were working in jobs that they felt would make satisfactory careers, an increase of 7 percentage points since 2002.

**Table 12 1998 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	13%	50%
Prefer part-time	87%	50%
<i>Number in sample</i>	<i>1959</i>	<i>556</i>

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

- One-half of those not undertaking any education or training said they would prefer full-time employment, and one-half preferred part-time work.
- The vast majority of students (87% of those in post-secondary education and training) said they preferred to remain in part-time employment.



**Table 13 Per cent of 1998 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	81%	13%	66%	21%
	No	19%	86%	33%	77%
	Don't know	1%	1%	1%	2%
<i>Number in sample</i>		<i>1109</i>	<i>2042</i>	<i>1537</i>	<i>639</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.

- Most cohort members who were working full-time were entitled to job benefits that included paid holiday and sick leave entitlements, including 66 per cent of those not studying and 81 per cent of those in tertiary education. Most of those who were working part-time reported no such entitlements.
- Between 2002 and 2003, there was an increase in the percentage of cohort members whose jobs included these entitlements.

### Changes between 2002 and 2003

**Table 14** Changes in aspects of 1998 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
<b>Pay rate</b>			
More per hour	71%	86%	74%
Less per hour	3%	2%	3%
About the same	27%	12%	24%
<b>Level of skill needed in job</b>			
More skilled	38%	79%	57%
Less skilled	1%	1%	1%
About the same	61%	20%	42%
<b>Level of responsibility in job</b>			
More responsibility	56%	86%	70%
Less responsibility	2%	<1%	2%
About the same	42%	14%	28%
<b>Promotion</b>			
Yes	16%	28%	32%
No	83%	71%	68%
Don't know	<1%	1%	<1%
<i>Number in sample</i>	<i>1279</i>	<i>524</i>	<i>1069</i>

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

- Three-fourths of cohort members received a higher hourly rate of pay in 2003 compared to 2002, with 86 per cent of those in apprenticeships, traineeships or other study earning such an increase.
- Apprentices and trainees more frequently reported that a higher level of skill was needed and that they had more responsibility in their jobs, compared to tertiary students and those not studying.
- Nearly one-third of cohort members who were not studying in 2003 (32%) earned a promotion during the year, compared to 28 per cent of apprentices and trainees and 16 per cent of tertiary students.

## Looking for work

**Table 15** Job search activity used by members of the 1998 Year 9 LSAY cohort, by study status

<b>Job search activity</b>	<b>In post-secondary education and training</b>	<b>Not in post-secondary education and training</b>
Registered with Centrelink	13%	64%
Used Centrelink touchscreens	21%	63%
Contacted Job Network member	18%	66%
Contacted other employment agency	24%	52%
Read advertisements (newspapers/internet)	92%	97%
Answered advertisements	68%	75%
Contacted friends or relatives	57%	55%
Contacted an employer	68%	78%
Checked factory noticeboards	12%	17%
Posted resume on internet	29%	40%
Sought advice from school/other organisation	19%	18%
Other job search activity	2%	2%
<i>Number in sample</i>	<i>304</i>	<i>318</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%.

- All cohort members—those in post-secondary education and training, and those not—most commonly read advertisements in newspapers and on the internet to look for work.
- Those not studying used Centrelink, Job Network and other employment agencies much more frequently than those studying did.
- The use of Centrelink touchscreens decreased between 2002 and 2003 for post-secondary students, but not for those not studying.

**Table 16 Per cent of 1998 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	62%	65%
Not enough jobs available	50%	59%
Unsuitable education/training	39%	49%
No suitable transport	26%	26%
Lack confidence	18%	22%
Considered too young	14%	16%
Poor interview skills	13%	14%
Poorly written job applications	9%	11%
Health/disability	7%	5%
Gender	6%	4%
Numeracy problems	1%	6%
Literacy problems	3%	3%
Childcare problems	--	5%
Racial/ethnic background	2%	1%
No problems	13%	7%
<i>Number in sample</i>	<i>306</i>	<i>316</i>

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

- Overall, 7 per cent of females and 13 per cent of males looking for work reported that they experienced no problems during their job search. Both figures represent slight decreases since 2002.
- Sixty-two per cent of males and 65 per cent of females said that they experienced problems because they did not have enough work experience. These figures represent slight decreases since 2002.
- Between 2002 and 2003 there was a decrease of 10 points in the percentage of cohort members who said that there were not enough jobs available.
- Close to one-half of female cohort members (49%) and 39 per cent of male cohort members reported that they had unsuitable education or training to gain employment.
- Between 2002 and 2003 there was a decrease in the percentage of males who said that numeracy was a problem in finding a job, while there was a slight increase in the percentage of females who reported this problem.
- Five per cent of females reported that childcare was a problem in gaining employment, compared to 3 per cent in 2002. No males reported childcare problems in 2003.

## SOCIAL ASPECTS

This section reports on the social aspects of the lives of members of the 1998 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 1998 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	90%	86%	57%	48%	73%
Sharing/renting	7%	10%	30%	36%	19%
Buying/own home	<1%	1%	1%	1%	1%
Boarding in private house	1%	1%	2%	2%	1%
University/hostel/other	3%	2%	10%	13%	6%
Number in sample	1177	1171	845	923	4116
Not in post-secondary education and training					
Parental home	83%	75%	64%	55%	69%
Sharing/renting	14%	21%	24%	37%	24%
Buying/own home	<1%	2%	3%	3%	2%
Boarding in private house	2%	1%	3%	2%	2%
University/hostel/other	1%	2%	5%	3%	3%
Number in sample	666	675	699	732	2773

Notes: Geographic background is based on the home postcode in 1998. 'Non-metropolitan' includes provincial, rural and remote locations. Column sections may not sum to 100% due to rounding.

- Overall, 71 per cent of members of the 1998 Year 9 LSAY cohort were living at home, a decrease of 8 percentage points since 2002. There were some differences between males and females, between those participating in post-secondary education and training and those not studying, and between those from metropolitan background and those from non-metropolitan backgrounds.
- Females were more likely than males to be living in a shared or rented property, with 29 per cent of females who were not studying in this type of accommodation.

**Table 18 Family relationships among members of the 1998 Year 9 LSAY cohort in 2003, by gender**

Marital status	Males	Females	Total
Married	<1%	1%	1%
De facto	4%	10%	7%
Single/never married	95%	89%	92%
Separated	<1%	<1%	<1%
Percentage with children	1%	4%	2%
<i>Number in sample</i>	<i>3388</i>	<i>3501</i>	<i>6889</i>

- Eight per cent of the cohort reported that they were married or living with a partner or de facto, and less than one per cent were widowed, separated or divorced. The majority (92%) reported that they were single.
- The percentage of cohort members living with their own children more than doubled between 2002 and 2003, with 2 per cent reporting they were parents.

### Leisure and volunteer activities

**Table 19 Participation in spare-time leisure activities at least once a week in 2003 by members of the 1998 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	8%	12%	7%	13%	10%
Read books	37%	46%	35%	50%	42%
Read newspapers or magazines	89%	86%	91%	88%	89%
Use the Internet	79%	77%	67%	68%	73%
Play sport or exercise	85%	79%	84%	79%	82%
Community based activity	12%	11%	10%	10%	11%
None of the above	1%	1%	1%	1%	1%
<i>Number in sample</i>	<i>1843</i>	<i>1846</i>	<i>1545</i>	<i>1655</i>	<i>6889</i>

Notes: Geographic background is based on the home postcode in 1998. '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%.

- Eighty-two per cent of 1998 Year 9 LSAY cohort members said they played sport or did regular exercise in their spare time at least once a week, which is the same rate of participation as in 2002, but there was an increase in the percentage of cohort members who said they did not participate in any sport or exercise.
- Newspaper and magazine reading was the most common weekly activity, with 89 per cent of the cohort participating at least once a week, similar to results from 2002.
- More than one-half of cohort members (58%) said they never go to the library, an increase since 2002.
- Twenty-five per cent did not read books in their spare time, a small increase since 2002. More males than females indicated that they never read books in their spare time (32% and 19%, respectively).
- Internet use was more common among cohort members from metropolitan backgrounds than those from non-metropolitan backgrounds.

**Table 20 Per cent of 1998 Year 9 LSAY cohort members participating in volunteer activities in 2003, by gender**

<b>Volunteer activity</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
Canvassing, campaigning or fundraising	14%	18%	16%
Member of board or committee (unpaid)	9%	9%	9%
Inform, educate or influence public opinion on behalf of an organisation	7%	7%	7%
Organise or supervise activities or events for an organisation	17%	18%	18%
Teach or coach for a group or organisation (unpaid)	14%	14%	14%
Collect, serve or deliver food or other goods through an organisation	4%	6%	5%
Provide voluntary healthcare or support through an organisation (inc. counselling and visiting)	4%	5%	4%
Other	4%	5%	4%
No participation in volunteer activity	67%	62%	64%
<i>Number in sample</i>	<i>3388</i>	<i>3501</i>	<i>6889</i>

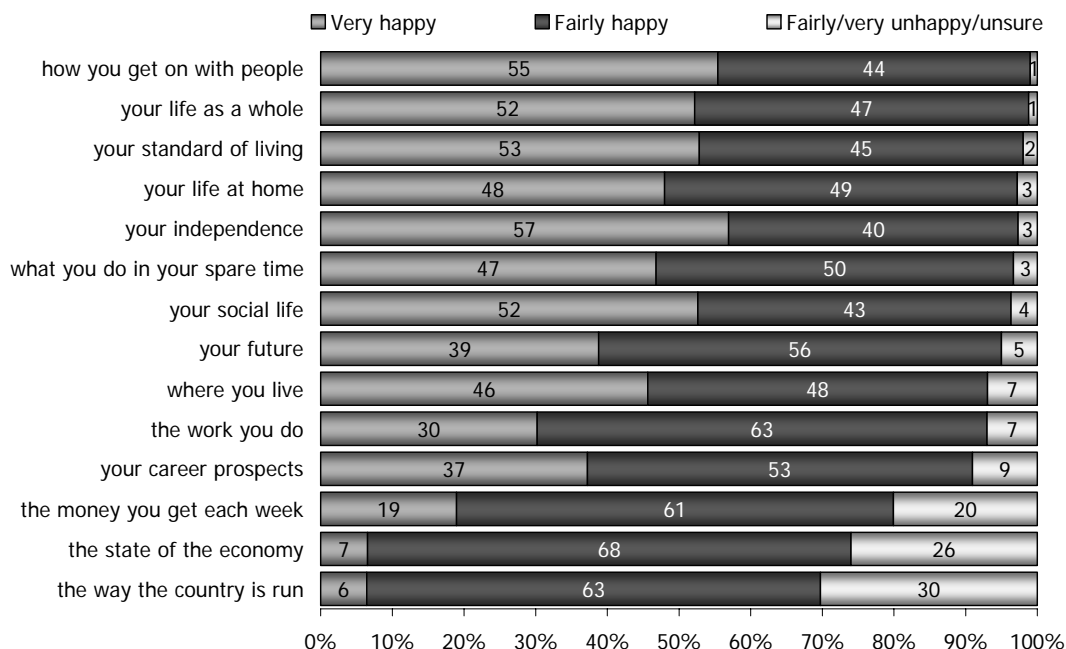
Note: Cohort members may have participated in more than one volunteer activity. The sum of all types of activity is greater than 100%.

- Among cohort members who reported involvement in volunteer and community activities, the most popular activities were organising or supervising events for a volunteer organisation; canvassing, campaigning and fundraising; and unpaid teaching and coaching for a group or organisation.
- There were few differences between the volunteering activities of males and females, although overall 67 per cent of males and 62 per cent of females did not participate in any volunteer activity. Females were more likely to participate in canvassing, campaigning and fundraising, and providing voluntary healthcare or support.

## General attitudes

Overall, members of the 1998 Year 9 LSAY cohort were happy with the way their lives were progressing.

Happiness with...



**Figure 7** Happiness with various aspects of life, for 1998 Year 9 LSAY cohort in 2003

- Nearly all cohort members (99%) responded that they were happy or very happy with how they get along with other people.
- There were small changes between 2002 and 2003 in how cohort members responded, with most young people moving from 'happy' to 'very happy' in their comments.
- The greatest change between 2002 and 2003 was in the item about the state of the economy, with 74 per cent of cohort members stating that they were happy or very happy with the state of the economy, representing an increase of 7 percentage points. Most of this increase was in the 'happy' response.



## APPENDIX

### The Year 9 Class of 1998 in 2003

A nationally representative sample of 14 117 Year 9 students was selected in 1998 to form the second 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 1999, a questionnaire was mailed to each member of the sample, with 9289 useable responses returned. The sample was rebuilt after that survey, and members were contacted by telephone in 2000. There were 9548 sets of useable responses to the 2000 telephone survey, and 8777 to the 2001 telephone survey. In 2003, the total number of useable responses to the annual survey was 6905.

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 LSAY Y98 cohort are contained in Long and Fleming (2002).

Table A1 contains details of the cohort: the number of young persons responding in 2003, the numbers in the original sample in 1998, and the percentage of original cohort members retained.

#### *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 A1 Background characteristics of members of the 1998 Year 9 LSAY cohort**

	Number in 2003	Distribution in 2003	Number in 1998	Distribution in 1998	Per cent retained in sample
<b>Gender</b>					
Male	3388	49%	7208	51%	47%
Female	3501	51%	6829	49%	51%
<b>Indigenous background</b>					
Indigenous	136	2%	447	3%	31%
Non-Indigenous	6519	98%	12937	97%	50%
<b>Place of birth</b>					
Australia	6045	90%	12038	89%	50%
Other	651	10%	1413	11%	46%
<b>Main language spoken at home (1998)</b>					
English	5993	89%	12024	89%	50%
Other	709	11%	1497	11%	47%
<b>Father's place of birth</b>					
Australia	4586	69%	9092	68%	50%
Other	2079	31%	4282	32%	49%
<b>Mother's place of birth</b>					
Australia	4841	72%	9514	71%	51%
Other	1848	28%	3935	29%	47%
<b>Father's occupational group (1998)</b>					
Professionals/paraprofessionals	1898	33%	3604	32%	53%
Managers and administrators	949	16%	1865	17%	51%
Clerical and personal service	556	10%	1032	9%	54%
Tradespersons	1294	22%	2544	23%	51%
Plant and machine operators	710	12%	1460	13%	49%
Labourers and related workers	383	7%	758	7%	51%
<b>Mother's occupational group (1998)</b>					
Professionals/paraprofessionals	1769	37%	3375	37%	52%
Managers and administrators	201	4%	406	4%	49%
Clerical and personal service	2038	42%	3826	42%	53%
Tradespersons	189	4%	420	5%	45%
Plant and machine operators	125	3%	246	3%	51%
Labourers and related workers	475	10%	932	10%	51%
<b>Sector of school attended (1998)</b>					
Government	4628	67%	9373	66%	49%
Catholic	1394	20%	2879	20%	48%
Independent	883	13%	1865	13%	47%
<b>Location of residence (1998)</b>					
Metropolitan	3822	55%	7908	56%	48%
Provincial	1666	24%	3368	24%	49%
Rural/remote	1417	21%	2841	20%	50%
<b>Achievement in literacy and numeracy in Year 9 (1998)</b>					
Lowest quarter	1683	24%	3503	25%	48%
Second quarter	1716	25%	3512	25%	49%
Third quarter	1727	25%	3480	25%	50%
Highest quarter	1752	25%	3543	25%	49%
Number in sample	6905	100%	14117	100%	49%

Notes: Father's and mother's occupational groups are based on the second edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1997). 'Independent' schools are non-government, non-Catholic schools. Location of residence is based on the home postcode in 1998. 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>.