Disconnection and connecting young adults (18-25 years old) during enforced "lockdown"/social distancing'.

Research 2

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Abstract

This is a research report about the disconnection and connection between young adults during the enforced lockdown and how they fare with social distancing. With disconnection and connection we mean the relationship that different of these young people have with each other. In this research we will take a look at how these relationships have evolved during the enforced lockdown or with social distancing.

With this research I want to show that lockdown/social distancing can have an effect on the relationships between different people (young adults).

First of all, I looked at 3 different pain points;

- The positive and negative experiences of 'lockdowns' and social distancing measures.
- Selecting their 'bubble' (discussion between several individuals to reach an agreement on who to have in their limited bubble).
- Connecting to those outside of their 'bubble' in meaningful ways.

These pain points formed a starting base to conduct some research and gain some relevant info which led to forming relevant questions which were used to gain primary data. (Appendix 1 and 2).

With the use of primary data I found and unique pain point:

- **Handling loneliness and school or work related issues/stress/motivation while in social isolation.**

I further researched this pain point with some secondary research and found an interesting look at our situation; thus our insight. Our insight into this research is:

- **Individuals who are socially isolated are less motivated due stress, loneliness and unsecure future and could therefore not perform as required.**

Introduction

In December 2019 a new virus was discovered in China, Wuhan. This virus was called the coronavirus or COVID-19. CO stands for 'corona' which is a family of viruses known for it's crown shaped form. Other viruses in this family are SARS or MERS. VI in COVID stands for 'virus' and the last letter D stands for disease.

People can catch COVID-19 from others who were already infected with the virus, the disease spreads through droplets which come from people's nose, mouth or hands. Coughing, sneezing and shaking hands are the primary cause of infection. The droplets are relatively heavy and have a hard time traveling long distances, which means that people that are closer to each other have a higher chance of being infected. Washing your hands and wearing a face mask is highly recommended and in some places even obligated.

From January 2020 and continuing beyond July 2020 many countries across the globe have enforced social distancing and sometimes even a temporary "lockdown" to prevent the spread of the highly contagious virus.

This lockdown was not meant to go on forever, but just to stop the spread of the virus and slow down the rate of infection. As part of easing the temporary lockdown, the countries which enforced it allowed creating "bubbles". These bubbles are a way of containment to restrict too much social contact. e.g. a household could choose a handful of contacts that they could physically meet (whilst keeping to social distancing rules). The amount of contacts changed over a period of time. If the infection numbers are high, the amount of contacts drops. If the rate of infection is decreasing, the number of contacts may go up.

This "bubble" poses a specific challenge for those in a shared household and in particular young people who might be forced to choose between socialising and meeting with their family or friends. The picking of said contacts could often require a discussion of several individuals to reach an agreement who sees who and who is left out.

In this assignment, we were tasked with investigating certain pain points about social distancing, the positive and negative experiences during lockdown, connecting with people outside of your bubble in meaningful ways and selecting your bubble.

We were also tasked with conducting primary research where we should collect both qualitative and quantitative data. This data helps us find an unique pain point which is based on our primary research, this pain point will then be further explored with secondary research to find an interesting insight which could help us provide a solution for the future or pave the way for further research.

Background

What is social distancing?

Social distancing means keeping a safe respected distance between yourself and others who are not from your bubble or household. To ensure that you are maintaining and respecting social distancing, you need to stay at least 1.5 meters (about 2 times your arm length) from others. This should be maintained indoors as well as outdoors. Social distancing is not required in your household or bubble but is still advised.
(Greenstone, M., & Nigam, V. , 2020, p. 2)

Why should we respect social distancing?

COVID-19 can be spread when droplets of sweat, saliva, and other bodily fluids get into your body through your eyes, mouth or nose. Infection is incredibly high when contact happens through your hands. Washing your hands can halt the spread of the infection but is not necessarily a solution.

When someone in your vicinity is coughing or sneezing, there is a possibility that they spread little droplets. These droplets contain strains of the virus and could cause infection if you are too close. The best way to combat this way of infection is to stay at home, practice social distancing or just socializing online.
(Greenstone, M., & Nigam, V. , 2020, p. 10)

What is a lockdown?

A lockdown is described as a way of keeping people (mostly used in prisons) inside a closed environment to maintain control. Of course the lockdown that is used in prison is not the kind of lockdown that should be thought of when referring to a lockdown enforced by countries to ensure slowing down the infection rate of COVID-19. We can think more of it like a requirement to stay inside homes, facilities, and other housing areas to prevent people from seeing each other and further spreading the virus.
(Gavi 2020)

Why should people respect the enforced lockdown?

There is no vaccine or treatment available yet for COVID-19, the only way to stop the rapid spread of the virus was to ensure that human contact was decreased dramatically. The less people have contact with each other, the less the virus spreads. Every country, nation, city,.. has a capacity when it comes to treating and helping people. Since there is no cure yet and COVID-19 is very easily spread, some countries or cities were forced to go into lockdown, so that hospitals and other treatment facilities were not overrun and people who needed help could still be provided with some. Not only was this a way to provide help where needed, but also ensure that people who were seriously ill could seek medical attention, and those who were mildly ill would not pass it on to someone else. Also by keeping healthy people at their homes, the infection of new people was less likely.

This lockdown was a way to "flatten the curve" and reduce infection and avoid overwhelming hospitals. By enforcing this lockdown, people had minimal social contact and were only allowed to leave for necessities like food, water, medication and in some cases work.

Many countries who went into an enforced lockdown were able to drastically bring down cases of COVID-19 (Gavi 2020).

What is a bubble?

The definition and rules of a bubble can vary depending on your location.
A bubble is a group of people whom you have rather close physical contact with.
Households, a house and its occupants regarded as one group, could form a bubble with one other household or a handful of other people. The rules of how many people/households can be in your bubble depends on your city, country or laws. The people that are in your bubble should always be exclusive. Meaning that once you are in a bubble, you can't switch up and start or join another one. Whilst inside the bubble, social distancing was not necessary.

During lockdown and continuing beyond, people that were inside your bubble were allowed to have physical contact, meet up or participate in activities. In some cases, bubbles were asked to leave behind personal information at bars or other public places of one member of the bubble to help tracking and tracing if there were any cases of infection.

Equipment and methodology

Equipment (what we used)

Before I continue on how I got the data and what I did with it, I want to make known that ethics were taken into consideration when creating the interviews and surveys. No names or emails were collected and consent was asked upon the start of the interviews/survey. There was also an option not to fill in or answer questions that could possibly make them feel uncomfortable. While doing this research, the comfort and well being of the respondents was always one of the highest priorities.

I used a primary data set that was conducted in Belgium. I conducted both qualitative and quantitative research and used both of these to reach our unique paint point, insight, and result.

The qualitative data was gathered through online interviews. There were 13 individuals who answered a couple of questions (13 concerning the pain points and 1 "like to add" question). The medium I used to perform these interviews were discord and messenger voice call. DIscord is a voice-call software, messenger is also well known for its voice-call abilities. All of the participants were between 18 and 25 years of age and live in Belgium. The participants consisted of 4 females and 9 males. 4 of the participants are employed, the other 9 are still studying. The interviews were transcribed to text and were added to the appendix. (Appendix 1)

The quantitative data was gathered through an online survey. There were 23 respondents who answered a couple of multiple choice questions (8 in total). Google forms was used as a way of creating a survey and then sending it through social media. The respondents were all between 18 and 25 years of age, location and gender was not asked to complete the survey. The surveys were raw data and have not been transcribed to text.They have also been added to the appendix. (Appendix 2)

Methodology (how I worked)

To start off I had to create questions relative to our pain points. These questions would be used in the interviews. An interview is a form of qualitative data and is a great way to gain a better understanding of how our user group feels about the content. After the interviews I was able to pinpoint a couple of small problem spaces that popped up from different interviews. This data already showed some areas as a base point to work from. So I wrote down these common problems (shown in Results) and created a survey that addressed our paint points but also went a little bit deeper on the different common problems that I found during the interviews. After putting together the data from both the interviews and survey I could connect a couple of points and look at what lies in the middle. This was how I got our insight.

Results

In this part of the paper I'll talk about the different results I got from our primary research. I ended up with some good qualitative and quantitative data. I started off with analysing what information came out of the interviews and surveys about the pain points and I looked at what connects them all. I will also identify a unique pain point and conduct some secondary research around this subject. I will then use this pain point as a base to gain an insight(s).

Gaining a deeper understanding of our pain points.

The positive and negative experiences of 'lockdowns' and social distancing measures.

From my primary research I can conclude that there were both positive and negative experiences during lockdown. Positive experiences were mainly having more time for family, hobbies, self care, doing things you don't normally have the time for and having a break from it all.

> "My positive experiences: - I had a lot of time to do the things I don't have time for during normal times. Like reading, writing, music etc. - I had time to focus on school because all the other activities were cancelled. Because of that I did great on my finals. - I had a lot of time to do work-outs, learn more about healthy foods and taking care of my body. - I had the time to think about what I want for my future."
> (I8)

> "Yes, I personally didn't mind being cut off from the world even by the lockdown. It helped me appreciate what we can do when we miss it. I also met my girlfriend during the lockdown so that's nice too."
> (I2)

The negative experiences mainly were feeling trapped inside, having fights with family members, not getting to see the people you want to , loads of stress from work , school and not being able to do stuff that you love outside.

"I didn't see any of my friends or boyfriend because they don't live in the neighbourhood. I felt quite lonely and trapped at some times. More fights and discussions between family members."
(I7)

"Loads of stress due to work (no certainty if i would be able to rebuild)."
(I12)

Selecting their "bubble".

My primary research shows that people had less issues with selecting their bubble then expected. Some people didn't really care and went over the limit, others just obliged to their parents choice. Not many problems occurred when picking contacts. Most individuals selected family, friends and lovers.

"I picked the people I have the most contact with and the best relationships with"

(I9)

"Yes. Parents chose a bubble, we had to oblige"

(I10)

Connecting to those outside of their 'bubble' in meaningful ways.

My primary data shows that not many people tried connecting with people outside of their bubble. They respected their bubble and were cautious. Some people did but just to catch up.

"After lockdown yes due to work, I visit 10-12 clients weekly. During lockdown I only visited my bubble or tried staying at home as much as I could."

(I12)

"Yes. To catch up, talk with someone different. Always in open air "

(I10)

Useful information that I got out of the primary research.

From the data I got, I can see different returning subjects. These subjects were the most discussed and returning ones, I can see different individuals talking about the same thing. From these subjects, I can look at what lies underneath and identify a unique pain point.

Loneliness / Social contact

From my quantitative data I can say that at least more than half of the individuals felt lonely during lockdown. (Appendix 2).

The qualitative data shows the same thing.

> "There were moments where i felt lonely due a lack of human contact"
> (I1)
>
> "Lack of close social interaction with friends"
>
> (I3)
>
> "Yes, the missing of social contact"
>
> (I4)

Bad circumstances

During lockdown, an income had to be secured, lessons had to be followed and exams had to be made. This was not always easy or even the case. We can see from our quantitative data that lockdown did not help at all.

Our qualitative data shows the same.

> "In the beginning it felt okay to take time and reflect on certain things you normally couldn't focus on. But at the end of the lockdown I started feeling worse because there was no social contact, everything was closed and there was no income."
> (I12)
>
> "I had to study and that was the only thing I had to do all day long. It was very boring and I wasn't as motivated as usually."
> (I2)

Stress

Stress and anxiety rose to an all time high during lockdown. From my surveys, I concluded that more than 65% were confronted with lots of stress and anxious feelings. When I asked people about this in my interview, they returned the same.

> "No contact with others, being able to do nothing to change your mind when stuff gets tough. School had to postpone working with companies and other activities, no sport clubs.
> (I2)

> "Yes, finishing university was more difficult because of the video-lectures"
> (I4)

Finding an unique pain point from my primary research

Now that I know more about the pain points and can see returning subjects, I can identify a unique pain point concerning these subjects. This pain point takes into account the most important subjects that we spoke about before. The unique pain point I found interesting is:

Handling loneliness and school or work related issues/stress/motivation while in social isolation.

Secondary research that explores and expands upon my pain point

With secondary research, I mean research that is collected secondhand, like papers, blogs, books and more. I will be using a maximum of 5 online sources like blogs and websites, and I will be using a minimum of 5 published peer reviewed papers or books. I will be focusing on loneliness, stress and work during lockdown/social isolation. This way, I can collect some data about our pain point to gain an interesting insight from where I can reach an insight.

The peak of loneliness during lockdown/social isolation

From different secondary sources we can ensure that loneliness is a common and big problem amongst many individuals. There are different reasons and explanations, but one thing is sure. Loneliness is a problem and it's a serious issue.

In a paper about google searches about lockdown, sadness, boredom and loneliness, I can see a very high increase in numbers from all around the globe. Indicating that from the moment lockdown began, people started searching for ways and solutions to cure their problems. (Brodeur, A., Clark, A. E., Fleche, S., & Powdthavee, N. ,2020, p8)

When looking to my exact user group who are individuals between the ages of 18 and 25, I can also see an increase in loneliness. Data shows that individuals between the age of 18 and 19, felt an increase of loneliness by a rough 17.5%*.

(*Bu, F., Steptoe, A., & Fancourt, D., 2020, p4*)

* 16.8% and 18.5% on 2 different studies, so a rough average was used.

Underneath you can find quotes from different online articles which have both done studies to show that loneliness during lockdown has peaked. Soms articles also provide solutions which I will be addressing shortly.

> "I'm personally feeling the effects during this shelter in place. I miss my friends, my family, and the freedom of going out to meet new people." (Johnaé De Felicis ,2020)

> "Suddenly confronted with a lack of social interactions, many of us are now experiencing more loneliness. We are missing that reassuring hug or shoulder pat from another human – things we might normally expect in times of adversity." (Cross S. E., Henschel A. ,n.d)

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Possible solutions

Whilst conducting secondary research, not only common problems were found but also possible solutions for loneliness. One article shows that technology is able to help us resolve the loneliness issue. Robotics, that engages us on a social level could also possibly be the cure for loneliness during lockdown.

"Robots designed to engage us on a social level could also help isolated people feel less lonely, as they carry the benefit of embodiment. In a randomised control trial with Paro, a cuddly baby

seal robot, residents in a care home who interacted with it reported reduced feelings of loneliness." (Cross S. E., Henschel A. ,n.d)

"Technology makes it easier to stay in touch with people without physically being present. Family, friends, and loved ones are always just a phone call away — unless you live with them already." (Johnaé De Felicis ,2020)

Managing stress in an uncontrollable situation

During lockdown and social isolation, I can ensure that stress has risen to an all time high. From both primary and secondary research, I can see that people are stressing over various things. Work, school, future plans, and hobbies.

"Loads of stress due to work (no certainty if i would be able to rebuild)."
(I12)

" This later on started causing widespread concerns, fear and stress in the population at large and among certain vulnerable groups in particular, such as older adults, caregivers and people with underlying health conditions."

"There is research suggesting that repeated media exposure to community crisis can lead to increased anxiety, heightened stress responses; which can end up with misplaced health-protective and help-seeking behaviours."

(Banerjee, D., & Rai, V. V., n.d)

Possible solutions

In different papers and articles, ways of managing stress were found. The most common ways of stress management were coping with stress in a way that it can be transformed in something productive. This strategy consists of stress being seen as a challenge instead of a threat. This way people who use stress management can use it to enhance performance and reach goals.
Hagger, M. S., Keech, J. J., & Hamilton, K. (2020)

Another way of stress management is stress relief. This consists of ways or steps to keep track of what and how you are doing it. Sleeping well, eating well, having social contact, laughing and listening to your body are the main points of stress relief.

Reese N. (2013)

Getting motivated in times of COVID-19

During COVID-19, motivation has been at an all time low. Students were required to learn material at their own pace while not being able to get as much help as they had. There were ways that lessons and classes could be followed, but these proved to be less useful than following them in real life. In a paper about Impact of lockdown on the learning status of undergraduate and postgraduate students during COVID-19 pandemic, the data showed that many students followed and participated in e-learning. However, even though these students were able to use digital platforms to help them study, many students faced huge challenges in online studies. Students who had problems with online learning and following of classes were mostly suffering from stress, depression and anxiety (42%°). Some of the students problems existed of poor internet (32.4%) and a unfavorable environment to study (12.6%)

Kapasia, N., Paul, P., Roy, A., Saha, J., Zaveri, A., Mallick, R., ... & Chouhan, P. (2020)

Why do we lack motivation during a global pandemic? A research that has been carried out at the Polytechnic University of Valencia on employee motivation has shown us a couple of logical reasons why people are less motivated during a pandemic.

"My brain tells me this is home and not the office, and so I act accordingly, finding so many reasons not to work. I also miss my colleagues and my brain is fogged by worries about the future." Cullinan E. (2013)

There are fewer rewards. A list of factors that cause motivation includes recognition for completed work, performance management, training, promotion and a work environment. Not only are there fewer rewards, there is also a lack of team spirit or competition. You don't feel the need to compete with anyone because there is no social pressure and you don't see anyone else completing any work. Bosses also play an important role in the decreasing of

motivation. Normally bosses come up to your desk, ask you to do this and complete that by the end of the day. Now bosses just text you what you are planning to do today and that's it.

The lack of motivation also has to do something with how we feel during this pandemic. Individuals often experience identity crisis, anxiety, stress, depression, a false sense of security with your job and distractions.

Cullinan E. (2013)

Possible solutions

A study showed that a LBG (location based game) who changed the way that people could interact with the game (think of pokemon Go and walking), had increased numbers of players. The changes they made were adapted to social distancing and even lockdown. Pokemon Go requires people to go out and meet other people. To catch pokemons, you need to stroll around and find them in real life. During lockdown, walking around and finding pokemons was not an option. So, the creators of the game invented new ways to be able to progress in game whilst not needing to go anywhere. The main point that we can conclude from these papers, is that just like school and work, if we can adapt and invent new ways to make progress while maintaining the same structure of the "game" we played before, we just change the equation and not the outcome. Just like in school or at work, there should be thought of new ways to reach the same goals with a different approach.

Laato, S., Islam, A. N., & Laine, T. H. (2020)

Ways to stay motivated or re-motivate yourself are also considered a solution. This consists of keeping a strict schedule, don't let yourself go and sleep until noon. Stay focussed and be fair to yourself during work hours. Staying on top of classes can be hard, but is recommended. Getting behind is no problem but there should be a catchup moment whenever you can. Tools, such as planners and motivational apps, can really help.

EHL Insights (2020)

Insights gained from primary and secondary research that are relevant to our unique pain point.

From conducting primary research, I have reached an unique pain point that we expanded and explored upon using secondary research. From this, we can create a couple of insights.

The thing that I noticed the most, is that people who were in lockdown had trouble with studying or working from home. Motivation was very low and this caused more problems. This is an interesting insight because it could lead to many possible future solutions.

- Individuals who have to study/work from home find it a challenge to stay motivated and complete assignments/deadlines or work.

Another interesting insight is that people who were/are socially isolated veel very lonely and helpless, because they have no social contact and are under constant stress.

- Individuals who are socially isolated feel a sense of insecurity, stress, anxiety and depression because of loneliness.

An Insight that is less interesting but also noticeable is the following:

- Individuals don't have any security about jobs/work or studies in any matter.

From all these insights, I tried to connect what lays in the middle of it all. From that point of view, I came up with the following summary of insights.

- **Individuals who are socially isolated are less motivated due stress, loneliness and unsecure future and could therefore not perform as required.**

This insight combines the best of both worlds and is an interesting take on what happened and could happen. This insight also answers our unique pain point of handling stress, loneliness and anxiety, by indirectly increasing the underlying motivation.

Design/Development proposals that provide possible solutions to our insight.

To fix the problem our pain point presents and our insight is focussed on. We need to dig deeper into the insight. To take on our problems, we need to find a way to motivate, relieve stress or engage in a social way with other people to decrease loneliness. Luckily for us, the research to gain possible solutions is already done. (See possible solutions, this is research done that could provide solutions for each specific part of our pain point)

A couple possible solutions could be :

- An online platform which could use a form of gamification to reward people and make them compete against each other at their own pace. This solves the problem of motivation. There could also be social engagement between students and/ or coworkers who need to work together on the same task. Leaderboards could also be invoked to gain a sense of usefulness and purpose to complete work.

- An AI powered robotic software that often checks in on people and encourages them to complete tasks, learn, gives them interesting topics to make conversation in a meaningful way online to friends/family or new people. This way, there is a sense of existence and reminder that there is work to be done and social interaction to be made. Every task completed or social engagement completed could give access to more "levels". These levels could include a couple of pieces of work to choose from to unlock more interesting topics to talk about.

- An online school/work environment that is exclusive to a company or business. This platform gives people schedules and makes them work together in a meaningful way. One cause of loneliness during social isolation is the lack of social contact. Putting people together to work solves that. This platform can also be used after work hours to talk about the work you completed, what you found interesting or just compete in online games, activities or chat up. Creating a real online workplace environment. Feeling like you are not alone to complete a task reduces stress and can work motivationally.

Discussion

How did my insight come from my data? When I looked at my primary research, I saw that the main problems concerning the pain points theme were motivation, work related issues, stress and loneliness. Some sentences gained from primary research supporting this argument:

"I didn't see any of my friends or boyfriend because they don't live in the neighbourhood. I felt quite lonely and trapped at some times. More fights and discussions between family members." (I7)

"Loads of stress due to work (no certainty if I would be able to rebuild)." (I12)

"There were moments where I felt lonely due a lack of human contact" (I1)

"Lack of close social interaction with friends" (I3)

"Yes, the missing of social contact" (I4)

"In the beginning it felt okay to take time and reflect on certain things you normally couldn't focus on. But the end of the lockdown I started feeling worse because there was no social contact, everything was closed and there was no income."(I12)

"I had to study and that was the only thing I had to do all day long. It was very boring and I wasn't as motivated as usually." (I2)

How is this data and secondary data important to this research? To follow up and propose future design/development solutions, I need to take a deeper look into how to solve each specific problem. As we can see from "possible solution" in results, we refer to papers who take on these problems. So that when we finally come to a relevant solution, our way of taking the problem head on is just and supported with data and research to back it up. For example, when trying to motivate people, one take on the problem could be:

Keeping a strict work schedule, keep a strict sleeping schedule. Stay focussed and work during work hours. Try not to fall behind, when you do try to catch up as fast as possible EHL Insights (2020)

This information could be integrated into a future design proposal so that we have a clear path of solving this specific problem.

Conclusion

After a long journey with lots of COVID, social distancing, lockdown and bubbles. I can draw various conclusions. First of all, people are less motivated to work, and study due to the lack of social interaction and contact which makes them lonely. They also receive a considerable amount of stress due the unknown future at their workplace/school and still needing to perform under dire circumstances. There are ways to engage in social contact and relief stress, but these are not refined to help and solve these problems in the long run. That's why I conducted research and came up with a unique pain point and insight. These were used to conduct both primary and secondary research and collect data and information to create solutions that could be considered for future work. All these solutions are online and cannot be found physically. Making these solutions a place or device to go to would be useless in case of another enforced lockdown or further tightening of the measures that people need to follow.

A quick recap of the possible solutions that I came up.

- An online platform which could use a form of gamification to reward people and make them compete against each other at their own pace. This solves the problem of motivation.
- An AI powered robotic software that often checks in on people and encourages them to complete tasks, learn new things, gives them interesting topics to make conversation in a meaningful way online to friends/family or new people.
- An online work/school environment that is exclusive to a company or business or schools. This platform gives people schedules and makes them work together in a meaningful way. One cause of loneliness during social isolation is the lack of social contact. Putting people together to work solves that. This platform can also be used after work hours to talk about the work you completed, what you found interesting or just compete in online games, activities or chat up.

Of course these possible solutions are just a small idea for possible future work.

Appendices

Appendix 1.

ID	Age	Gender	Status	Situation	Type of interview
I1	18-25	M	Lives with parents	Student	Messenger voice call
I2	18-25	M	Lives with parents	Employed	Discord
I3	18-25	F	Lives with parents	Student	Messenger voice call
I4	18-25	F	Lives with parents	Student	Messenger voice call
I5	18-25	M	Lives with parents	Student	Discord
I6	18-25	M	Lives with parents	Employed	Discord
I7	18-25	M	Lives with parents	Unemployed	Discord
I8	18-25	F	Lives with parents	Student	Discord
I9	18-25	M	Lives with parents	Student	Messenger voice call
I10	18-25	M	Lives with parents	Employed	In-person

I11	18-25	M	Lives with parents	Employed	Discord
I12	18-25	M	Lives with Girlfriend	Employed	Discord
I13	18-25	F	Lives with parents	Student	Messenger voice call

Appendix 2.

ID	Age	Status	Situation	Method
S1	18-25	Lives with parents	Student	Survey
S2	18-25	Lives with parents	Employed	Survey
S3	18-25	Lives with parents	Student	Survey
S4	18-25	Lives with parents	Student	Survey
S5	18-25	Lives with parents	Student	Survey
S6	18-25	Lives with parents	Employed	Survey
S7	18-25	Lives with parents	Unemployed	Survey
S8	18-25	Lives with parents	Student	Survey
S9	18-25	Lives with parents	Student	Survey
S10	18-25	Lives with parents	Employed	Survey
S11	18-25	Lives with parents	Employed	Survey
S12	18-25	Lives with Girlfriend	Employed	Survey

S13	18-25	Lives with parents	Employed	Survey
S14	18-25	Lives with parents	Student	Survey
S15	18-25	Lives with parents	Student	Survey
S16	18-25	Lives with parents	Employed	Survey
S17	18-25	Lives with parents	Student	Survey
S18	18-25	Lives with parents	Student	Survey
S19	18-25	Lives with parents	Student	Survey
S20	18-25	Lives with parents	Student	Survey
S21	18-25	Lives with parents	Employed	Survey
S22	18-25	Lives with parents	Employed	Survey
S23	18-25	Lives with parents	Student	Survey

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