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PARENT-CHILD INTERACTION ON FACEBOOK

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ABSTRACT

The purpose of my thesis project is to explore how Facebook, affects parent-child relationships. Facebook is very new to today's society, and what started as a small network for Harvard students, eventually made its way around to other major universities, and soon blossomed into a worldwide platform, where citizens from countries around the world could be instantly connected through a single click. First, I will give a brief description of Facebook, including the evolution of the social media platform. Many generations have begun using the site, which to no surprise, have led to numerous interactions between family members. I will perform various research techniques, and will survey students at The Pennsylvania State University. I will also apply the Communication Privacy Management (CPM) theory to better understand why these interactions occur, as well as how these interactions are handled.

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Chapter 1

Introduction

In 2004, Harvard student, Mark Zuckerberg, as well as fellow students, Eduardo Saverin, Andrew McCollum, Dustin Moskovitz, and Chris Hughes, would change the social media platform forever with their introduction of Facebook. What started as a small network for Harvard students, and eventually made its way around to other major universities, would soon blossom into a worldwide platform, where citizens from countries around the world could be instantly connected through a single click. Users' "Friends" totals quickly increased to the hundreds (some to the thousands), and people, some of whom had never and will never meet face-to-face, were connected. As Facebook continued its rapid growth, it was only a matter of time before the company's target audience of college students expanded to just about any person with internet access; whether it be a grandmother in her late seventies, or a thirteen year old entering middle school. As the age limit expanded, it became a common notion to see multiple generations using the site, which to no surprise, led to parent-child interaction.

Social media is a very new part of today's culture. The social networking platform is only about ten years old, and there are many areas that must be explored. It is important to understand the different reasons as to why people decide to create their own profiles, what he/she does while using social media (i.e., sharing photos, updating statuses, etc.), and the effects of using social media in general. A topic that has been of interest to many researchers recently is whom one interacts with on Facebook, including parent-child interactions. This relationship is

one that did not exist a decade ago, so it is very interesting to see what affects it has on each person involved.

Through a review of literature, the communication privacy management theory (CPM), as well as an ethnographic study in the form of a survey, this research will provide results to answer the following research question and hypothesis:

RQ1: How are parent-child relationships influenced after becoming “friends” on Facebook?

H1: If a child has a positive relationship with his/her parent, he/she will allow the parent complete access to their Facebook profile page.

In order to attain valuable research to answer my research question/hypothesis, I plan to conduct literature reviews on academic scholarship regarding these relationships, most of which will come from the prestigious *Journal of Communication*. I will also gain insight from research studies performed by members of the Facebook team in regards to parent-child relationships.

Lastly, I plan on conducting my own research through a survey. The survey will consist of ten questions that I believe will get me a better understanding on whether there are effects on parent-child “friending” on Facebook, and to understand how children control their privacy settings. My sample size will consist of thirty-six participants. The thirty-six participants will be made up of undergraduates currently enrolled in a major college/university.

Chapter 2

The Evolution of Facebook

On October 29, 2003, Mark Zuckerberg, a psychology student attending Harvard University, created an automated and online program entitled 'Facemash.' The purpose of the site was to place two photographs next to each other allowing the user to choose which was the "hotter," or more attractive individual. Mr. Zuckerberg generated this by hacking into the Harvard system and stealing the portraits of every female in all nine Harvard houses. He then sent the link to a various number of campus list-serves in order to get the word out (Phillips, 2007). While Zuckerberg's actions were quickly dealt with by Harvard administration, he was also charged with violating individual privacy, copyrights, and security. However, the explosive interest in his program was just the beginning. In January 2004, with a basis of ideas from a column in *The Harvard Crimson*, Mr. Zuckerberg began working on a new idea – Thefacebook (Tabak, 2004).

In an article posted in February 2004, Zuckerberg stated that a large number of Harvard students had been discussing the creation of a universal 'facebook' within the university. He commented, "I think it's kind of silly that it would take the University a couple of years to get around to it. I can do it better than they can, and I can do it in a week" (Schneider, 2004). Within one month, he had launched this new site. He created a small survey that he distributed to some of his classmates in order to get a better understanding of what they would like to see – the smartest of his original business decisions.

Thefacebook included a multitude of features that were incredibly underdeveloped in comparison to the current version. Only those who attended Harvard University were permitted to join the network, and had to obtain a valid Harvard email address in order to create an account. A

program was used to ensure that the name of the prospective member matched with the email that they entered. Their account could only be officially activated once they visited an encrypted link that was sent to their Harvard email.

When their account was generated, a profile was made for them and they were free to do very basic tasks. Users were prompted to list very generic information about themselves; this included their gender, phone number, birthday, living quarters (what Harvard house they belonged to), and an 'About Me' section. This section included their favorite books, movies, and music, among other interests. Their profiles only had one photo of themselves: the profile picture. No other photographs were required, as Mr. Zuckerberg had not placed emphasis on that just yet. They could send others friend requests and search for friends by their name, class year, and registered courses. Users were also granted some security and were enabled to choose a level of privacy placed on their profile. These original options had different limits on who could see their information, including 'Friends Only,' and 'Only People In My Class Year.'

Within just a few days of the launch, nearly 650 students had registered for his site. Most of the students enjoyed this because it provided an alternative to the password-protected House facebook pages that were originally at Harvard, making it much easier to identify students from an organization or a meeting. It also gave students a much simpler method to ask other students in classes for assistance if they were struggling in a course. The benefits behind creating a profile on thefacebook.com were endless, and that is exactly why the website immediately began improving in an incredible capacity.

In March of 2004, the site was expanded to students that were attending Stanford, Columbia, and Yale. With a cost of \$85 per month for the service space, it took Zuckerberg a mere three hours to set up each of those schools' accounts. Zuckerberg wrote a simple code that advertised his program in the course catalogs, as well as in online student newspapers at the

aforementioned schools. He stated that expansion seemed like the ‘natural thing to do,’ and that it was ‘easy.’ The original thefacebook.com looked like the picture below in Figure 2.1.



Figure 2.1. The original thefacebook.com home page

Thefacebook then began to expand tremendously. Access was extended to countless universities and colleges. At first, a majority of the Boston universities were included, as well as most of the Ivy League universities. Eventually, all universities in the United States had networks. This led to a very prestigious milestone being hit: one million users. In 2005, the introduction of photos took place. Users were permitted to upload photos for their friends to view

and they had the ability to remove them whenever they pleased. In August, contracts were signed to drop the first three letters in thefacebook.com. This made the official name of the website Facebook.com. This deal set Mr. Zuckerberg and his company back \$200,000. Within a month, the site went global, with its first international user being from the United Kingdom. Shortly thereafter, all students attending any United States high school could sign up for a profile (Loomer, 2012).

As improvement continued, 2006 became a year of intense internal development. The high school and collegiate network of Facebooks were merged, and one could do things such as create an event, write a note, or start a group amongst one's friends. Spam prevention systems were implemented into the design, and one could browse for just about anything within Facebook's servers. On August 15th, The Facebook Development Platform was launched. This was a service that allowed developers to generate outside applications that would work seamlessly with Facebook. It kept the same privacy rules on each person's profile, but it allowed for the sight of interesting applications catered to users' specifications. Another major event that occurred during 2006 was the development of the News Feed. This would highlight events that were occurring within the user's social circle, updating them on stories and keeping them in the loop. This led to the inclusion of the 'share' and 'like' buttons, as well as preferences as to what could have been seen on the News Feed.

The year 2007 will always be remember as 'The Mobile Year' for Facebook. Using a personal cellular device, a user could log into their account and do just about anything that they could on their computer. They could look at a friend's profile, upload a photo, or even send a mobile text. This was a wall post, a message, or even a poke that could be sent from a user's mobile device. Needing to contact someone without his/her phone number was no longer an issue; one could just use Facebook.

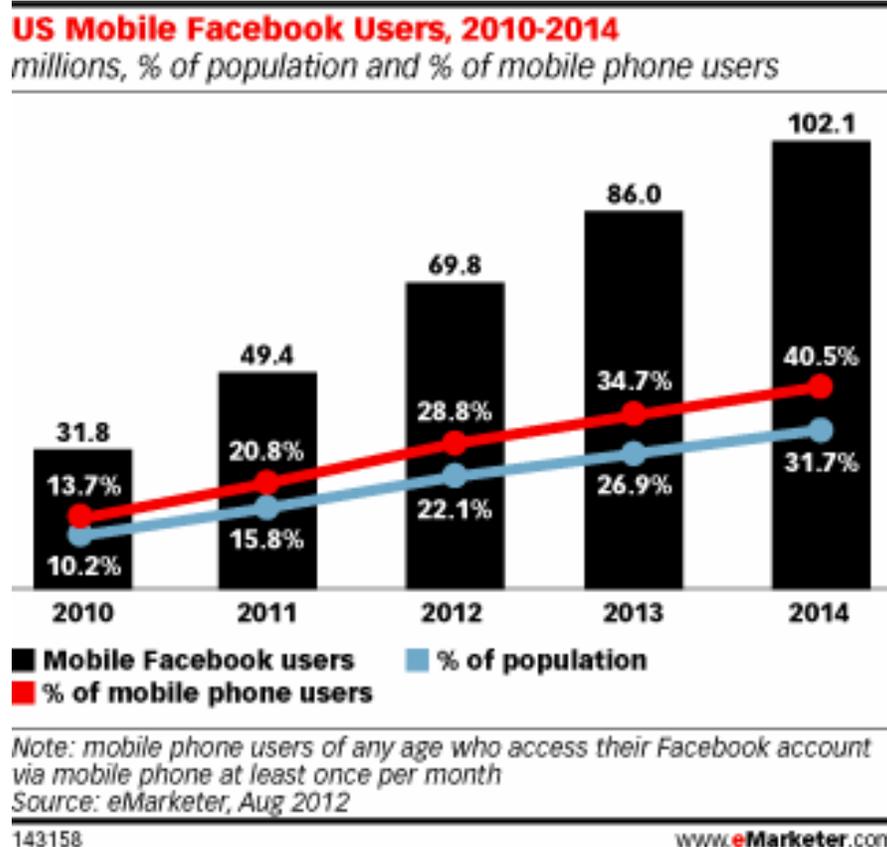


Figure 2.2. Chart showing the increase in mobile Facebook users

Over the next few years, Facebook engineers came up with thousands and thousands of improvements, applications, and add-ons that were meant to enhance the experience of the user. Facebook engineers also worked in a way to make all of those feel welcomed. There were options to not disclose gender due to uncertainty, or to the public to show that you were a homosexual or someone that identified themselves differently than others. An enormous platform for growth was started by these efforts. By December of 2008, there were 100 million Facebook users. This number skyrocketed to 300 million by September 2009 and one half of a million by July 2010. The rate of increase was less steep for the coming months, and eventually reached 800 million by February 2012. Today, there are over one billion Facebook users, with profiles from every continent in the world (Foster, 2010). This has turned into an epidemic that is attacking a large

population. The idea behind Facebook was based upon a few mere ideas that a college student thought of in his dorm room, but there is no end in sight for this multi-billion dollar corporation.

Chapter 3

Literature Review

The first question to be answered in trying to understand parent-child interactions on Facebook is simple: When does the first interaction take place? In 2012, Burke and other members from the Facebook Team explain different statistics having to do with the interactions between children and parents. Burke begins by describing who friends whom. She states that the child is more likely to request the parent between the ages of thirteen and seventeen. At age thirteen, the child is likely to send the request 65% of the time, but this number decreases as the child ages, bottoming out at 40% when the child reaches his/her mid-twenties. At this point, the percentage will rise again eventually reaching 50% when the child reaches his/her mid-40s (Burke, 2012). Burke explains that, “this overall trend follows the rough arc of children seeking distance from their parents as they prepare to leave the nest, and then gradually gravitating back as they accomplish their own milestones in life” (Burke, 2012). These findings go along with many other aspects of life outside of social media. As children grow up and mature, many seek independence and privacy, but once they are apart from their parents, they begin to miss them, and will slowly descend back. These findings are important when understanding the following studies from other researchers, due to the fact that many of the sample sizes tested have to do with children in their late teens, leaving home for the first time.

It would not be fair to discuss this topic without mentioning the terrific research from Maggie Kanter. Kanter was the first to research this Facebook relationship experimentally

(pg. 901). In 2012, Kanter described the affect of the relationship between a college-aged child and their parent. She explained that when children live independently for their first time (e.g., college), they are often faced with fewer privacy restrictions. Kanter (2012) states, “Having a parent as a ‘friend’ as one’s SNS may make it difficult to maintain privacy and, subsequently, negatively affect the parent-child relationship” (Kanter, pg. 901). Therefore, the child may fear for his/her privacy, and use different methods to protect that privacy. Disclosing information (status updates, pictures, likes/dislikes, etc.) are perceived by young users as a safe haven away from the parental eye, but with the rising presence of parents on Facebook, this information is bound to create conflict between children and parents, as parents gain the ability to view this information (Kanter, pg. 902). If privacy is invaded, arguments will likely ensue within the household, which as Kanter explains, would negatively affect the parent-child relationship. However, she also explains that being ‘friends’ on Facebook could have an opposite effect once the child is in college. By allowing one another to stay up to date about their lives, this will likely enhance the relationship (Kanter, pg. 901). This goes along with what most students will experience when leaving home for the first time. Once the child is on his/her own for the first time, it is normal that they will begin to miss the regular interactions with their parents, and being ‘friends’ on Facebook can bring the parent and child closer together, showing a positive affect on the relationship. Unfortunately, no matter how comfortable the child may feel being ‘friends’ with their parent on Facebook, there could always be some sort of interaction that could negatively affect what seemed like a perfect Facebook relationship. As Kanter (2012) states, “children may not be bothered by their parent being their friend on their [Facebook] until they

accidentally post information they did not want their parent to read or they feel like they have to monitor what they write because of the parents' presence on the [Facebook]" (Kanter, pg. 903).

It is at this point that children may begin to perform defensive behaviors. As Ledbetter & Vik (2012) explain, the child will likely take three defensive actions to defend against parental invasive behaviors: secrecy (keeping personal information secret from parents), mediated defense (changing passwords so parents cannot snoop), or avoidance (avoiding parents altogether) (Ledbetter & Vik, pg. 233).

The relationship between the parent and child prior to becoming 'friends' on Facebook is likely an important predictor as to whether or not there will be a positive or negative relationship on the social media platform. Ball, Wanzer, and Servoss (2013) performed studies in an attempt to prove the importance of the parent-child relationship prior to 'friending' on Facebook. The three researchers also looked to understand what effect this relationship had on whether or not the child accepted the 'friend' request from his/her parent, and how they adjusted their privacy settings upon accepting the request (Ball, Wanzer, and Servoss, pg. 1). Going further off that point, the previous relationship may also explain why a child reveals his/her information on Facebook, or conceals parts of it. Kanter (2012) assumes that, "young adults who perceive a high quality relationship with his or her parent prior to the parent friending them on Facebook will likely view their privacy boundaries with their parent as more permeable and subsequently perceive their own disclosures as less risky" (Kanter, pg. 901). Due to this strength of relationship that the child feels, he/she likely will not feel the need to make any adjustments to their privacy. Child & Westermann (2013) explain that some children will not make adjustments to their Facebooks because, "they either were overly cautious in the first place or were high risk

takers and did not care what others might come to think about them because of what they post,” (Child & Westermann, pg. 55). Also, Child & Westermann predict that young adults will not feel the need to change their overall privacy settings because they frequently monitor their Facebook activity, whether that is deleting posts, statuses, or pictures to keep a clean image (Child & Westermann, pg. 55). However, conflict is still possible. For example, although children can control their privacy settings, they cannot control what their friends post about them, or what their parents post about them, which can result in conflict (Kanter, pg. 903). Conflict is also a major predictor on how the Facebook relationship will be affected after the child becomes ‘friends’ on Facebook with his/her parents. Koerner and Fitzpatrick (2002) explain that conflict within the family will likely hinder the ‘friending’ from ever taking place. However, if the ‘friending’ does occur, the child will likely conceal his/her privacy from his/her parents (Koerner & Kitzpatrick, pg. 86).

Chapter 4

Method

To understand the methods used by the researchers in this study, one must first attain knowledge of the communications privacy management theory (CPM). Sandra Petronio developed the communications privacy management theory (CPM) in order to make sense as to how humans manage their privacy boundaries and hide private information. To understand the CPM theory, there are three main elements that must be discussed – *privacy ownership, privacy control, and privacy turbulence*. According to Petronio (2013), “[the first element] predicts the way that people consider [their] privacy ownership and how they regulate ownership issues for private information” (pg. 9). Petronio further explains the definition of privacy ownership by explaining that people think that their privacy belongs to them, and only them, and that they have the right to protect this information, or choose who has access to this information (Petronio, pg. 9). When one does grant access however, the second party (parent) viewing the information is considered a co-owner of the information. It is understood that there are boundaries around this privacy, and the owner to this privacy (child) sets those boundaries, and expects these boundaries to be respected by co-owners (Petronio, pg. 9). The second element of the CPM theory is privacy control. This is the element, “that regulates conditions of granting and denying access to private information” (Petronio, pg. 9). As owners of one’s private information, it is understood that he/she would feel that they should be the one controlling their privacy. An important part of this

element to recognize is that even after one gives access to a second party, he/she still believes they control that information. It is at this point that the privacy owner will begin to develop privacy rules. Petronio (2013) states that, “these rules are derived from decision criteria such as motivations, cultural values, and situational needs,” (Petronio, pg. 10). These privacy rules also have to do with a calculated risk-reward calculation. For example, if a child decides to post a status on Facebook that has a chance to hurt themselves or others, he/she will likely have a motivation to remove the status, due to the higher calculated risk than reward. The third and final element of the CPM theory is privacy turbulence. Petronio (2013) states that, “privacy regulation is often unpredictable and can range from disruptions in the privacy management system to complete breakdowns,” (Petronio, pg. 11). Privacy turbulence is a very important part of this study, as it shows the many complications that may arise between privacy owners and second parties. A few examples of where privacy turbulence may occur include a parent friending their child on Facebook, parents explaining a death in the family to their children, and a same-sex couple explaining their relationship to family members for the first time (Petronio, pg. 11).

In order to answer the above research question/hypotheses, an analysis of results from the literature was conducted, as well as a personal survey. In analyzing the literature, it was evident that each article used tested participants at the undergraduate level enrolled in a college or university, and one article tested participants with an average age of twenty years old.

A survey was performed in an attempt to understand the demographics of undergraduate students that have a Facebook profile, and are currently enrolled in a college/university. The survey was also conducted to compare findings to the results from the literature. The survey

consisted of ten questions, and was sent out via Facebook. Thirty-six participants completed the survey. All participants remained anonymous. The participants were fifty percent (18) male and fifty percent (18) female. The mean age was 18.278, and the median age was 18. Some of the questions asked to the participants was whether or not they were friends with their parent(s) on Facebook, whether the participant or his/her parent(s) initiated the friend request, what type of relationship the participant had with his/her parent(s) prior to becoming 'friends' on Facebook, whether any changes to the participants' privacy were made, and if the participant had any problems with being friends with his/her parent(s).

Chapter 5

Results

After reviewing the results from the literature, a number of findings were retrieved. The significant findings from Kanter's research showed that young adults did not mind the fact that their parent was on Facebook, did not mind being 'friends' with their parent on Facebook, and did not think their parent invaded their privacy (Kanter, pg. 909). However, the results showed that even though the child did not think their privacy was invaded, they still placed their parent on a limited profile (N=37, or 62%), denying them complete access to their privacy (Kanter, pg. 909). These results would refute Hypothesis 1. Research as to why the child changed their privacy settings was performed by Koerner and Fitzpatrick, and showed that they do so in an attempt to meet their families' expectations and to avoid conflict (Ball, Wanzer, Servoss, pg. 624). Using CPM theory, Child and Westermann also looked to discover why children concealed their privacy settings. Their research allowed them to create the following list to answer their research question: "to effectively manage impressions with diverse audiences; to more fully protect personal identity and reduce safety risks; to appease important relational connections like friends, partners, and family members; and to prevent vulnerability of encountering a legal or disciplinary problem" (Child & Westermann, pg. 55).

In a separate study, Ball, Wanzer, and Servoss found results that were very different from Kanter's findings. Their results showed that very few young adults (25.3%) chose to conceal

their information, while many young adults (75.7%) allowed their parents complete access to their profile (Ball, Wanzer, Servoss, pg. 623). This information correlates with Hypothesis 1.

The survey conducted resulted in a few very interesting findings that helped to answer whether having an open relationship with one's parents leads to that parent gaining complete access to one's Facebook profile page.

To begin, the survey showed that all thirty-six respondents revealed that they were friends with their parent(s) on Facebook. Next, the survey revealed that parents were more likely to request his/her child on Facebook. The parent sent the friend request 63.89% of the time, while the child requested their parent 36.11% of the time. The same trend was also discovered when analyzing who initiates the interactions (i.e., posting on wall, commenting on pictures, liking statuses, etc.) on Facebook. This question showed that the parent initiates the interaction 58.33% of the time, while the child initiates the interaction 41.67% of the time.

The following two questions were of great interest as they were vital in answering Hypothesis 1 (H1). The first question asked the participants to clarify whether they had an open relationship with their parent(s) prior to becoming 'friends' on Facebook. An overwhelming response of 85.71% of the participants stated they did in fact have an open relationship with their parent(s) prior to becoming 'friends' on Facebook, with the remaining 14.29% stating they did not have an open relationship. The following question was important in understanding whether or not the participants' high response rates of having an open relationship with their parents would affect the way they controlled their privacy settings on Facebook. The question asked: "Did you make any changes to your privacy settings/changes (i.e., make your profile private,

delete posts, delete pictures, etc.) on Facebook after becoming friends with your parent(s)?" The findings showed that 54.29% of the participants did not make changes to their privacy settings, while 45.71% chose to make changes to conceal some of their information. These results showed an agreement with the results found in Ball, Wanzer, and Servoss's studies.

With these findings, a Chi-Square Test was conducted to test the relationship between whether having an open relationship with one's parents prior to 'friending' had an affect on whether or not the participant made changes to his/her privacy on Facebook.

Table 5.1. List of Valid Survey Participants

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Privacy *	35	97.2%	1	2.8%	36	100.0%
Open						

Table 5.2. Chi-Square Tests of Valid Survey Participants

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.912 ^a	1	.027		
Continuity Correction ^b	2.998	1	.083		
Likelihood Ratio	6.807	1	.009		
Fisher's Exact Test				.049	.036
Linear-by-Linear Association	4.772	1	.029		
N of Valid Cases	35				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.29.

b. Computed only for a 2x2 table

Table 5.3. Privacy Crosstabulation of Valid Survey Participants

Privacy * Open Crosstabulation

			Open		Total
			No	Yes	
Privacy	No	Count	5	14	19
		% within Open	100.0%	46.7%	54.3%
	Yes	Count	0	16	16
		% within Open	0.0%	53.3%	45.7%
Total	Count		5	30	35
	% within Open		100.0%	100.0%	100.0%

As Table 5.2 shows, the Chi-Square Test led to the following format:

$$X^2(1, 35) = 4.912, p < .05.$$

This formula leads to the understanding that the null must be rejected, and that hypothesis 1 should be accepted. This shows that participants who stated they have an open relationship with their parents, are more likely not to make changes to their privacy settings, and will allow their parents complete access.

Finally, an open-ended question was posed to the participants to question any problems the participants had with being friends with his/her parent(s) on Facebook. Some responses from the survey included, 'They like to stalk me and comment on every post/picture I put up,' 'censoring my language,' and, 'if I don't want my parents to see it, I don't want the rest of the world to have access to it either so I keep it off of the Internet entirely.'

Chapter 6

Discussion / Analysis

As explained before, the social media platform is a very new area of study that will most certainly be of interest to many researchers in the coming years. With over one billion users to date, Facebook shows no signs of slowing down, and the many interactions on a daily basis must be understood, so our culture can quickly adapt to the phenomenon.

The study of interactions between children and parents was a very motivating topic, as this family relationship is of the utmost importance to many people. These many new interactions have the ability to bring families closer together, but as the research has shown, it can also have its negative effects.

The research of many pieces of important literature, as well as a personal survey conducted led to results that helped in answering the research question, as well as supporting the hypothesis. To answer the first research question posed above, it is understood that many children do not have a problem being friends with their parents on Facebook. Children with an open relationship, who come from high conversational families, where sharing information with each other on a daily basis is common, proved to be more likely to accept their parents' friend requests. These relationships commonly led to positive Facebook relationships. Relationships that were seen as negative were mainly because there was conflict prior to the 'friending' occurring. With this information, one can conclude that external aspects of the relationship, such as the family relationship prior to 'friending,' are extremely important in determining whether the Facebook relationship will be positive or negative.

The results from the survey allowed me to understand that the hypothesis proposed was in fact correct, and should be accepted. A majority of the participants had an open relationship with their parents, and did not place their parent(s) on a limited profile view. This shows that a close, open parent-child relationship in everyday life will likely transfer into the social media world.

Appendix A

Survey Questions and Results

1.) *What is your gender?*

A.) Female → 18 (50.00%)

B.) Male → 18 (50.00%)

2.) *Class:*

A.) Freshman → 0 (0.00%)

B.) Sophomore → 5 (14.71%)

C.) Junior → 6 (17.65%)

D.) Senior → 23 (67.65%)

3.) *Are you friends with a parent(s) on Facebook?*

A.) Yes → 36 (100.00%)

B.) No → 0 (0.00%)

4.) *What age did you become friends with your parent(s) on Facebook?*

- Open Response

5.) *Did you request to be friends with your parent(s) on Facebook?*

A.) Yes → 13 (36.11%)

B.) No → 23 (63.89%)

6.) *Who initiates the interactions (i.e., posting on wall, commenting on pictures, liking statuses, etc.) on Facebook more?*

A.) Me → 15 (41.67%)

B.) Parent(s) → 21 (58.33%)

7.) *Did you have an “open” relationship (i.e., felt comfortable sharing personal information) with your parent(s) prior to becoming friends with him/her on Facebook?*

A.) Yes → 30 (85.71%)

B.) No → 5 (14.29%)

8.) *Did you make any changes to your privacy settings/changes (i.e., make your profile private, delete posts, delete pictures, etc.) on Facebook after becoming friends with your parent(s)?*

A.) Yes → 16 (45.71%)

B.) No → 19 (54.29%)

9.) *Have you noticed any problems with being friends with your parent(s) on Facebook?*

- Open Response

10.) *Have you defriended your parent(s) on Facebook?*

A.) Yes → 2 (5.56%)

B.) No → 34 (94.44%)

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ACADEMIC VITA

Brian Powers

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Education

B.A., Media Studies, Spring 2014, The Pennsylvania State University, University Park, PA

Honors and Awards

- Distinguished Honor Roll, Deans List
- National Society of Collegiate Honors Recipient

Association Memberships/Activities

- Phi Kappa Phi Honor Society
- Sigma Alpha Pi National Society of Leadership
- Golden Key International Honour Society