



Longitudinal Surveys of Australian Youth

COHORT REPORT

THE YEAR 9 CLASS OF 1998 IN 2002

Kylie Hillman
Sheldon Rothman

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The views expressed in this report are those of the authors and not necessarily of the
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THE YEAR 9 CLASS OF 1998 IN 2002

This report provides details of the experiences of the 1998 cohort of the Longitudinal Surveys of Australian Youth (abbreviated to LSAY Y98) at a single point in time. 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 2002. Most members of the cohort were in their first post-school year, having completed their secondary schooling at the end of 2001. Information about the cohort's activities in previous years is available in earlier reports in this series, Fullarton (2001), Rothman (2001) and Rothman (2002).

This section provides an overview of the cohort's activities in 2002, with Table 1 presenting a summary of participation in education and employment for the group. Further information is provided in the following sections.

Table 1 Participation in education/training and the labour force during 2002 by the Year 9 class of 1998

	Not in the labour force	Employed full-time	Employed part-time	Unemployed	Total
Still at secondary school	1%	--	1%	--	2%
Attending university or TAFE full-time	16%	5%	30%	--	51%
Attending university or TAFE part-time	<1%	2%	2%	<1%	4%
Apprenticeship, traineeship or other study	1%	15%	3%	1%	20%
Not enrolled in education or training	2%	12%	6%	4%	24%
Total	20%	34%	41%	5%	100%

Note: Cells may not sum to totals due to rounding. 'Other study' includes single modules, short courses and other non-university, non-TAFE study. The category of Not in the Labour Force includes those in full-time study who are not employed. Part-time employment refers to work of less than thirty hours per week.

Education and training

- Just over one-half (51%) of members of the Year 9 class of 1998 were participating in tertiary education at university or TAFE full-time in 2002.
- A further four per cent of cohort members were attending university or TAFE part-time.
- Twenty per cent were undertaking an apprenticeship or traineeship, or were engaged in some other form of study, including short courses.
- Two per cent of the cohort were attending secondary school.
- Twenty-four per cent were not enrolled in education or training in 2002.

Labour force participation

- Twenty per cent of the LSAY Y98 cohort were not in the labour force in 2002, including 18 per cent who were in some form of study.
- Approximately two per cent of the cohort were not in the labour force and were not engaged in any form of study in 2002.
- Approximately one-third (34%) of the LSAY Y98 cohort were employed full-time, including five per cent who were also studying full-time at university or TAFE. None of those still at secondary school was employed full-time.

- Forty-one per cent of the cohort were employed part-time. The majority of part-time workers were combining employment with part-time study at university or TAFE.
- Approximately five per cent of the cohort were unemployed, a rate similar to that reported in previous years.

Social Aspects

- More than three quarters of the cohort were living with either one or both of their parents.
- The overwhelming majority reported high levels of satisfaction with various aspects of their lives, including their relationships with others and their standard of living.

EDUCATION AND TRAINING

This section reports on the education and training activities of the Y98 cohort in 2002. Three in four members of the cohort were involved in some form of education and training—either in secondary school, university and TAFE, or through apprenticeships, traineeships and other courses.

Table 2 Education activities of LSAY Y98 cohort in 2002, by State and sector of school attended in Year 9

	Number in cohort, 2002	Secondary school	Apprentice/ traineeship/ other study	University or TAFE full-time	University or TAFE part-time	Not studying
State of school attendance in Year 9						
Australian Capital Territory	150	1%	14%	51%	3%	31%
New South Wales	2,534	1%	21%	51%	6%	22%
Victoria	1,830	2%	18%	57%	2%	21%
Queensland	1,555	1%	20%	50%	4%	25%
South Australia	592	5%	22%	42%	5%	27%
Western Australia	822	2%	17%	51%	4%	26%
Tasmania	213	3%	28%	38%	3%	29%
Northern Territory	67	5%	24%	31%	6%	33%
Sector of school attendance in Year 9						
Government	5,190	2%	22%	45%	4%	26%
Catholic	1,571	1%	16%	60%	4%	19%
Independent	1,001	1%	13%	67%	4%	15%
Australia	7,762	2%	20%	51%	4%	24%

Notes: Based on weighted data. 'Other study' includes single modules, short courses and other non-university, non-TAFE study. Independent schools are non-government, non-Catholic schools. Cells may not sum to totals for Australia due to rounding.

- Of the LSAY Y98 cohort across Australia, more than one-half (54%) had moved from secondary school into tertiary education, but this figure varied by State. Victoria had the highest proportion in university and TAFE (59%).
- Tasmania and the Northern Territory had the highest rates of participation in apprenticeships and traineeships, at 28 and 24 per cent, respectively.
- South Australia and the Northern Territory had the largest proportion of students attending secondary school in 2002, at 5 per cent.
- Cohort members who were attending government schools in 1998 were more likely than those from other schools to be enrolled in a secondary school in 2002, and were also more likely to be undertaking an apprenticeship or traineeship, or some other study, such as single modules or short courses.
- 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.
- Of those who completed Year 12 in 2001, 97 per cent of male and 98 per cent of female students had been awarded a senior secondary school certificate.
- In 2002, only 2 per cent of the cohort were still attending secondary school, the majority being in Year 12 or Year 13.¹

¹ The rate of part-time participation in senior secondary schooling has increased in recent years, as reported in *Schools, Australia* (ABS catalogue no. 4221.0). The LSAY survey does not collect data on part-time enrolments in secondary school.

Table 3 Year 12 and Year 13 students' plans for the next year

	Per cent of those in Year 12/13, 2002 (n=130)
Go to university	54%
Go to a TAFE college	12%
Other course/training elsewhere	3%
Get an apprenticeship	9%
Get a traineeship	1%
Look for work/get a job	12%
Other	3%
Don't know	8%

- The majority of Year 12 or Year 13 students (54%) said that they planned to go to university.
- Twelve per cent planned to study at a TAFE college.
- Thirteen per cent planned to undertake training through an apprenticeship, traineeship or another course.

University and TAFE study

Table 4 shows selected background characteristics of those members of the LSAY Y98 cohort who were studying either full-time or part-time at a university or a TAFE institution.

Table 4 Selected background characteristics of LSAY Y98 cohort members in tertiary study, by type of institution and study load, 2002

	Type of institution		Study load		Cohort in 2002 (%)
	University (%)	TAFE (%)	Full-time (%)	Part-time (%)	
Gender					
Male	43	45	44	44	49
Female	57	55	56	56	51
Indigenous status					
Indigenous	1	2	1	3	2
Non-Indigenous	99	98	99	97	98
Student's country of birth					
Australia	87	88	87	92	90
Other	13	12	13	8	10
Main language spoken at home					
English	88	84	86	92	89
Other	12	16	14	8	11
Father's country of birth					
Australia	65	60	63	71	69
Other	35	40	37	29	31
Mother's country of birth					
Australia	68	64	66	69	72
Other	32	36	34	31	28
Father's level of education					
Did not complete secondary	35	52	39	49	46
Completed secondary	65	48	61	51	54
Mother's level of education					
Did not complete secondary	36	51	40	49	45
Completed secondary	64	49	60	51	55
Father's occupational group					
Professionals and associate professionals	44	24	39	28	32
Managers and administrators	18	15	18	12	16
Clerical, sales and service	8	10	9	6	10
Trades	17	28	20	28	23
Production and transport	8	14	9	16	13
Labourers and related	4	9	5	10	7
Mother's occupational group					
Professionals and associate professionals	47	32	44	28	37
Managers and administrators	4	4	4	6	4
Clerical, sales and service	37	47	39	54	43
Trades	4	4	4	5	4
Production and transport	2	2	2	1	3
Labourers and related	6	11	7	7	10
Achievement in literacy and numeracy (Year 9)					
Lowest quarter	8	35	15	35	25
Second quarter	19	30	22	27	25
Third quarter	29	23	27	24	25
Highest quarter	45	13	36	14	25
Total	2,852	1,430	3,951	330	100%

Notes: 'TAFE' enrolments refer to those in courses other than apprenticeships and traineeships. Based on weighted data. Occupational groups based on the *Australian Standard Classification of Occupations*, second edition (ABS 1997, catalogue no. 1220.0).

- Females constituted 57 per cent of LSAY Y98 cohort members who were attending university and 55 per cent who were attending TAFE.
- Among cohort members attending university, 35 per cent of fathers and 36 per cent of mothers had not completed secondary education.
- Among cohort members attending a TAFE institution, 52 per cent of fathers and 51 per cent of mothers had not completed secondary education.
- Cohort members studying at university and those studying full-time were more likely to have parents in professional and associate professional occupations.
- Among cohort members attending university, 45 per cent had scored in the top quarter on the LSAY achievement tests administered in Year 9.
- Thirty-five per cent of TAFE students had scores in the lowest quarter on the LSAY achievement tests administered in Year 9.

Table 5 Sources of income for LSAY Y98 cohort members studying full-time or part-time at university or TAFE in 2002

Source of income	Full-time students (%)	Part-time students (%)	Overall (%)
Receive Youth Allowance or Abstudy payments	27	17	26
Receive Student Financial Supplement Scheme payments	2	--	1
Income from paid work	72	89	73
Income from parents or family	25	7	24
Income from scholarship or cadetship	3	1	2
Income from other government allowances	1	1	1
Income from other sources	2	2	2

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

- Close to three-fourths (73%) of tertiary students were in paid employment, part-time students more frequently than full-time students.
- On average, full-time students earned approximately \$12 per hour and worked 12 hours per week, with no difference in earnings or hours between those studying at university and those at TAFE.
- Financial support from parents and other family members, and payments such as Youth Allowance or Abstudy were more frequently received by full-time students.
- Overall, around one student in four reported receiving Youth Allowance or similar payments.
- Overall, income from the Student Financial Supplement Scheme, other government allowances and other sources was reported infrequently.
- Females students more frequently reported receiving money from paid work, parents or other family members and Youth Allowance.
- Male students reported more financial support in the form of scholarships.

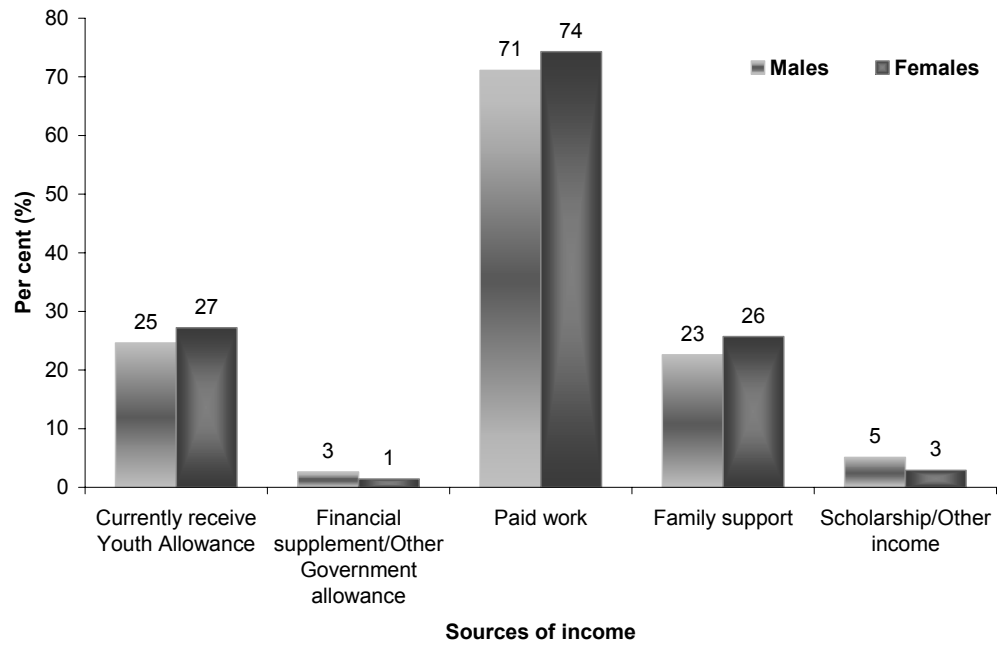


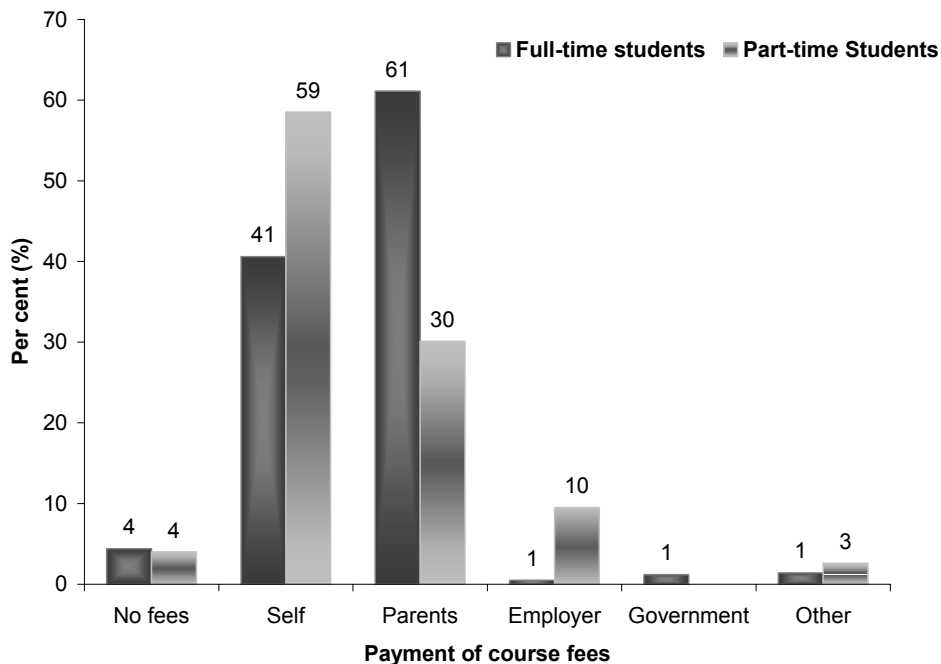
Figure 1 Sources of income for male and female university and TAFE students in 2002

Table 6 Payment of course fees for LSAY Y98 cohort members studying in 2002, by gender and type of institution

Who pays course fees?	University		TAFE		Overall
	Males	Females	Males	Females	
No course fees	6	3	5	4	4
Self (student)	46	37	39	46	42
Student's parents	54	65	62	53	59
Student's employer	2	<1	1	3	1
Government	1	<1	4	1	1
Other	2	1	1	2	1

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

- Males at university reported contributing to payment of their fees more often than females at university, whereas at TAFE, the reverse held true.
- Sixty-five per cent of females at university and 62 per cent of males at TAFE reported that their parents contributed to payment of their course fees.
- Payment of course fees by the Government was highest among males at TAFE institutions.
- Payment of course fees by the students themselves or by their employer was more commonly reported by those studying part-time.
- Full-time students more frequently reported that their fees were paid by their parents.

**Figure 2 Payment of course fees for full-time and part-time students in 2002**

Apprenticeships and traineeships

Table 7 reports on the twenty per cent of the Y98 cohort who were involved in apprenticeships, traineeships or other courses during 2002.

Table 7 Selected background characteristics of LSAY Y98 cohort members undertaking apprenticeships, traineeships or other study in 2002

	Apprentices (%)	Trainees (%)	Other study (%)	Cohort in 2002 (%)
Gender				
Male	84	37	46	49
Female	16	63	54	51
Indigenous status				
Indigenous	4	3	2	2
Non-Indigenous	96	97	98	98
Student's country of birth				
Australia	96	98	85	90
Other	4	2	15	10
Main language spoken at home				
English	94	96	90	89
Other	6	4	10	11
Father's country of birth				
Australia	79	81	70	69
Other	21	19	30	31
Mother's country of birth				
Australia	81	83	73	72
Other	19	17	27	28
Father's level of education				
Did not complete secondary	59	56	51	46
Completed secondary	41	44	49	54
Mother's level of education				
Did not complete secondary	51	55	49	45
Completed secondary	49	55	51	55
Father's occupational group				
Professionals and associate professionals	20	25	29	32
Managers and administrators	17	14	11	16
Clerical, sales and service	10	11	12	10
Trades	30	24	27	23
Production and transport	17	18	15	13
Labourers and related	5	8	7	7
Mother's occupational group				
Professionals and associate professionals	25	26	27	37
Managers and administrators	3	4	3	4
Clerical, sales and service	51	49	42	43
Trades	5	4	7	4
Production and transport	3	4	6	3
Labourers and related	14	13	14	10
Achievement in literacy and numeracy (Year 9)				
Lowest quarter	40	28	29	25
Second quarter	29	30	31	25
Third quarter	19	28	25	25
Highest quarter	12	14	15	25
Total	743	571	216	100%

Notes: 'Other study' includes single modules, short courses and other non-university, non-TAFE study. Based on weighted data. Occupational groups based on the *Australian Standard Classification of Occupations*, second edition (ABS 1997, catalogue no. 1220.0).

- Among LSAY Y98 cohort members undertaking apprenticeships, 84 per cent were male; among those undertaking traineeships, 63 per cent were female.
- Four per cent of those undertaking apprenticeships and 3 per cent of those undertaking traineeships were Indigenous Australians.
- Ninety-six per cent of apprentices and 98 per cent of trainees were born in Australia.
- Among cohort members undertaking apprenticeships, 30 per cent had fathers who worked in trade occupations; 51 per cent had mothers who worked in clerical, sales and service occupations.
- Forty per cent of apprentices had scored in the lowest quartile group on the LSAY achievement tests administered in Year 9.
- On average, apprentices were working 42 hours per week and making a gross weekly income of \$375.
- Trainees were working 39 hours per week on average and making a gross weekly income of \$350.
- A small number of apprentices and trainees were employed part-time; they were earning a gross weekly income of \$187 and \$211, respectively.
- Of the small group who were studying other courses, those who were also working full-time earned an average of \$465 a week and worked 39 hours; those who were employed part-time earned an average gross weekly income of \$179 and worked 15 hours.

EMPLOYMENT

This section provides details on the labour force participation of members of the Y98 cohort during 2002. Overall, approximately one-third of the cohort were employed full-time, with another 41 per cent employed part-time.

Table 8 Employment activities of cohort members by study status and gender

	Males	Females	Total
In secondary school	n=66	n=60	n=126
Not working	57%	48%	52%
Hours worked per week in main job			
1-10 hours	23%	35%	28%
11-20 hours	19%	16%	17%
21-30 hours	2%	1%	2%
31-40 hours	0%	0%	0%
More than 40 hours	0%	0%	0%
Mean gross weekly income	\$127	\$128	\$128
In post-secondary education & training	n=2,777	n=2,944	n=5,740
Not working	25%	26%	26%
Hours worked per week in main job			
1-10 hours	15%	21%	18%
11-20 hours	19%	25%	22%
21-30 hours	6%	9%	7%
31-40 hours	24%	16%	20%
More than 40 hours	11%	3%	7%
Mean gross weekly income	\$282	\$216	\$248
Not studying	n=921	n=882	n=1,805
Not working	20%	27%	23%
Hours worked per week in main job			
1-10 hours	4%	8%	6%
11-20 hours	11%	13%	12%
21-30 hours	10%	16%	13%
31-40 hours	39%	32%	36%
More than 40 hours	15%	5%	10%
Mean gross weekly income	\$412	\$311	\$364

Note: The category 'post-secondary education and training' combines those at university or TAFE with those in apprenticeships, traineeships and short courses. Excludes those who did not state how many hours they worked each week. Some students did not respond to questions regarding their gender in the original surveys; they are included in the Total statistics only.

- Among cohort members who were not studying, 20 per cent of males and 27 per cent of females were not working at all.
- Those not studying worked longer hours and earned more per week than did those in post-secondary education and training and those still in secondary school.
- Less than one-half of cohort members attending secondary school were also working, while close to three-fourths of those who were in post-secondary education and training were combining their study with employment.
- On average, males in post-secondary education and training who were also employed had gross earnings of \$282 and worked 27 hours per week, compared to female student-workers, who earned \$216 and worked 21 hours per week.
- Those who were still secondary school worked fewer hours than those in post-secondary education and training, and had correspondingly lower gross weekly earnings.

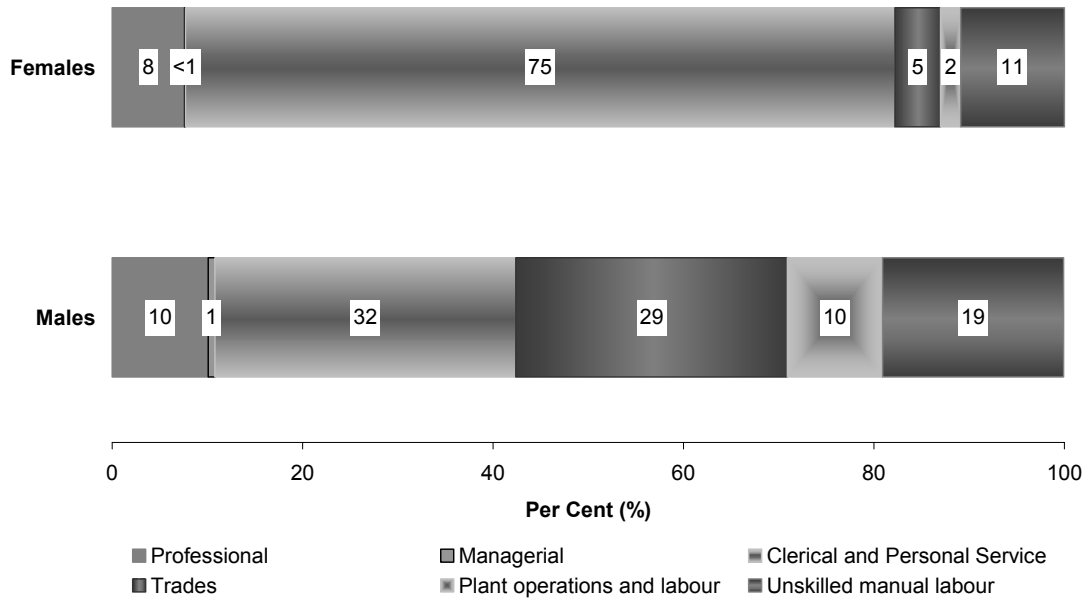


Figure 3 Distribution of occupation groups for members of the LSAY Y98 cohort who were working while in post-secondary education and training in 2002, by gender

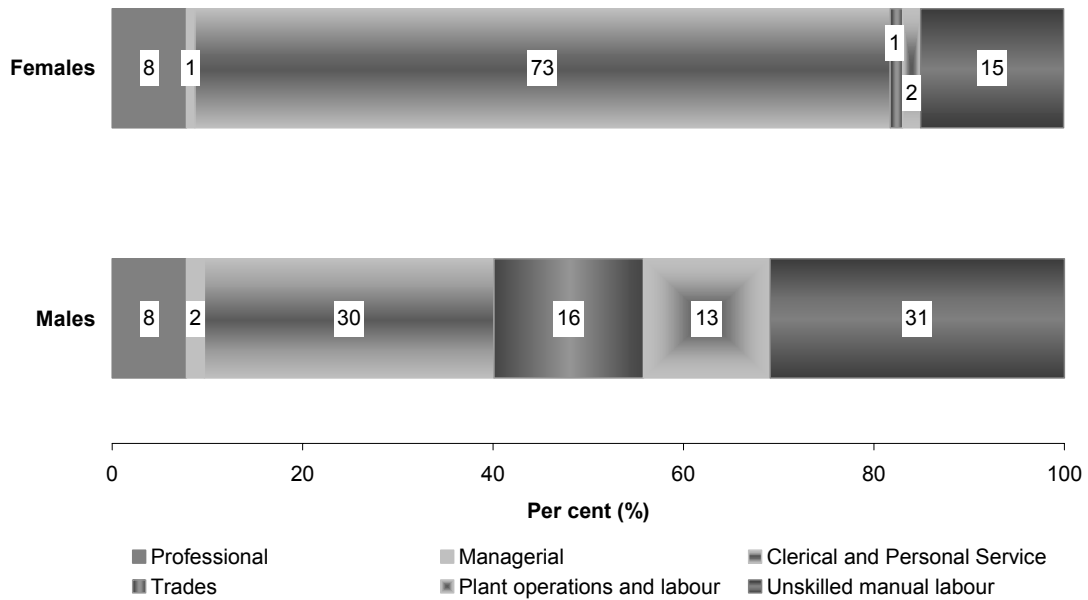


Figure 4 Distribution of occupation groups for members of the LSAY Y98 cohort who were working and not studying in 2002, by gender

- The clerical, sales and service area, which includes the retail and hospitality industries, employed 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.
- Thirty per cent of male students who were employed were working in the trades; this area employed less than 5 per cent of female student-workers.
- Another 20 per cent of working students (12% of females and 27% of males) had jobs as plant operators or labourers, or in unskilled manual occupations.
- More than half of those attending secondary school and working were employed in the clerical and personal services area (28% of males and 73% of females).
- Thirty per cent of males not studying were working in unskilled manual labour, while only sixteen per cent were employed in the trades. The larger proportion of student-workers employed in the trades is most likely due to those undertaking apprenticeships at the time.
- The vast majority of females (74%) who were working were employed in the clerical, sales and personal services areas. More female non-students were employed in unskilled manual labour than females who were combining study with work (14% and 11%, respectively).

Table 9 Average number of hours worked and gross weekly earnings in main job, by gender and occupation group, for LSAY Y98 cohort members not in education or training in 2002

Occupation group	Males		Females	
	Hours worked	Gross earnings	Hours worked	Gross earnings
Professional and Managerial	36	\$442	35	\$402
Clerical and personal service	30	\$351	29	\$300
Trades	39	\$456	37	\$387
Plant operators and labourers	41	\$471	30	\$366
Unskilled manual labour	36	\$419	27	\$291
All groups	35	\$412	29	\$311

- Among those not undertaking any study or training, males worked on average 35 hours per week and females worked 29 hours per week, similar to the hours reported by school leavers in 2001.
- The difference in the number of hours worked is reflected in the average weekly income, with males earning a gross salary of \$413 per week and females earning \$310 per week.

Table 10 Average number of hours usually worked in main job and all jobs in 2002, for those with more than one job, by gender

Study status	Gender	n	Mean hours worked in main job	Mean hours worked in all jobs
Student	Male	270	19	34
	Female	359	15	26
	Total	630	17	29
Non-student	Male	91	26	40
	Female	100	20	38
	Total	191	23	39

Note: The category Student includes those attending secondary school, as well as those engaged in post-secondary education and training.

- Fourteen per cent of employed young people (14% of both those studying and those not studying) were in more than one job during 2002.
- For males combining education or training with employment, a second job increased the average number of hours worked from 19 to 34. For females, a second job increased the average number of hours worked from 15 to 26.
- Among cohort members not studying, males increased their average hours from 26 to 40 with an additional job, while females increased their hours from 20 to 38.
- Overall, an additional job meant a change from working part-time (less than 30 hours per week) to an equivalent of full-time work, except for females who were combining employment with education or training.

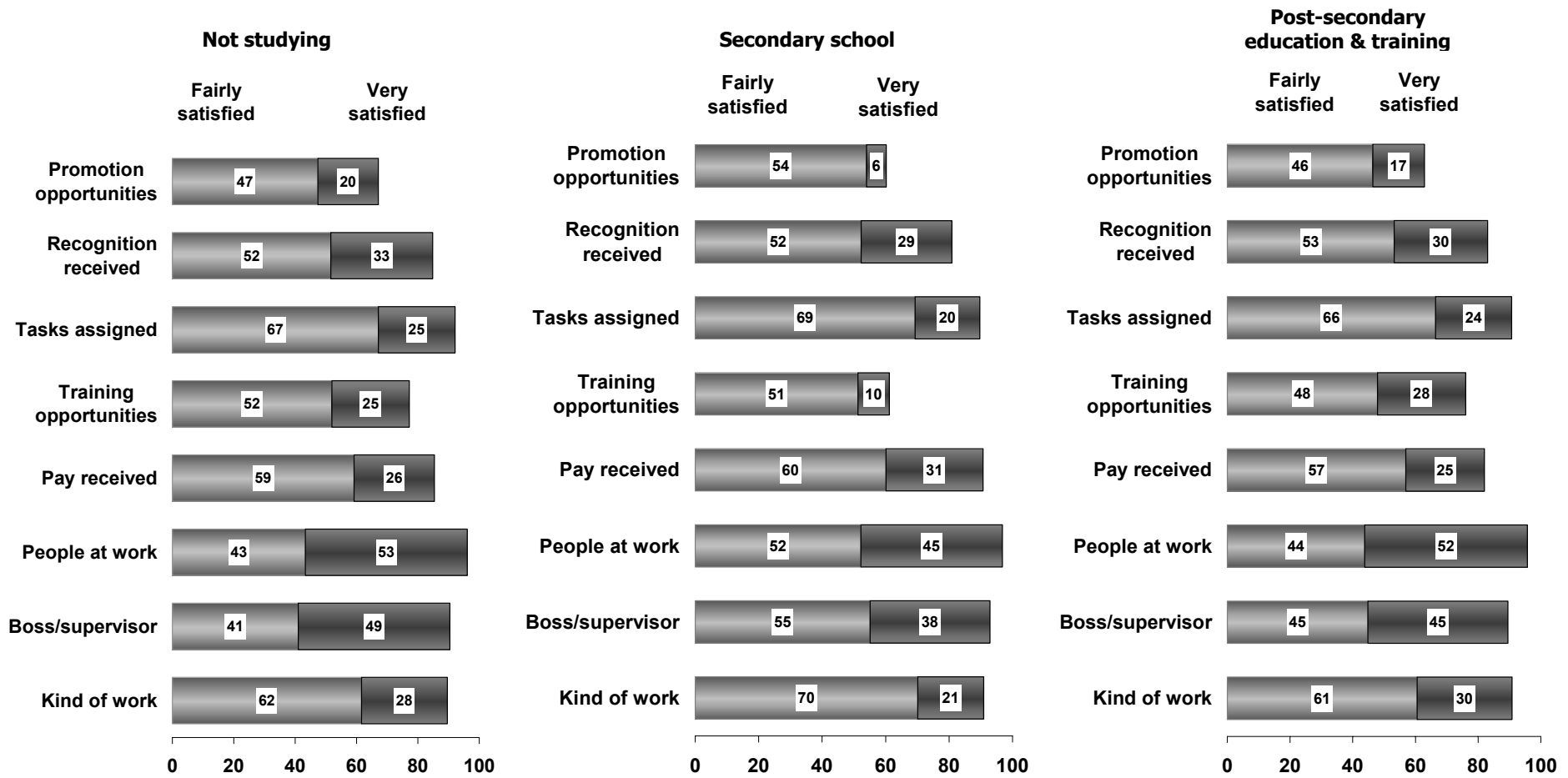


Figure 5 Proportion of the LSAY Y98 cohort fairly satisfied or very satisfied with specific aspects of their work, by study status

Table 11 Proportion of cohort members who saw themselves continuing in their current jobs as careers, by study status

		Secondary	Post-secondary	Not studying
Is the job you have now the type of job you would like as a career?	Yes	7%	29%	28%
	No	89%	68%	65%
	Don't know	4%	3%	7%

- Members of the LSAY Y98 cohort who were employed while attending secondary school during 2002 saw their jobs as a temporary means for learning about work and earning some money. Even though they were satisfied with many aspects of their jobs, only 7 per cent of this group believed they would like to continue in their jobs as a career.
- Of those were participating in post-secondary education and training, 29 per cent were working in jobs that they felt would make satisfactory careers. Similarly, 28 per cent of those not participating in post-secondary education and training were working in jobs that they felt would make satisfactory careers.
- All cohort members who were working said they were satisfied with most aspects of their work, citing satisfaction with the people they worked with more frequently than any other aspect of their jobs.
- All workers were least satisfied (and most dissatisfied) with opportunities for promotion, although 9 per cent overall did not believe that this item was applicable to their work situation.
- Those who were not studying reported slightly higher levels of satisfaction with most aspects of their work than did those who were in post-secondary education and training, who were in turn more satisfied on average than those who were still in secondary school.

Table 12 Part-time workers and preferences for full-time work, by study status

	In secondary school (n=60)	In post-secondary education and training (n=2394)	Not in any study or training (n=375)
Prefer full-time	11%	16%	57%
Prefer part-time	89%	84%	43%

- Over one-half (57%) of those not undertaking any education or training said they would prefer full-time employment.
- The vast majority of students (both those still at secondary school and those in post-secondary education and training) said they preferred to remain in part-time employment.

Table 13 Percentage of cohort members entitled to holidays and sick pay in their jobs, by school status

		School status		Not studying		Secondary		Post-secondary	
		Employment status		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
		Weighted n	899	454	0	58	1,664	2,553	
Does your job entitle you to any form of paid annual leave or sick leave, apart from public holidays?	Yes		54%	14%	-	22%	74%	14%	
	No		43%	81%	-	76%	24%	83%	
	Don't know		4%	5%	-	2%	2%	3%	

Note: Cells may not sum to 100 per cent due to rounding.

- Seventy-four per cent of cohort members who were combining post-secondary education or training with full-time employment were in jobs that included paid holiday and sick leave entitlements. Only 54 per cent of those who were working full-time but not studying reported such entitlements.
- Of those who were working part-time and not studying, only 14 per cent had jobs with that offered entitlements.
- Approximately 76 per cent of cohort members attending secondary school were working in jobs that did not offer paid annual leave or sick leave; all of these positions were part-time.

Table 14 Changes in aspects of cohort members' work, for those remaining in the same job between 2001 and 2002, by gender

Comparison between 2001 and 2002	Males (n=1,081)	Females (n=1,092)
Pay rate		
More per hour	77%	79%
Less per hour	3%	3%
About the same	20%	19%
Level of skill needed in job		
More skilled	52%	46%
Less skilled	1%	<1%
About the same	47%	54%
Level of responsibility in job		
More responsibility	69%	66%
Less responsibility	1%	1%
About the same	30%	33%
Promotion		
Yes	25%	23%
No	75%	76%
Don't know	<1%	1%

Note: Cells may not sum to 100 per cent due to rounding.

- More than three-fourths of both males and females were being paid at a higher hourly rate than in 2001.
- Fifty-two per cent of males and 46 per cent of females said that their jobs required more skill than in the previous year.
- Around two-thirds of both males and females reported that they now held more responsibility in their positions.
- Between 2001 and 2002, 25 per cent of males and 23 per cent of females received a promotion.

Table 15 Workplace training for salaried/waged workers, by hours worked per week in main job

Hours worked per week	n	No training	Any training	Type of workplace training		
				Classroom based	Outside work-place	Other job training
1-10 hours per week	1,105	58%	42%	19%	7%	28%
11-20 hours per week	1,473	46%	54%	26%	9%	36%
21-30 hours per week	640	44%	56%	28%	8%	38%
31-40 hours per week	1,775	45%	55%	26%	12%	40%
41+ hours per week	563	42%	58%	22%	13%	45%
Not sure of hours	70	58%	42%	24%	5%	27%
Total	5,626	47%	53%	24%	10%	37%

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 type of workplace training".

- Fifty per cent of those working part-time—which includes all of the students with jobs—received some sort of workplace training, and 56 per cent of full-time workers received some training.

Table 16 Job search activities, by study status

Job search activity	Secondary (n=27)	Post-secondary (n=647)	Not studying (n=272)
Read advertisements (newspapers and/or internet)	93%	91%	93%
Answered advertisements	71%	67%	75%
Contacted employers	79%	76%	75%
Friends or relatives	66%	60%	59%
Registered with Centrelink	45%	28%	63%
Centrelink touchscreens	19%	39%	63%
Contact Job Network member	23%	31%	61%
Other employment agency	30%	36%	46%
Posted resume on internet	0%	21%	22%
Factory noticeboards	17%	14%	20%
Advice from school/other	58%	19%	18%
Other recent job search activity	8%	4%	4%

- All groups—those studying at secondary school, those in post-secondary education or training, and those not studying—most commonly read advertisements to look for work.
- Those not studying used Centrelink, Job Network, other employment agencies and factory noticeboards much more frequently than those studying did.
- Similar proportions of those in post-secondary education and training and those not studying reported posting their resume on the internet, but this strategy was not used by secondary students.
- Fifty-eight per cent of secondary school students obtained advice from advisors at their schools.

Table 17 Problems experienced during job search, by gender

	Males (n=433)	Females (n=499)
Not enough work experience	64%	69%
Not enough jobs available	60%	70%
Unsuitable education/training	39%	52%
No suitable transport	27%	30%
Considered too young	15%	21%
Lack confidence	17%	21%
Poor interview skills	14%	11%
Poorly written job applications	11%	7%
Being male/female	8%	7%
Health/disability	5%	5%
Numeracy problems	5%	5%
Literacy problems	4%	2%
Racial/ethnic background	3%	4%
Childcare problems	<1%	3%
No problems reported	15%	10%

- Overall, 90 per cent of females and 85 per cent of males looking for work reported that they experienced at least one problem during their job search.
- Close to two-thirds of male (64%) and female (69%) cohort members said that they experienced problems because they did not have enough work experience.
- Females reported more frequently than males that they were considered too young for a job, that they had unsuitable education or training, and that there were not enough jobs available.
- Males reported poor interview skills, poorly written applications and literacy problems more frequently than females did.

SOCIAL ASPECTS

This section contains information on the social and personal aspects of cohort members lives, including where they live, marital and parental status, satisfaction with areas of their lives and participation in various leisure and volunteer activities.

Table 18 Cohort members' place of residence, by study status and gender

	Not studying		Post-secondary	
	Male (n=928)	Female (n=892)	Male (n=2811)	Female (n=2981)
Parents' home	81%	77%	82%	77%
Sharing/renting	14%	21%	12%	15%
Buying/already own place	<1%	1%	<1%	<1%
Boarding in private house	2%	1%	1%	2%
University or TAFE residence	<1%	0%	4%	6%
Hostel/boarded house/other	2%	<1%	1%	1%

Note: Secondary students are not included in this table, due to small cell sizes.

- Although there were some small differences between males and females, overall 79 per cent of members of the Y98 cohort were living at home.
- Females were more likely than males to be living in a shared, rented property; this was more common among females who were not studying.
- Ninety-six per cent of the cohort reported that they were single, four per cent were married, living with a partner or de facto, and less than one per cent were widowed, separated or divorced.
- Eighty-six of the LSAY Y98 cohort members were living with their own children (10 males and 76 females). Only seven of these reported having more than one child at the time of the survey.

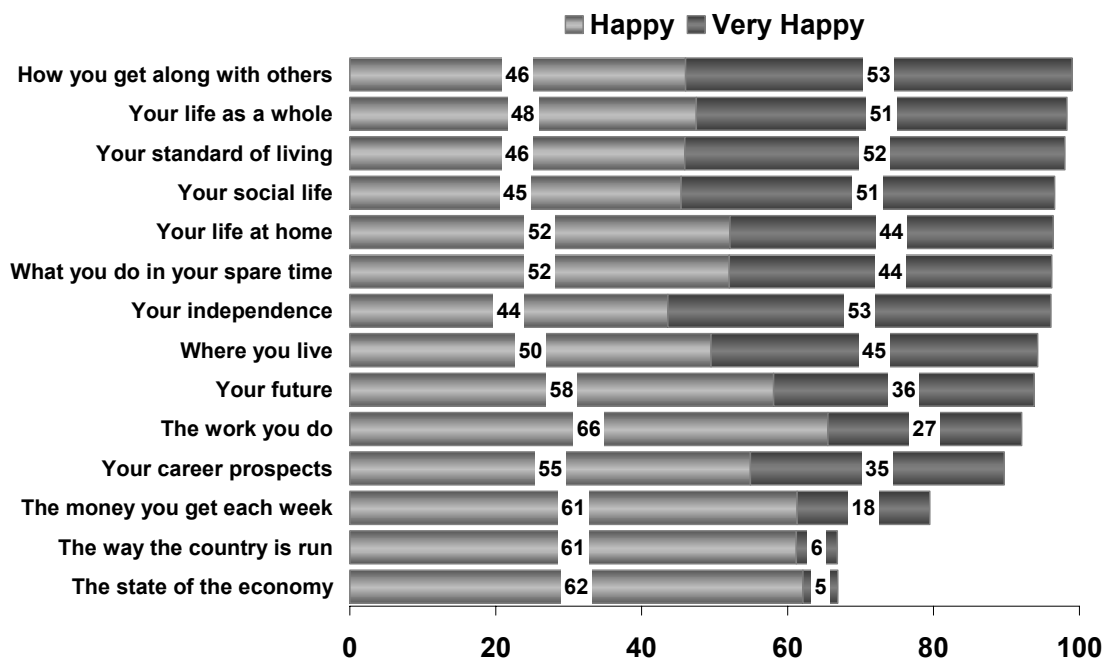


Figure 6 Proportion of the LSAY Y98 cohort who were happy or very happy with various aspects of their lives in 2002

- Nearly all cohort members (99%) responded that they were happy or very happy with how they get along with other people.
- Ninety-eight per cent said they were happy or very happy with their lives overall and their standard of living.
- Sixty-seven per cent were pleased with the way the country was being run and with the state of the economy, a slight change to cohort members' responses in 2001.

Table 19 Cohort participation in spare-time leisure activities in 2002, by gender

	At least once a week	At least once a month	At least once every 3 months	At least once a year	Less often than once a year	Never
Go to the library						
Males	10%	13%	7%	10%	4%	57%
Females	15%	20%	9%	10%	3%	43%
Read books						
Males	36%	16%	9%	8%	3%	29%
Females	47%	18%	10%	6%	2%	18%
Read newspapers or magazines						
Males	90%	7%	1%	<1%	<1%	3%
Females	88%	9%	1%	<1%	<1%	2%
Use the Internet						
Males	74%	11%	2%	1%	<1%	11%
Females	73%	12%	2%	1%	<1%	12%
Play sport or do regular exercise						
Males	86%	7%	1%	<1%	<1%	5%
Females	79%	9%	2%	1%	<1%	10%
Take part in any community based activity						
Males	12%	7%	3%	4%	2%	73%
Females	11%	6%	3%	4%	2%	73%

- Eighty-nine per cent of cohort members said they read newspapers or magazines in their spare time at least once a week, which is a slight increase from 2001.
- Sport/exercise was another popular activity, with 82 per cent of the cohort participating at least once a week, similar to results from 2001.
- More females than males reported no participation in regular sport or exercise, 10 per cent versus 5 per cent.
- Fifty per cent of cohort members said they never go to the library, an increase since 2001.
- Twenty-three per cent never read books in their spare time, similar to results from 2001. More males than females indicated that they never read books in their spare time (29% and 18%, respectively).
- Close to three-fourths of the cohort were not involved in any community-based activity.

Table 20 Cohort participation in volunteer activities in 2002, by gender

Volunteer Activity	Males (%)	Females (%)	Total (%)
Canvassing, campaigning or fundraising	44	51	48
Member of board or committee (unpaid)	20	22	21
Inform, educate or influence public opinion on behalf of an organisation	18	18	18
Organise or supervise activities or events for an organisation	45	43	44
Teach or coach for a group or organisation (unpaid)	40	36	38
Collect, serve or deliver food or other goods through an organisation	14	18	16
Provide voluntary healthcare or support through an organisation (inc. counselling and visiting)	8	15	12
Other	17	15	16

Note: Respondents may have indicated more than one voluntary activity.

- Among cohort members who reported involvement in volunteer and community activities, the most popular activities were canvassing, campaigning and fundraising; organising or supervising events for a volunteer organisation; and unpaid teaching and coaching for a group or organisation.
- There were few differences between the volunteering activities of males and females. Males were slightly more likely to participate in coaching and teaching activities, while females were more likely to participate in canvassing, campaigning and fundraising, and providing voluntary healthcare or support

APPENDIX

The Year 9 Class of 1998

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-to-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 9,289 useable responses returned. The sample was rebuilt after that survey, and members were contacted by telephone in 2000. There were 9,548 sets of useable responses to the 2000 telephone survey, and 8,777 to the 2001 telephone survey. In 2002, the total number of useable responses to the annual survey was 7,762.

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 A-1 presents details of the cohort: the number of young persons responding in 2002, the numbers in the original sample in 1998, and the percentage of original cohort members retained.

Table A-1 Background characteristics of members of the LSAY Y98 cohort who responded to the telephone survey in 2002, and retention of sample

	2002		1998		% retained in sample
	n	%	n	%	
Total	7,762	100%	14,117	100%	55%
Gender					
Male	3,808	49%	7,208	51%	53%
Female	3,933	51%	6,829	49%	58%
Indigenous status					
Indigenous	175	2%	447	3%	39%
Non-Indigenous	7,293	98%	12,926	97%	56%
Student's country of birth					
Australia	6,781	90%	12,040	90%	56%
Other	736	10%	1,411	10%	52%
Main language spoken at home					
English	6,720	89%	12,024	89%	56%
Other	806	11%	1,497	11%	54%
Father's country of birth					
Australia	5,149	69%	9,092	68%	57%
Other	2,328	31%	4,282	32%	54%
Mother's country of birth					
Australia	5,406	72%	9,514	71%	57%
Other	2,104	28%	3,936	29%	53%
Father's level of education					
Did not complete secondary	3,280	46%	5,955	48%	55%
Completed secondary	3,800	54%	6,567	52%	58%
Mother's level of education					
Did not complete secondary	3,216	45%	5,840	46%	55%
Completed secondary	3,946	55%	6,883	54%	57%
Father's occupational group					
Professionals and associate professionals	2,095	32%	3,604	32%	58%
Managers and administrators	1,043	16%	1,865	17%	56%
Clerical, sales and service	619	10%	1,032	9%	60%
Trades	1,488	23%	2,544	23%	58%
Production and transport	809	13%	1,460	13%	55%
Labourers and related	427	7%	758	7%	56%
Mother's occupational group					
Professionals and associate professionals	1,968	37%	3,375	37%	58%
Managers and administrators	220	4%	406	4%	54%
Clerical, sales and service	2,287	43%	3,826	42%	60%
Trades	228	4%	420	5%	54%
Production and transport	142	3%	246	3%	58%
Labourers and related	523	10%	932	10%	56%
Achievement in literacy and numeracy (Year 9)					
Lowest quarter	1,899	25%	3,503	25%	54%
Second quarter	1,933	25%	3,512	25%	55%
Third quarter	1,935	25%	3,480	25%	56%
Highest quarter	1,963	25%	3,543	25%	55%

Notes: Based on weighted data. Occupational groups based on the *Australian Standard Classification of Occupations*, second edition (ABS 1997, catalogue no. 1220.0).

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