

# The Transition out of the Parental Home In Britain, Spain and Norway

## Guidelines for Interviews Young People Who Have Left Home

### A: Emotional

#### Feelings about home just left.

- Likes and dislikes
- Privacy; freedom and constraints
- Quality of relations with parents and siblings

#### Feelings about process of leaving home.

- Why left home?
- Relatively easy or difficult in emotional terms

#### Feelings about new home

- Likes & dislikes
- Freedom and constraints

### B: Practical

#### Arrangements in home just left

- Own room?
- Financial contributions?
- Household chores

#### Help in moving

- Source: parents, state, friends, others
- Kind: financial, advice, services
- Evaluation of this help

#### Role models

- Influence of peers or siblings

#### Current living arrangements.

- Resources and running expenses
- Household chores

### C: Implications for You

#### Meaning of Independence

- Whether see self as independent
- Whether see self as adult/more adult?

#### Ideas of citizenship.

- More of a citizen since moving?
- In what ways?

#### What does idea of home mean to you?

- How important is this?

#### How do you see yourself in the future, e.g. 5 years time?

- Change in work, education, relationships, residence etc?
- Possibilities of moving back to parental home?
- More or less independent?

### D: Comparisons

#### Do you think you left home at the 'right' age?

- Looking back would anything be done differently

#### How do you think your situation compares with other people of a similar age?

(refer to other research)

- In this country?
- Abroad?

#### How do you think your situation compares with your parents' generation?

- When they were the age you are now?

# The Transition out of the Parental Home In Britain, Spain and Norway

## Guidelines for Interviews

Young People Who Are Living At Home

### A: Emotional

#### Feelings about present home.

- Likes and dislikes
- Privacy; freedom and constraints
- Quality of relations with parents and siblings

#### (If you have left home but returned).

- (Feelings about move - Positive, negative)
- (Feelings about previous home - Positive, negative)
- (Reasons for returning home)

#### Expectations of leaving home in the near future.

- Reasons

### B: Practical

#### Current arrangements

- Own room
- Financial contributions
- Household chores

#### (If you have left home but returned)

- (Arrangements in previous home)

#### Practical possibilities of moving

- Expectations of help from parents, state, friends, others.
- Own resources.

#### Role models

- Siblings, friends etc who have recently moved or who are thinking of moving

### C: Implications for You

#### Meaning of Independence

- Whether see self as independent
- Whether see self as adult/ more adult?

#### Ideas of citizenship.

- More of a citizen since moving?
- In what ways?

#### What does idea of home mean to you?

- How important is this?

#### How do you see yourself in the future, e.g. 5 years time?

- Change in work, education, relationships, residence etc?;
- Possibilities of moving back to parental home?
- More or less independent?

### D: Comparisons

#### Do you think you 'should' have left home?

- Looking back would anything be done differently

#### How do you think your situation compares with other people of a similar age?

(refer to other research)

- In this country?
- Abroad?

#### How do you think your situation compares with your parents' generation?

- when they were the age you are now?

# The Transition out of the Parental Home In Britain, Spain and Norway

## Guidelines for Interviews

Parents of Young People Who Have Left Home

### Review young person(s)' experiences of leaving home

- When and who with
- If returned

#### **A: Emotional**

##### Feelings about young person(s) departure

- Easy/difficult
- Quality of relationship
- Reasons for departure

#### **B: Practical**

##### Supporting the transition

- Whether help was provided
- What kind of help
- General feelings about level of help that should be provided
- Other sources of help

##### Arrangements while young person was at home

- Living arrangements
- Financial
- Sharing of household tasks

##### Role models

- Other influential movements out of home:
- Siblings, young persons' friends etc.

#### **C: Implications for Young Person**

##### Independence

- Whether [young person] is independent
- Whether more or less of a citizen
- Whether more or less of an adult

##### What does idea of home mean to you?

How important is this?

##### How do you see [young person]'s future in say five years time?

- Change in work, education, relationships, residence etc.
- Possibilities of returning to parental home
- More or less independent

#### **D: Comparisons**

##### Do you think [young person] left home at the 'right' age?

- Looking back should [young person] have done anything differently

##### How do you think [young person]'s situation compares with other people of a similar age?

- In this country?
- Abroad?

##### How do you think [young person]'s situation now compares with your experiences at a similar age?

# The Transition out of the Parental Home In Britain, Spain and Norway

## Guidelines for Interviews

Parents of Young People Who Are Living At Home

### Review young person(s)' experiences of living with parents/ leaving home

- Whether have ever left home in past
- Reasons for leaving if left
- Brief discussion of young people who are still living at home

#### **A: Emotional**

##### Feelings about present arrangements

- Quality of relationship

#### **B: Practical**

##### Current living arrangements

- Living arrangements
- Finance.
- Sharing of domestic tasks

##### Supporting the transition

- Whether help would be provided
- What kind of help
- General feelings about level of help that should be provided
- Other sources of help

##### Role models

- Siblings, young persons' friends who have left home. Still living at home

#### **C: Implications for Young Person**

##### Independence

- Whether [young person] is independent?
- Whether [young person] is a citizen?
- Whether [young person] is an adult?

##### What does idea of home mean to you?

How important is this?

##### How do you see [young person]'s future in say five years time?

- Possibilities of leaving the parental home
- Change in work, education, relationships, residence etc.
- More or less independent

#### **D: Comparisons**

##### Do you think [young person] 'should' have left home ?

- Looking back should [young person] have done anything differently

##### How do you think [young person]'s situation compares with other people of a similar age?

- In this country?
- Abroad?

##### How do you think [young person]'s situation now compares with your experiences at a similar age?

Our ref:



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**Statement of Informed Consent and Permission to Use  
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**The Transition out of the Parental Home  
In Britain Spain and Norway**

Department of Geography  
University *of* Liverpool

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# THE TRANSITION OUT OF THE PARENTAL HOME

 Age 

 Interview number 

 Main respondent  Parent 

	1 CO-RESIDENCE	2 HOUSING	3 RELATIONSHIP	4 CHILDREN	5 PAID WORK/ UNEMPLOYMENT	6 UNPAID WORK	7 EDUCATION
Current Status							
2001	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1999	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1998	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1997	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1996	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1995	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1994	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1993	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1992	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Pa Partner P Parent F Friend K Kin A Alone O Other S Sibling C Child	M Move Ow Owner occupied P Private rented S Social rent H Housing Association O Other F Former Residence	C Cohabitation M Marriage L Living apart/together D Divorced W Widowed S Separated I Independent/single	B Birth of child S Still born D Death of child A Adopted child S Step child	W Any paid work U Unemployed looking for work N Not in paid work C Casual work	V Voluntary work CC Caring for child CA Caring for adult	S School/6th form college C College U University/Polytechnic G Government training scheme T Other training scheme O Open University/College F Finish Course

# The Transition out of the Parental Home In Britain, Spain and Norway

## Notes for Completion of the Matrix

### Aim

The aim of completing the matrix is to form a snapshot of the main events that have happened in respondents' lives and to encourage respondents to make links between different events, such as leaving home and starting work. While the matrix should reflect an accurate account of events, it will not be analysed formally. Hence if any ambiguities occur, rather than trying to ascertain the 'truthful' record of events, the interviewer should explore any ambiguities that arise.

### Who Completes the Matrix?

The matrix is completed for interviews with young people only. In certain situations it may be appropriate to obtain proxy information from a parent (for example if only the parent is taking part in the interview). In these cases responses will refer to the *young person and not the parent*.

### Completing the Matrix

- The matrix does not form part of the taped part of the interview
- The matrix should be completed going across each row, i.e. taking a year at a time, rather than going down each column.
- The matrix starts with the first row 'current status' which refers to their current status at the time of interview, and works backwards through time.

**Date of Birth:** Don't forget to collect this information at the top of the matrix.

**Current Status:** Start with co-residents and collect the following information

Co-residents: This refers to whom the respondent is currently living with.

Housing: For current status this refers to tenure only.

Relationship: Is the respondent currently involved in a relationship, is yes what 'type': married, cohabiting, living-apart-together. NB this does not just refer to marital status.

Children: Does the respondent have any children, and if so how many?

Paid work: Respondents' current economic activity and type of work.

Unpaid work: Is the respondent currently involved in any unpaid work?

Education: Is the respondent currently enrolled on any educational course if not, what is their highest level of education that they have attained?

Once current status is established for each category, you are ready to start asking about retrospective events.

### Collecting retrospective information

- The dates refer to calendar years, i.e. 2001 refers to any events that have occurred prior to day of interview, but after 1<sup>st</sup> January 2001.
- The relevant codes are given at the bottom of each column.
- It is not necessary to complete each box for each year. If a respondent's status does not change, leave the boxes blank. You just need to record any changes in events. For example if someone's current status for relationship is 'married', you need to record

when this person got married. This should be indicated by a 'M' in the box for the relevant year (plus month if known).

- For all columns, except for column 2, there are two boxes to record the details for each event. The first box records the event, while the second the month the event took place, if known. For example for birth of a child in September, the following information should be collected:

<input type="text"/>	<input type="text"/>
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Months are recorded by number 1-12. If the month is not known, record the season W- Winter; Sp- Spring; S- Summer; A- Autumn. If season not known, leave blank.

**Leaving Home:** You will need to prompt for leaving home to complete the column for coresidents. If a young person has left home, their coresidents should be included in the current status. In the year that they left home, indicate that they were living with parents. You may find that young people are living with a combination of parent/partner or partner/friends, please make a note of this.

For example, if a person left home in June, this is recorded in the co-residents column as follows, indicating they were living with parents : Please indicate any leaving home events with a \* as follows:

<input type="text"/>	<input type="text"/>
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**Housing:** There are three boxes for housing. The first box records changes in residence, while the second records tenure. For example for someone moving into a social-rented flat: the following will be recorded.

<input type="text"/>	<input type="text"/>	<input type="text"/>
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At the bottom of the housing column, please probe for any change in location eg if they have moved to Liverpool/Bilbao/Trondheim from another part of the country.

**Relationship:** If a person reports that they are currently living with someone, married, or in a living-apart-relationship, remember to record when this started, though respondents might be vague about exact dates.

**Paid work/unpaid work/education:** You should probe for these events, do not assume that if someone is working then they are not in education – they might be attending night school. Remember to probe for when a respondent started work/caring for a relative/started college etc. Again the information given in the current status line will help to probe for this information.

### Stopping the Matrix

There is no need to collect information for years when the respondent was aged less than 16. Hence you may be able to stop the matrix before 1992. For very young respondents (e.g. aged 16-18), the cut-off age should be younger e.g. 14. For older respondents, especially those who go to University, 18 may be a sensible cut-off point. In all cases once

you are happy that you have sufficient information (eg age left home, age started work etc), then stop the matrix and move to the main part of the interview.

**Notes:**

You are provided with a separate sheet to note down any additional comments and remarks that are relevant to completing the matrix. These might include events that occur prior to 1992, additional events (for example if someone moves house more than twice in one year).

**Recording**

Once you have completed the matrix, you are now ready to start the informal part of the interview, remember to switch on the tape recorder.

**Review**

As soon as possible after you have finished the interview, have a look at the matrix and check it makes sense, copy onto a clean matrix if necessary.

Created by Clare Holdsworth 22/05/03 trans\_matrixnotes.doc