

Young adults returning to live with parents during COVID-19

Supplementary materials

January 2023

LONGITUDINAL STUDY OF AUSTRALIAN CHILDREN (LSAC) MEASURES

Items measuring experience during the coronavirus restriction period (CRP) were developed for LSAC.

Coronavirus restriction period (CRP)

Participants were given the following description of the coronavirus restriction period (CRP):

Throughout this questionnaire we will ask about the coronavirus restriction period. This is the period where governments put in place restrictions and recommendations designed to curb the spread of COVID-19, the disease caused by the new coronavirus.

Please answer the questions that refer to the coronavirus restriction period by thinking about the time when restrictions were first at their peak. For most people this would have been between March and May 2020.

The level of restrictions enforced varied across the states and territories but for most people these restrictions would have included the following:

- Limits to the number of people you could gather with. In most states, gatherings of more than 2 people were not allowed, though in some states the limit was 10 people.
- Limits to the number of people allowed to attend funerals or weddings.
- Closing schools and universities, moving school to home-based learning or having longer school holidays.
- Closing down pubs, restaurants and/or some retail outlets.
- Being advised to work from home if possible.

Changes to living arrangements during the CRP

At age 20-21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked to respond 'Yes' or 'No' to:

During the coronavirus restriction period, did the composition of your household change (e.g. people moving in or out)? Include any temporary living arrangements and any times you moved house and/or the people you lived with changed.

Respondents who answered 'Yes' were subsequently asked to indicate 'Yes' or 'No' to each of the following:

- They began to live with their parent(s) or their parents moved to live with them.
- They stopped living with their parent(s) or their parents moved out.
- They began to live with someone other than their parent(s) or they moved in with the respondent.
- They stopped living with someone other than their parent(s) or they stopped living with the respondent.
- They moved house but the people they lived with did not change.

Respondents were asked whether the change to living arrangements was a result of coronavirus restrictions. Responses were coded 1 (Entirely), 2 (Partly) or 3 (Not at all).

Difficulty of life

At ages 18–19 (Wave 8; 2018) and 20–21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked, ‘How difficult do you feel your life is at present?’¹

At age 20–21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked: Overall, how difficult do you feel your life was during the coronavirus restriction period?

For both items responses were coded 0 (No problems or stresses; Few problems or stresses; Some problems and stresses) or 1 (Many problems and stresses; Very many problems and stresses).

Difficulties relating to the restrictions

At age 20–21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked to rate how difficult each of the following was for them during the coronavirus restriction period:²

- Having to stay at home
- Not seeing friends/family in person
- Having to spend more time with family
- Change in routine
- Not knowing how long isolation would last
- Being unsure what they could do during restrictions
- Missing important events.

Responses were coded 0 (does not apply to me, very easy, easy, some) or 1 (difficult, very difficult).

Loneliness and social isolation

At age 20–21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked to think back to the CRP and rate how often they felt:

- That they lacked companionship
- Left out
- Isolated from others
- Lonely.

Responses were coded 0 (Never; Rarely; Sometimes) or 1 (Often; Always).

CRP employment status

At age 20–21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked about their employment status during the CRP. Responses were coded 1 (Full-time, Part-time, Self-employed, Unpaid worker in family business) or 0 (Unemployed and seeking employment, Not employed and not seeking employment).³

If they had more than one job in that period, they were instructed to think about the one in which they worked the most hours.

1 Australian Temperament Project. Prior, M., Sanson, A., Smart, S., & Oberklaid, F. (2000). *Pathways from Infancy to Adolescence: Australian Temperament Project 1983–2000*.

2 Ladouceur, C. (2020). *COVID-19 adolescent symptom and psychological experience questionnaire (CASPE)*. Pittsburgh, PA. Accessed via COVID-19 Adolescent Symptom & Psychological Experience Questionnaire (CASPE) – Disaster Research Response (DR2) Resources Portal (nih.gov).

3 Five per cent of respondents indicated more than one employment status during the CRP and were coded 0 if either 'Unemployed and seeking employment' or 'Not employed and not seeking employment' were indicated in combination with another status.

Negative employment impact during CRP

Respondents who were in employment were asked about changes to employment during the coronavirus restriction period by a yes/no response to each of the following options;⁴

- Temporarily stood down
- Work hours reduced
- Pay reduced
- Missed bonus/pay rise
- Employer ceased business permanently
- Employer ceased business temporarily
- Lost job, employer continued business
- Required to take unpaid leave.

Respondents with a positive response to one or more of these options was classified as experiencing a negative employment impact (reduction in work hours and/or pay or lost their job).

Financial stress

At age 20–21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked if in the past 12 months they had encountered difficulties meeting their necessary cost of living expenses such as housing, electricity, water, health care, food, clothing or transport.⁵ Responses were coded No (Neither difficult nor easy, Easy, Very easy, I don't pay the living expenses) or Yes (Very difficult or Difficult).

Study status and study difficulties

All study items were asked of respondents who indicated they were enrolled to study at the time of the survey.

At age 20–21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked to indicate if they were currently enrolled full-time or part-time.

At age 20–21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked to reflect back on the coronavirus restriction period and to rate their motivation to study; ability to concentrate on their studies; level of achievement in their studies; and level of stress related to their studies.

Responses were coded 0 (Low; Very low), 1 (Average) or 2 (Very high; High).

Study resources during the restriction period

At age 20–21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked if they had:

- Reliable internet access for all their needs
- Sufficient electronic devices for all their needs (e.g. computers, iPads)
- Sufficient space for their work, education and leisure.

Responses were coded 0 (Never; Rarely; Sometimes; Often) or 1 (Always).

Types of support needed

At age 20–21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked whether, in the past 12 months, they needed each of the following types of support from their parents or other family members: financial; advice; emotional; practical assistance; technical support or guidance; other.⁶

Response options were 1 = Yes, 2 = No. Those who replied 'yes' were then asked how much support of that type they needed since the beginning of the CRP, compared to usual. Response options ranged from 1 = I

4 Modified from: Wooden, M. (2020). *HILDA Project Discussion Paper Series: Responding to the COVID-19 pandemic in the HILDA Survey*. Melbourne: Melbourne Institute: Applied Economic & Social Research, University of Melbourne.

5 Muir, K., Hamilton, M., Noone, J. H., Marjolin, A., Salignac, F., & Saunders, P. (2017). *Exploring financial wellbeing in the Australian context*. Centre for Social Impact & Social Policy Research Centre, University of New South Wales Sydney, for Financial Literacy Australia.

6 Adapted from the Intergenerational Support Index: Fingerman, K., Miller, L., Birditt, K., & Zarit, S. (2009). Giving to the good and the needy: Parental support of grown children. *Journal of Marriage and Family*, 71(5), 1220-1233.

have needed much more support to 5 = I have needed much less support. Each of the support types was coded 1 = No support needed in last 12 months; 2 = Support needed in last 12 months but no change or less needed than usual; 3 = Support needed and more than usual.

Support needs met

At age 20–21 (Wave 9C1; 2020) the LSAC K cohort study adolescents were asked:

To what extent did your parent(s) or other family members meet your need for support since the beginning of the coronavirus restriction period?

Responses were coded 0 (Not at all; a little; partly) or 1 (Mostly, completely).

LONGITUDINAL SURVEYS OF AUSTRALIAN YOUTH (LSAY) MEASURES

Co-residence with parents

In each of Waves 5 (2019) and 6 (2020) an indicator of living with parents or not living with parents was derived. Young adults who changed status from not living with a parent in 2019 to living with a parent in 2020 were designated as having moved to live with parents between the two surveys. Note there is no precise date available as to when the transition occurred, and it is possible that individuals made more than one transition during that period.

Wave 6 respondents were asked to indicate the nature of any changes to their housing situation that they had 'experienced due to government restrictions during the COVID-19 pandemic'. This included 'you had to move in with your parents or other relatives'. Of the individuals identified as having moved to live with parents, those who indicated 'yes' to this item were designated as having moved for reasons relating to the pandemic.

CRP employment status

A categorical variable summarising work history was constructed using a set of items from Wave 6 that indicated whether an individual had been in work for each month between March and June 2020 inclusive. This period was chosen because pandemic restrictions began in March and June was the latest month for which all LSAY respondents were asked about work activity. The three categories in this variable were: 1 = Worked continuously or started work (i.e. changed status from not working to working); 2 = Not worked in any month; and 3 = left work (i.e. changed status from working to not working).

OTHER DEMOGRAPHIC AND HEALTH INDICATORS

Single status (1 = Single, separated, divorced, widowed, 0 = Otherwise)

State of residence (1 = NSW; 2 = Victoria; 3 = Combined other states)

Parent education (1 = Tertiary level or higher, 0 = Lower than tertiary)

Young adult study status (1 = Full- or part-time, 0 = Not studying)

Young adult receipt of Youth Allowance/ABSTUDY (0 = No, 1 = Yes)

Young adult receipt of government payments, including JobKeeper (0 = No, 1 = Yes)

Provision of care for at least one month between March–June 2020 (1 = Yes, 0 = No), and who care was for (including own child, parent(s), other adult relative)

Self-assessment of general health at the time of the 2019 interview was categorised as 1 = Excellent, very good or good, 2 = Fair or poor. The same item was available from the 2020 survey, and responses to both were used to derive an indicator of change in health (1 = Improved, 2 = Same, 3 = Worse).

FULL RESULTS

Note that cases with missing data were removed from analysis.

Table S1: Difficulties relating to coronavirus restrictions

	Female %	Male %	Total %
Having to stay at home	34.3*	22.7	28.8
Not seeing friends or family in person	60.3*	47.1	54.1
Change in routine	37.7*	24.6	31.5
Not knowing how long isolation would last	56.3*	39.0	48.1
Being unsure what I can do during restrictions	45.6*	31.8	39.1
Missing important events	64.8*	39.9	53.0
Spending more time with family	19.1	11.8	15.6
One or more difficulty	84.4*	63.6	74.5

Notes: Proportions responding 'very difficult' or 'difficult' to each question. * indicates non-overlapping 95% confidence intervals between estimates for males and females.

Source: LSAC K cohort, Wave 9C1, weighted. n (total) = 1,297-1,306; n (males) = 546-551; n (females) = 751-756. The exact n in each cross-tabulation varied according to missing data on difficulty variables.

Table S2: Negative impacts on employment during the restriction period

	Female %	Male %	Total %
Temporarily stood down	21.9	19.3	20.7
Work hours reduced	47.0	43.6	45.4
Pay reduced	7.0	8.5	7.7
Missed bonus/pay rise	9.2	9.2	9.2
Employer ceased business permanently	2.4 ^a	0.2 ^a	1.4 ^a
Employer ceased business temporarily	23.4	17.6	20.7
Lost job, employer continued business	6.4	3.7 ^a	5.1
Required to take unpaid leave	8.1	5.6	6.9
Reduction in work hours and/or pay or lost their job	56.9	50.6	54.0

Notes: Respondents in full-time or part-time paid employment (excludes self-employed). Respondents could report more than one negative impact. The exact n in each cross-tabulation varied according to missing data on negative impact variables. ^a Estimate unreliable (cell count <20). The differences between males and females were not statistically significant at the $p < 0.05$ level.

Source: LSAC K cohort, Wave 9C1, unweighted. n (total) = 807-881; n (males) = 332-347; n (females) = 475-493

Table S3: Aspects of study during the restriction period among young adult students

Study variable	Category	Females %	Males %	Total %
Study motivation	High	17.2	27.2*	21.9
	Average	26.1	26.4	26.3
	Low	56.8	46.4	51.8
Study stress	High	52.8	41.0	47.2
	Average	27.9	34.8	31.2
	Low	19.3	24.3	21.6
Achievement in studies	High	40.2	42.8	41.4
	Average	37.7	36.7	37.2
	Low	22.1	20.5	21.4
Concentration on studies	High	14.8	24.9*	19.6
	Average	29.5	32.0	30.7
	Low	55.7*	43.1	49.7

Notes: The exact *n* in each cross-tabulation varied according to missing data on study variables. * indicates non-overlapping 95% confidence intervals between estimates for males and females.

Source: LSAC K cohort, Wave 9C1, weighted. *n* (total) = 920–926; *n* (males) = 380–383; *n* (females) = 540–544

Table S4: Study resources during the restriction period among young adult students

	Females % Always	Males % Always	Total % Always
Reliable internet	59.0	63.7	61.2
Sufficient electronic devices	79.8	81.4	80.5
Sufficient space for work	54.8	68.3*	61.2

Notes: The exact *n* in each cross-tabulation varied according to missing data on study variables. * indicates non-overlapping 95% confidence intervals between estimates for males and females.

Source: LSAC K cohort, Wave 9C1, weighted. *n* (total) = 927–929; *n* (males) = 381; *n* (females) = 546–548

Table S5: Selected characteristics of young adults who lived away from parents in 2019, according to residential status in 2020

	Total (N = 486)		Did not live with parents in 2020 (N = 372)		Moved to live with parents due to restrictions (N = 58)		Moved to live with parents not due to restrictions (N = 56)	
	n	%	n	%	n	%	n	%
Female	287	59.1	220	59.1	35	60.3	32	57.1
Lived in NSW or Vic.	192	39.5	140	37.6	28	48.3	24	42.9
Work history March–June 2020								
Worked continuously or started work	270	55.6	211	56.7	24	41.4	35	62.5
Not worked in any month	152	31.3	116	31.2	23	39.7	13	23.2
Left work	64	13.2	45	12.1	11	19.0	8	14.3
Study status 2020 interview								
Full-time	364	74.9	287	77.2	41	70.7	36	64.3
Part-time	23	4.7	18	4.8	3	5.2	2	3.6
Not studying	94	19.3	64	17.2	13	22.4	17	30.4
Received government payment	139	28.6	116	31.2	8	13.8	15	26.8
Parent education								
Tertiary level	374	77.0	286	76.9	47	81.0	41	73.2
Secondary level or below	104	21.4	80	21.5	10	17.2	14	25.0
Provided unpaid care for others March–June 2020	54	11.1	34	9.1	10	17.2	10	17.9

Notes: ^a Single individuals who were living away from their parental home in 2019.

Source: LSAY Y15 cohort, Wave 5 (2019) and Wave 6 (2020), unweighted

Table S6: Factors associated with moving to live with parents

	Moved to live with parents due to COVID-19 restrictions (N = 55)			Moved to live with parents not due to COVID-19 restrictions (N = 52)		
	RRR	SE	p-value	RRR	SE	p-value
Reference: Not living with parents (N = 361)						
Female (ref: male)	1.194	0.374	0.572	0.911	0.285	0.764
State of residence (ref: combined other states and territories)						
New South Wales	1.101	0.448	0.814	1.041	0.435	0.923
Victoria	2.030	0.760	0.059*	1.665	0.646	0.188
Studying at time of interview 2020 (ref: not studying)	0.477	0.200	0.077*	0.474	0.176	0.045**
Work history March–June 2020 (ref: stable or started work)						
Transitioned out of work	2.148	0.945	0.041**	1.122	0.501	0.796
Consistently out of work	2.095	0.736	0.035**	0.745	0.280	0.435
Received government payment (ref: no)	0.317	0.141	0.010**	0.650	0.236	0.235
Provided unpaid care for others (ref: no)	2.446	1.075	0.063*	2.683	1.129	0.019**
Constant	0.634	0.677	0.670	0.480	0.437	0.420

Notes: Multinomial logit regression model. Adjusted for general health in 2019; change in general health 2019–20; receipt of Youth Allowance/ABSTUDY; parent education. *p < 0.1; **p < 0.05; ***p < 0.01. RRR = relative risk ratio; SE = standard error.

Source: LSAY Y15 cohort, Waves 5 (2019) and 6 (2020)

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