Is social media the scapegoat for weakening the family bond?

A quantitative survey: the effect social media usage has on family connectedness in Dutch families

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Preface

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Social Media Usage on Family Connectedness in the Netherlands

Abstract

This thesis explores how social media usage affects family connectedness in Dutch families, focusing on young adults (aged 18-26) and their parents/main caregiver. The study addresses the research gap in explaining the (distancing) intergenerational relationships among Dutch families from the perspective of social media use, taking into account the parental control monitoring behavior regarding social media use. Using a quantitative deductive approach, the study surveyed Dutch families (N = 158) and collected data from one parent and (one of) their children in their early adulthood about their social media habits, perceptions of family connectedness (towards the child), and (perceived) parental monitoring control during the child's adolescence. The results show notable generational differences in social media use and its impact on perceived family connectedness. Young adults reported higher levels of social media integration than their parents but felt less connected to their families than their parents did. Specifically, Social media usage integration (SMUI) negatively affected providing emotional/instrumental support among children. While SMUI did not significantly impact overall connectedness or other dimensions, such as openness and expressing affection, restrictive mediation and authoritarian mediation were found to fully mediate the relationship between SMUI and emotional support among children. On the other hand, active mediation and non-intrusive inspection did not show significance mediation effects. The study also emphasizes how different parental monitoring control dimensions can influence family bonds in a positive or negative way. For parents, results showed that SMUI has no significant impact on any dimensions of family connectedness. Comparative analysis within families showed that parents reported higher active mediation and lower non-intrusive inspection compared to their children's perceptions. Additionally, parents perceived higher levels of openness, expressing affection, and providing emotional/instrumental support than their children. This study highlights the importance of responsible social media usage and employing practical parental mediation to improve family connectedness in the digital era.

KEYWORDS: *social media usage, family connectedness, parental monitoring control, Dutch families*

Table of Content

1 Introduction

Since the rise of technology, digital media has seamlessly integrated into our daily lives, becoming available to us at all times (Appel et al., 2019, p. 60; Tariq et al., 2022, p. 816). In a globalized world, social media use at home has increased as it has become an integral part of society (Jenkins-Guarnierie et al., 2013, p. 38). It is an essential tool for maintaining relationships with family members (Tariq et al., 2022, p. 816), challenging both parents and kids, and significantly impacting many aspects of our lives and interpersonal communication (Wong et al., 2017, p. 3). This broad effect highlights the critical role that social media plays in forming and affecting familial dynamics, especially between parents and children. For instance, remote messaging is becoming increasingly common in place of more traditional communication methods (Kavaturi, 2023, para 1), such as in-person interactions (Tariq et al., 2022, p. 816).

The rapid expansion of media access technologies could change how families interact with media, impacting personal and family dynamics (Brito et al., 2017, p. 271). Consequently, many families and individuals are carving a balanced offline and online life eventhough it is an ongoing journey (Bilash, 2023, para 1). According to relevant studies, social media can weaken (e.g. (Haythornthwaite, 2002, p. 386) face-to-face interpersonal interactions, social activity, or relationships in various settings. Families now watch Television together and engage in concurrent activities such as messaging on cell phones, accessing information online, chatting online, and using other social networking sites like Instagram, Facebook, and Twitter to communicate (Palida-Walker et al., 2012, p. 426). However, these mobile devices also have been claimed to affect family rituals (Mullan & Chatzitheochari, 2018, p. 797). Furthermore, using social media improperly can result in symptoms such as decreased communication (Bala, 2014, p. 4), feelings of loneliness (Coyne et al., 2014, p. 664; Nowland et al., 2018, p. 81-82), and increased emotional distance (Butler & Matook, 2015, p. 11), all of which can be made worse by poor (family) connectedness (Foster et al., 2017, p. 321).

As family dynamics change due to social media usage, parental monitoring during adolescence became a point of research (Lionetti et al., 2018, p. 570). It is well known that understanding the nuances of social media use in families is essential to building and maintaining solid bonds (Abel et al., 2021, p. 633) and parents can influence this through monitoring or controlling the social media usage of their child(ren) (Lionetti et al., 2018, p. 570). Research conducted by Ho et al. (2019, p. 678) and Brito et al. (2017, p. 272) introduces different parental monitoring control styles.

1.2 Societal Relevance

Research has shown that creating a healthy balance in families can mitigate such negative outcomes within families. As to the societal relevance of the current study, examining social media-

related aspects of family connectedness is also essential, as it can help find ways to strengthen family bonds and promote better health outcomes for individuals. For instance, studies have shown that stronger family bonds and teenagers who have more fulfilling friendships have been linked to studies of improving social skills, higher life satisfaction, and higher self-esteem (Raboteg-Saric & Sakic, 2013, p. 759). Despite the widespread use of social media, the impact of social media usage on family connectedness and its potential role in strengthening family bonds and improving quality of life needs to be researched more, especially in the Netherlands.

As a result, families will benefit from this study's understanding of social media usage and parental monitoring control and how they could be correlated. Thus, it is relevant to know how social media usage affects family connectedness and how parental monitoring control may mediate this relationship, potentially enhancing involvement to strengthen family bonds and eventually improve people's quality of life.

1.3 Academic Relevance

Prior studies have also shown the effect of social media on communication patterns (Caughlin, 2003, p. 18), family cohesion (Procentese et al., 2019, p. 2), and emotional bonds. These results highlight how digital interaction influences family bonds. While some research has focused on how family technology influences the meaning individuals get from using the Internet (Eynon & Helsper, 2014, p. 156), others have examined broader themes, such as the psychological effects of different social media platforms across different age groups (Hayes et al., 2015, p. 510), on general well-being (Swist et al., 2015, p. 24), on mental health (Berryman et al., 2017, p. 312), and the relationship between social media usage and psychological adjustments (Vannucci et al., 2017, p. 163). As most of the studies are done in the US (e.g., Bloemen & De Coninck, 2020, p. 3; Tariq et al., 2022, p. 827), it is questionable if the same could be found in other societies with different family cultures, such as the Netherlands, especially regarding the first generation of digital natives and their parents.

On top of that, limited research has been done about the influence social media use has, specifically, on parent-child relationships within Dutch families and whether this relationship is mediated by parental monitoring control. Consequently, this study closes the societal and relevant gap in social media use in Dutch families, especially among young adults (aged 18-26) and their parents or primary caregivers, thus, zooming in on parent-child relationships. With this, this study aims to investigate if this is a generational gap or something else that within a family mediates the impact of social media use on family connectedness. Therefore, a comparative study between parents and children from the same family is proposed.

This research can fill the gap between academic literature and societal relevance by answering the following question: *"To what extent does the impact of social media use on family connectedness differ for young adults (aged 18-26) and their parents in the Netherlands?"*

2 Theoretical framework

The following chapter explores the concepts of *Family Connectedness, Social Media Usage Integration (SMUI),* and *Parental Monitoring Control,* laying the foundation for the developed research model presented in section 2.5. The first section presents the contextual literature about social media and its impact on family connectedness. Following, the study dives into the Dutch context to highlight cultural differences. Next, the study examines the mediation role of parental monitoring control, dating back to when the children were younger. Finally, the chapter addresses generational differences in terms of family connectedness, parental monitoring control and social media usage within families specifically, parent-child relationships.

2.1 Social Media Usage in Dutch families in the 21st century

Due to widespread connectivity, social media platforms have emerged smoothly into the lives of millions of people worldwide (Appel et al., 2019, p. 60; Tariq et al., 2022, p. 816), altering their thoughts, emotions, actions, and interactions (Spies Shapiro & Margolin, 2014, p. 1). Families, especially those with children in the 21st century, have quickly adopted these technological shifts (de Haan et al., 2018, p. 158). Specifically, with smartphones and tablets becoming present everywhere in households and appealing not just to teenagers but also to young adults (aged 18-26), it is intriguing to explore the changing dynamics of technology adoption (Nikken & Schols, 2015, p. 3424) in the Netherlands in detail. In the Netherlands, in 2022, teenagers aged 15-19 spent at least three hours daily on social media (Jo Dixon, 2024, para 1), engaging the most with platforms such as Instagram and Snapchat (Jo Dixon, 2024, para 2). Additionally, 44% of the teenagers report checking their social media platforms immediately upon waking up, and 41% express concerns about excessive social media usage (Riley et al., 2023. p. 31228).

Bloemen and De Coninck's (2020, p. 3) research has shown that specific family characteristics correlate with how parents influence their children's social media intake. Previous studies (e.g. de Haan et al., 2018, p. 158) have also indicated that the increasing widespreadness of media devices in homes and mobile technology outdoors has made it more challenging for parents to manage their children's media consumption. As parents significantly influence how their children interact with social media, they play the role of educators, influencing their attitudes and habits regarding media consumption and facilitators, controlling access to digital devices and materials (Bloemen & De Coninck, 2020, p. 3; Nikken, 2019, p. 531).

2.1.1 Family Connectedness in contemporary Dutch Setting

There have been multiple approaches to understanding the concept of family connectedness. Manzi and Brambilla (2014, p. 2168) define family connectedness as "a particular characteristic of the family bond, also referred to as family or parental closeness, support, warmth, or responsiveness."

Families that maintain emotional bonds through shared holidays, customs, and rituals demonstrate strong relational bonds (Wolin, M.D & Bennett, 1984, p. 12). Such activities strengthen family bonds, encouraging affection, emotional support, open communication, and cooperative problem-solving (Manzi & Brambilla, 2014, p. 2168). Woodman and Ross (2022, p. 3131) further elaborate family connectedness by defining it as an entire family variable that describes how each family member perceives and defines their sense of psychological closeness and belonging. Being connected to one's family means having, for example, open communication, meaningful participation, trust, support when having difficulties, and recognition of personal interests (Woodman & Ross, 2022, p. 3134). Following these definitions, this study also describes a close, open communication, warm, loving, and positive relationship between parents and children as family connectedness.

Among all the definitions evaluated, the researcher found that Caughlin's (2003, p. 18) approach and definition fits best regarding Dutch family connectedness in this study's context. The researcher actively assessed various definitions of family connectedness in existing literature but encountered a mismatch between these definitions with respect to the Dutch setting. Therefore, the decision was made not to use the other definitions directly. Instead, the other definitions serve as a base from which to build upon. This study adopts the theory from Caughlin (2003, p. 18), that looks into family communication standards. This theory has derived three dimensions (openness, expressing affection, and providing emotional/instrumental support) (Caughlin, 2003, p. 18) that support this study's definition of family connectedness.

The aforementioned practices enhance family connectivity by fostering emotional, honest, and transparent communication and cooperative problem-solving. Family connectedness regarding openness, expressing affection, and providing emotional/instrumental support are essential components of strong familial bonds (Caughlin, 2003, p. 18). When families prioritize these, they create an environment where everyone feels valued, heard, respected, and supported. Moreover, families play a crucial role in supporting positive outcomes for youth by supporting them, nurturing a feeling of belonging, and boosting their self-esteem – even in the face of societal changes (Woodman & Ross, 2022, p. 3132). Hence, the basic need for family support never changes, even though adolescents' needs may change from physical and caring help during their childhood to more emotional and psychological support as they become young adults (Woodman & Ross, 2022, p. 3132).

According to Georgas et al. (1997, p. 314), the Netherlands showed a striking consistency in emotional connection to nuclear family members. Dutch family culture is well-known for emphasizing closeness and cohesion, values that are deeply rooted in the country's social structure (Db Work, 2023, para 4). Emotionally, people support and stand by their nuclear family members – parents, children, and siblings (Scroope, 2017, para 1). Also, it is recognized that the Dutch cultivate close relationships within their families and try to maintain these relationships (Scroope, 2017, para 3). DBWork (n.d., para 1) argues that the close-knit and compact Dutch society is acknowledged as

contributing to the strong family bonds felt in the society as children in the Netherlands are encouraged to be in close contact with their parents and grandparents and are often raised with the support of extended family members. Even though the Netherlands is known for its emphasis on close family connections (De Master & Giordano, 1996, p. 542), it scores relatively high on individualism compared to other European countries, indicating a strong preference for a loosely-knit social structure in which individuals are expected to look after themselves and their immediate families (The Culure Factor Group, n.d., para 3). However, the Netherlands appears to have reasonably consistent emotional closeness within families (Georgas et al., 1997, p. 314), which is also in line with Scroope (2017, para 1).

2.1.2 Social Media Usage: a new member of Dutch families

It appears that as the rise of social media is becoming availabe to us at all time, it has changed how family members interact and communicate, potentially becoming a crucial part of Dutch family life. Although "social media" has many definitions, it commonly refers to online communities and content sharing between users on different digital platforms (Dollarhide, 2023, para 1). Developing this idea further, McCann and Barlow (2015, p. 273) define social media as a continuation of traditional media, using a more advanced range of tools, methods, and instruments to foster social connections and relationship-building. Moreover, other scholars (Tariq et al., 2022, p. 816) have approached social media from various angles, highlighting its functions as a tool of social interaction, a platform for self-expression, building relationships, and a means of communication. The current study adopts the definition of social media by Duursma et al. (2017, p. 612), defining them as websites that promote social interaction online, such as Facebook, Instagram, TikTok, YouTube, and WhatsApp.

Such platforms like Instagram, Snapchat, and TikTok have become integral to children's and teenagers' social lives, offering new ways for self-expression and connection with others (Duursma et al., 2017, p. 612). Not only in the Netherlands but worldwide, such social media platforms also serve as a means for staying in touch with family members, both near and far, thereby strengthening familial bonds (Procentese et al., 2019, p. 2). Parents, too, are increasingly engaging with social media, using it to stay in contact with their children's lives and seek information and advice (Haslam et al., 2017, p. 2033). For example, parents were forced to adopt this youth-driven technology when teenagers and young adults were the first to take over SNSs such as Facebook and MySpace at the beginning of the 21th century (Spies Shapiro & Margolin, 2014, p. 1).

As mentioned, in this study, digital devices—such as computers, tablets, and smartphones—serve as channels for engaging with social media platforms and social media usage integration (SMUI). SMUI, in this context, refers to the various ways people use social media in today's society, encompassing both individual and collective interactions with digital platforms, reflecting their integration into everyday life and societal dynamics (Jenkins-Guarnierie et al., 2013, p. 43). Young

adults, especially between 18 and 26 years old, are particularly reliant on these devices, as they provide channels for communication, information consumption, and self-presentation, influencing their daily routines and interactions within the family. Additionally, according to Petrosyan (2023, para 1), the Netherlands has 17.47 million internet users, representing 99% of the population, and 15 million active social media users at the beginning of 2024.

2.2 Impact of Social Media Usage Integration on Family Connectedness

The impact of social media usage on family connectedness is complex, encompassing a negative effect on family connection among children (Tariq et al., 2022, p. 825). Research (Mesch, 2006, p. 134) on how teenagers' daily Internet use affects the quality of their relationship with their parents discovered that lower Internet use was linked to a better connection with parents and friends than higher Internet use. In addition, according to Mesch (2006, p. 134), parents and teenagers are concerned that Internet use could negatively impact family cohesiveness and communication, take up time they could spend with their family, and not enable them to have better relationships. It has also been discovered that regular use of technology and the Internet at home can strengthen family bonds (Williams & Merten, 2011, p. 151). However, Coyne et al. (2014, p. 664) argue that children using social networking sites to communicate with parents may experience loneliness, anxious attachment, and decreased family communication.

Conversely, at the same time, scholars (Coyne et al., 2014, p. 667) also underscore the positive role of social networking sites (SNSs) in facilitating communication for specific demographics, including increased teenage community involvement, self-acceptance, and general family life satisfaction. Procentese et al. (2019, p. 2) state that ICTs can improve family cohesion, flexibility, and open communication and positively affect family relationships. Moreover, Tariq et al.'s earlier research (2022, p. 827) showed a range of results, some of which suggested that social media could improve family relations (e.g., among older adults (aged 50 years and older) residing in the United States, engagement with social networking sites (SNSs) is correlated with a sense of connectedness with their children). On the other hand, others suggest that it negatively affects meaningful contact with family members (Tariq et al., 2022, p. 826).

Overall, the literature has found that social media usage negatively impacts family connectedness within the Dutch context. Although Dutch culture claims to be different from the mainstream Western family culture, like that of the United States, it has still been found that social media has a negative impact on family connectedness in the Netherlands. Based on the examined literature, the following is expected regarding the influence of social media usage on family connectedness. In the following hypotheses, SMUI is referred to as social media usage integration (Jenkins-Guarnierie et al., 2013, p. 43).

H1: SMUI has a negative impact on Family Connectedness among Dutch young adults and their parents.

H1a: SMUI has a negative effect on openness among the Dutch population of 1) young adults and 2) their parents.

H1b: SMUI has a negative effect on expressing affection among the Dutch population of 1) young adults and 2) their parents.

H1c: SMUI has a negative effect on providing emotional/instrumental support among the Dutch population of 1) young adults and 2) their parents.

2.3 The role of Parental Monitoring Control as a mediator

2.3.1 Parental Influence in the Digital Age: Navigating Social Media Usage and Family Connectedness

Parental monitoring control is essential in shaping the relationship between social media usage and family. Parental monitoring control, as defined by Rodríguez-Meirinhos et al. (2020, p. 353), involves "a set of parenting behaviors involving attention to tracking of the child's whereabouts, activities, and adaptations," including those on social media. Social media has become an integral part of society (Jenkins-Guarnierie et al., 2013, p. 38), with individuals, including adolescents and preadolescents (Media et al., 2013, p. 958; Ho et al., 2019, p. 677), gaining access at increasingly younger ages (Ho et al., 2019, p. 677). This highlights parents' crucial role in managing their children's social media activities (Ho et al., 2019, p. 678; Nikken, 2019, p. 531). By Nikken and Schols (2015, p. 3424), parental mediation is "any strategy parents use to control, supervise, or interpret media content for children." Although Nikken & Schols (2015, p. 3424) refers to it as "parental mediation" in their research, in this study, it is understood to mean the same as parental monitoring control. In this research, the definition of parental control follows Ho et al. (2019, p. 679), as their study provides a comprehensive framework for parental control, which includes various strategies to reduce the negative impacts of social media on children and parents.

Parents are primary influencers and gatekeepers of their children's online behaviors (Brito et al., 2017, p. 271). This underscores the significant role that monitoring and guiding social media use can play in shaping family connectedness. As social media is part of our daily lives (Appel et al., 2019, p. 60; Tariq et al., 2022, p. 816) and has been incorporated into daily family life, it also impacts relationships within families (Nikken, 2019, p. 532). Therefore, employing strategies such as active mediation, restrictive mediation, authoritarian mediation, and non-intrusive inspection (Ho et al., 2020, p. 677) helps maintain a healthy balance between digital engagement and in-person interactions, thereby improving family connectedness and ensuring that social media is used as a tool for positive family dynamics rather than a source of division. Moreover, effective parental control can also help

reduce the negative effects of social media use, such as reduced face-to-face interactions and weakened familial bonds, especially during the younger years when children are most vulnerable to online risks and influence (Ho et al., 2019, p. 677).

2.3.2 Parental Monitoring Control perceived by children

Research conducted by Rodríguez-Meirinhos et al. (2020, p. 355) indicates that teenagers who spend significant time unattended exhibit fewer antisocial behaviors when their parents are more involved in monitoring them. This shows that parental monitoring control may be particularly effective for teenagers/adolescents living in difficult situations (Rodríguez-Meirinhos et al., 2020, p. 355). According to Fardouly et al. (2018, p. 1456-1457), using social media in a passive way, meaning browsing online and looking at people's content, can lower well-being, whereas using it actively can increase one's well-being. Top (2016, p. 197) further indicate the importance of strong parental monitoring control, as children often start interacting with the social world independently at an early age. This is also algined with de Haan et al. (2018, p. 159) who argues that since social media is accessible everywhere and anytime, it makes it difficult for parents to keep up with their kids lives and stay connected. Especially during teenagers' puberty, they tend to rely more on their friends, go to them asking for advice, and share personal information rather than with their parents (Camara et al., 2014, p. 125), which might result in decreased family connectedness since they do not feel that they can either communicate openly with their parents, ask for emotional support, or express affection. In addition, Fardouly et al. (2018, p. 1457) states that those children who spend less time on social media are able to participate in other offline activities, which might improve their emotional health.

Furthermore, teenagers increasingly know how to control their parents' knowledge of their everyday routines and activities. Parents might actively supervise their children's social media usage but may be less involved in gaming or TV watching. In addition, a research done in 2013 by de Haan et al. (2018, p. 160), revealed that Dutch parents with children aged 0-7 have the tendency to use co-use, active mediation more often when they antisipate positive media outcomes, while parents who think media negatively affect their children are more likely to use strategies such as restraints, restrictions or supervision. Eventhough this thesis looks at young adults (aged 18-26), the findings of de Haan et al. (2018, p. 160), support this study. This suggests that parents take a more nuanced approach to supervision, where understanding content is prioritized over strict restriction. According to the theory of parental mediation (Ho et al., 2019, p. 679), parents employ diverse strategies such as active mediation, restrictive mediation, authoritarian mediation, and non-intrusive inspection to mitigate the adverse impacts of media. Specifically, Dutch parents more frequently, according to de Haan et al. (2018, p. 160) tend to use all types of mediation when their child is skilled with using social media.

Given the literature discussed in combination with family connectedness and parental monitoring control, the following hypotheses are proposed:

H2: The Parental Monitoring Control mediates the relationship between SMUI and Family Connectedness among young adults (when they were teenagers).

H2a: Young adults' (when they were teenagers) perceived Active Mediation from their parents mediates the relationship between their SMUI and perceived Family Connectedness.

H2b: Young adults' (when they were teenagers) perceived Restrictive Mediation from their parents mediates the relationship between their SMUI and perceived Family Connectedness.

H2c: Young adults' (when they were teenagers) perceived Authoritarian Mediation from their parents mediates the relationship between their SMUI and perceived Family Connectedness.

H2d: Young adults' (when they were teenagers) perceived Non-intrusive inspection from their parents mediates the relationship between their SMUI and perceived Family Connectedness.

2.3.3 Parental Monitoring Control among parents

Parental monitoring control in the Netherlands seems to take on a district form influenced by the country's cultural emphasis on autonomy and open communication. Dutch parents typically prioritize fostering independence (de Pau, 2013, para 3) in their children while maintaining open communication about internet safety and responsible online behavior. With the increase of digital devices in households aswell as outside, it has became more difficutl for parents to regulate how much media their kids consume (de Haan et al., 2018, p. 158). Such practices also allow parents to monitor their children's media intake and give them chances to discuss content (Ho et al., 2019, p. 679).

Given the awareness of the negative effects of social media platforms and the internet, Dutch parents try to implement preventive measures like parental monitoring controls to mitigate such risks (de Haan et al., 2018, p. 158). Limiting preadolescents' exposure to social media allows for more time to engage in offline activities, such as physical exercise (Aftab et al., 2023, p. 1) and face-to-face interactions, which are crucial for fostering emotional and mental health (Fardouly et al., 2018, p. 1457). By reducing screen time, parents might also create opportunities for their children to develop interpersonal skills, deepen familial bonds, and cultivate a sense of belonging within their nuclear families and social circles.

Despite these efforts, challenges remain (Nikken & Schols, 2015, p. 531) in balancing supervision with respect for children's privacy. Like their peers in many other countries, adolescents in the Netherlands increasingly seek autonomy and respect regarding privacy (De Master & Giordano, 1996, p. 542) and personal freeedom, which can sometimes conflict with parental monitoring control efforts. Additionally, according to a study conducted by Fardouly et al. (2018, p. 1456), parental monitoring control over their children's social media usage can result in significant advantages,

especially during the preadolescent stage when parents still have greater control over their children's behavior than they do when they grow up (Fardouly et al., 2018, p. 1457).

Based on the literature discussed above, the following hypotheses are proposed:

H3: The Parental Monitoring Control mediates the relationship between SMUI and family connectedness among Dutch parents of young adults (when they were teenagers).

H3a: Parents' Active Mediation towards their children (when they were teenagers) mediates the relationship between their current SMUI and family connectedness.

H3b: Parents' Restrictive Mediation towards their children (when they were teenagers) mediates the relationship between their current SMUI and family connectedness.

H3c: Parents' Authoritarian Mediation towards their children (when they were teenagers) mediates the relationship between their current SMUI and family connectedness.

H3d: Parents' Non-intrusive inspection towards their children (when they were teenagers) mediates the relationship between their current SMUI and family connectedness.

2.4. Generational difference in terms of PMC, FC, and SMUI

2.4.1 Generational difference in Parental Monitoring Control

In today's society, there is increasing interest and worry about generational differences in parental monitoring control between parents and their children. This concern arises from understanding parental monitoring control's impact on children's development and the challenges presented by evolving technology (Nikken, 2019, p. 159). Regarding social interactions and technology use, parental monitoring control refers to how parents monitor and control their children's behavior (Brito et al., 2017, p. 272; Ho et al., 2020, p. 677). Parental monitoring control has undergone a substantial transformation in the ever-evolving digital landscape. Growing up in the digital age, younger generations must navigate a world different from their parents, which presents challenges and opportunities for parental monitoring control (Nikken, 2019, p. 157-159). Understanding how these monitoring practices differ across generations within the same families can shed light on evolving dynamics and challenges modern families face.

Today's parents must deal with widespread social networking sites, smartphones, and internet platforms (Nikken, 2019, p. 531) that influence their kids' social interactions and behaviors. According to Cottrell et al. (2003, p. 179), parents generally believe they know more about their teenagers than teenagers report. In addition, it appears that parents may find it difficult to successfully supervise and control their kids' online behavior, which raises concerns about their privacy and the possibility of exposure to inappropriate content. When young adults look back on their adolescent years, they can view their parents' monitoring efforts differently than their parents did. A study (Chatlicense, 2024, para 3) on Dutch parents of children with mobile phones revealed that three-

quarters of the parents know their children's smartphone activities. However, only 58% have established clear usage agreements with their children, and less than half (46%) use parental supervision features to control usage. Additionally, one-third of families frequently argue about phone use, with mothers (67%) more likely than fathers (47%) to believe their children spend too much time on their phones (Chatlicense, 2024, para 3).

Considering the theory examined, the following is expected:

H4: Within the same family, young adults perceive lower parental monitoring control (when they were teens) than their parents indicate.

H4a: Within the same family, young adults perceive lower active mediation (when they were teens) than their parents.

H4b: Within the same family, young adults perceive lower restrictive mediation (when they were teens) than their parents.

H4c: Within the same family, young adults perceive lower authoritarian mediation (when they were teens) than their parents.

H4d: Within the same family, young adults perceive lower non-intrusive inspection (when they were teens) than their parents.

2.4.2 Generational difference in Family Connectedness

In the Netherlands, generational differences in family connectedness are reflected in the perceptions of young adults compared to their parents. According to Giesbers et al. (2018, p. 95), support is frequently distinguished into emotional and instrumental support. Emotional support, which includes offering help and support during times of need, is often seen by parents as a regular part and a significant contributing factor to positive family interactions (Caughlin, 2003, p. 18; Giesbers et al., 2018, p. 85). Emotional support has also been shown to be a stronger predictor of favorable outcomes for both physical and mental health. As Top (2016, p. 197) stated, young adults tend to rely more on and trust friends than their parents during adolescence, which might cause a decrease in family bonds, as they do not share personal information or ask their parents for help. Branje et al. (2004, p. 624) argue that it is not surprising that the parent-child relationship experiences a decline in perceived support in the early stages of adolescence. This may occur because parents struggle to give their teenagers more freedom, making older children feel less supported as they seek greater independence. Therefore, there was a notable rise in the support that younger adolescents perceived from their siblings (Branje et al., 2004, p. 625) or friends (Top, 2016, p. 197).

Furthermore, parent-child interactions are important possibilities for emotional bonding; thus, preserving them during family routines remains crucial (Reid Chassiakos et al., 2016, p. 12). These interactions are suitable for emotional bonding and language, cognitive processes, social skills, and emotional control in the early stages of life (Reid Chassiakos et al., 2016, p. 12). Previous research by

Reid Chassiakos et al. (2016, p. 12) has also shown decreased verbal and nonverbal interactions between parents and their children when parents use their mobile devices extensively.

Additionally, Branje et al. (2004, p. 624) argue that adolescents' behavioral shifts, such as growing independence, could influence personality or the dynamics within their family. This shift in dynamics can also lead to decreased family connectedness, as young adults perceive less emotional stability and openness to new experiences within their families. Supporting each other has somewhat decreased between families (Branje et al., 2004, p. 624) as emotional stability and openness to new experiences decline during adulthood. Furthermore, over time, there was a notable decline in the level of support both mothers and fathers perceived from their family members. This suggests that the generational gap in family connectedness may also affect parents, who feel less supported as their children grow older and seek more autonomy.

Based on the examined literature, the following hypotheses are expected:

H5: Within the same family, young adults perceived lower family connectedness than their parents.

H5a: Within the same family, young adults perceived lower openness than their parents.

H5b: Within the same family, young adults perceived lower expressing affection than their parents.

H5c: Within the same family, young adults perceived lower providing emotional/instrumental support than their parents.

2.4.3 Generational difference in terms of SMUI

While technological devices were initially intended for adults, teenagers have enthusiastically adopted them to fulfill their social needs due to the rapid development of technology (Spies Shapiro & Margolin, 2014, p. 1). Teenagers are so skilled with technology that they frequently assume the role of an expert regarding social networking sites and electronic devices. When Msn and Hyves (Lapperre, 2023, para 1999) first came online in the late 20th century, most users were teenagers and young adults (Kerstens, 2019, para 2). Back then, adults were not very familiar with such platforms. This shift encouraged many parents to learn about these social media platforms to keep up with their children's online activities.

In terms of social media usage, teenagers use social media for social interactions, which is essential to their social lives (Riley et al., 2023, p. 31235). They use it to express themselves (Spies Shapiro & Margolin, 2014, p. 2), build and maintain relationships (Spies Shapiro & Margolin, 2014, p. 3), stay connected, and communicate with peers in real-time. Despite the convenience and connectivity of social media, young adults today feel pressured to maintain an attractive online profile and struggle with feelings of FOMO (fear of missing out) (Bloemen & De Coninck, 2020, p. 2). Teenagers, in particular, prioritize instant communication and social validation via likes and

comments (SEOhabibi, 2023, para 4). They often view social media as an extension of their social network and identity development (Spies Shapiro & Margolin, 2014, p. 1).
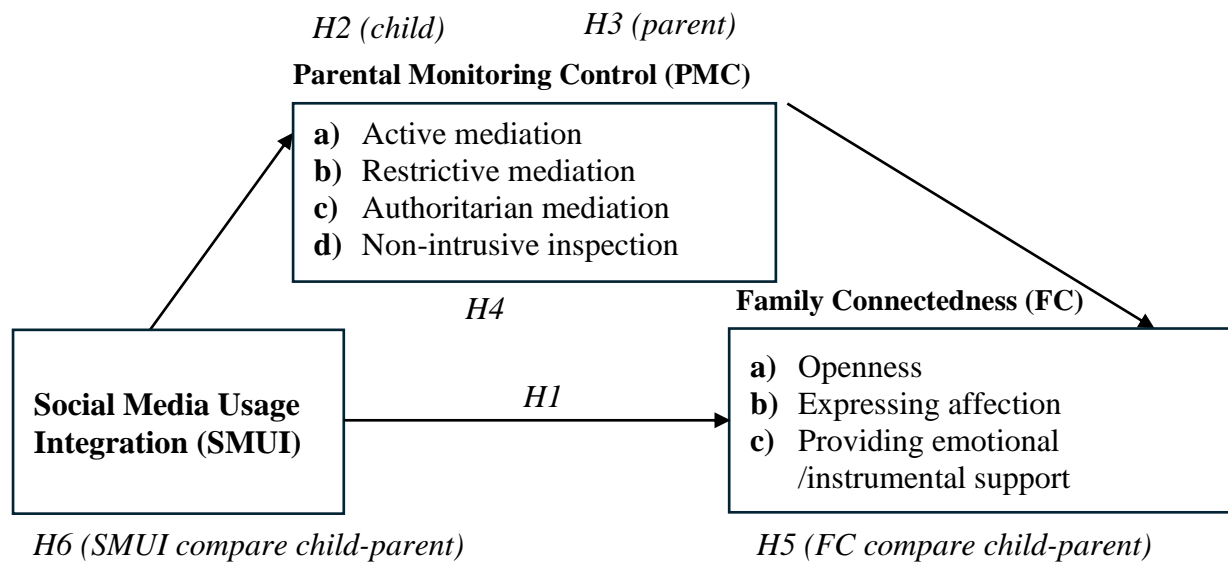
In contrast, the older generation—adults in particular—sees social media primarily as a means of maintaining relationships with long-distance relatives, information seeking, and asking for advice (Haslam et al., 2017, p. 2033). They may also voice their concerns about screen time overload's effect on family dynamics, privacy, and the authenticity of online interactions. Adults tend to use social media more cautiously, emphasizing its role in maintaining existing relationships rather than as a primary means of social interaction. Parents also try to enhance their Internet and computer skills to help their children and ensure they use technology effectively and safely. This generational divide highlights different approaches and attitudes towards social media use, with teenagers viewing it as an essential part of their social identity and adults using it as a supplementary tool for maintaining connections.

Based on the literature discussed above, the following hypotheses are proposed:

H6: Within the same family, young adults have higher SMUI than their parents.

2.5 Research model

Figure 1: Conceptual model

H2 (child)   *H3 (parent)*

Parental Monitoring Control (PMC)

a) Active mediation
b) Restrictive mediation
c) Authoritarian mediation
d) Non-intrusive inspection

H4   **Family Connectedness (FC)**

Social Media Usage Integration (SMUI)   *H1*

a) Openness
b) Expressing affection
c) Providing emotional /instrumental support

H6 (SMUI compare child-parent)   *H5 (FC compare child-parent)*

3 Methods

3.1 Justification of method

A quantitative deductive approach was chosen to answer the presented research question. The deductive approach was justified by its ability to produce hypotheses drawn from preexisting theories or principles, making it easier to research certain relationships and predict observable developments. According to Holton and Burnett (2005, p. 30), this method was appropriate for analyzing this research, as it allows the structured examination of hypotheses based on established theories, therefore enhancing the clarity of the relationships and patterns found in the data.

Quantitative research was well-suited as it allowed for the systematic collection of numerical data that can be analyzed statistically. Quantitative methods enabled quantifying social media use and its perceived impact on family connectedness to assess the extent of the impact, offering a clear and measurable representation of the phenomenon. Since the researcher was interested in people's experiences, the researcher efficiently gathered large amounts of data (a minimum of 150 respondents) from a diverse sample; surveys were selected as the main data collection method. Moreover, the key advantages of the survey included having a large population and unique and exclusive information (Jones et al., 2013, p. 7). As the researcher conducted the survey, the data was reliable, accurate, and valuable for achieving the goals.

Even without one family member, survey submission remained necessary for thorough data collection and building mutual understanding within familial pairs (parent-child). Addressing the presence of family members who have not yet resided in the Netherlands is essential to ensuring the accuracy and reliability of the survey data. As a result, the researcher adopted a strategy as part of the methodology to remove such participants from the entire dataset (Mirzaei et al., 2022, p. 2310).

3.2 Population, Sampling criteria, and Data collection

The research participants included young adults between 18 and 26 years old and their primary caregiver/parent living in the Netherlands. The age range of 18-26 years old was chosen due to its relevance to understanding the transitional phase into adulthood. This demographic also represents Gen Z, who have grown up with social media as an integral part of their lives (Amberblog, 2023, para 4), making it perfect for studying its impact on family connectedness. Focusing on young adults and their primary caregiver/parent in the Netherlands also guarantees cultural specificity and closes the gap between academic inquiry and societal realities mentioned in the introduction.

To find individuals willing to participate in the survey and who were easily available to the research, the researcher decided to conduct a non-probability sampling method, combining convenience and snowball sampling. Given that this research focused on young adults (aged 18-26) and their parents/caregivers in the Netherlands, convenience sampling enabled the researcher to recruit participants who were easily reachable and willing to participate, thus enhancing the feasibility

of this study (Stratton, 2021, p. 374). Snowball sampling allowed for the inclusion of diverse perspectives and experiences within the study population, enriching the depth and breadth of this research. Hence, snowball and convenience sampling were applied by employing the first respondents to increase the number of participants.

The quantitative data was collected through an online survey using the Qualtrics platform. The researcher shared an anonymous link with the survey, which helped treat each participant similarly. The survey link was shared from the 1st of April until the 1st of May. Initially, the survey was distributed through the researcher's student house group chat on WhatsApp and other group chats with friends and family on WhatsApp. Towards the end of April, the researcher also posted the survey link on their Instagram stories, which encouraged others to share it on their stories as well and reach a broader and more diverse audience. In order to pair the child their caregiver/parent, the researcher created a question in the survey, which asked the participants to come up with a unique survey name that both the parent and child would use when answering the questionnaire. This unique survey name was used to anonymously link the responses of each parent and child pair, ensuring confidentiality and accuracy. This instruction was included in the survey's introduction and conclusion, reminding participants of its importance. Using a unique survey name, the researcher could determine who belongs to whom and whether the child's and parent's responses could be accurately matched. As only Dutch participants were selected via convenient and snowball sampling, the survey was translated into Dutch using the back-translation method by Brislin (1970, p. 186), a standard method in cross-cultural research. The Dutch survey is attached in Appendix 2.

After the survey's introduction, which included information about informed consent, participants were asked to identify themselves as either a child or a parent to be directed to the proper questionnaire. Next, the participants were asked to assign a survey name/code (e.g., "coffee") to the questionnaire and forward it to their child or parent, allowing the researcher to detect the pairings. Following this section, participants were asked two demographic questions – age and gender – and four general questions regarding their social media usage, the most frequently used platform, average time spent per day, the purpose of using such platforms (e.g., stay in contact with family and friends), and the media type used. Subsequent sections of the questionnaire included scales and questions tailored to specific variables – social media usage integration, family connectedness, and parental monitoring control. Finally, only the young adults were questioned regarding their family background, including the composition of their families, the number of siblings, and whether they lived with or without their parents, with a single parent, or were raised by their biological parents. The entire English questionnaire is attached in Appendix 1.

3.3 Data processing

IBM SPSS statistics were used to analyze the survey results. Data cleaning, which included checking for errors and unusual response patterns and removing outliers, was an essential phase before the analysis. After that, the researcher conducted factor and reliability analyses. Moreover, linear regression analyses were conducted on the dataset's individual level (parent and child) to examine the formulated and determine meaningful correlations. Finally, paired sample T-tests were also conducted once the researcher created a paired dataset to research the relationship between social media usage integration and family connectedness and its mediation by parental monitoring control.

As for the datacleaning, out of the 258 survey participants, 81 were excluded from the total sample size, as they still needed to complete the survey and had a progress lower than 80%. One young adult who indicated they were not the intended target audience (< 18) was also removed from the remaining 177 participants. Furthermore, the researcher ensured that only participants with a 'start date' beginning on April 1st and an 'end date' on May 1st were included. Additionally, 14 other participants were removed as they were not paired with another family member – parent or child. This resulted in 163 participants. Also, two participants were removed as they were in a cluster of three (two children and one parent or vice versa) instead of a duo. The researcher removed them randomly as their answers were similar. This resulted in 161 participants. Lastly, a pair/duo was removed as the parent stated they were 23 years old and did not fit the target audience. This eventually resulted in 158 participants in the final data sample.

After conducting the factor analyses, the researcher created new variables for each dimension. Based on the results, the researcher created a total score for family connectedness and a total score for parental monitoring control, which is the average of all the items included in the scale. In the case of family connectedness (for both parent and child), the total score is the average of openness, expressing affection, and providing emotional support. The total score for parental monitoring control (for both parent and child) is the average of active mediation, restrictive mediation, authoritarian mediation, and non-intrusive inspection. Next, the researcher created a new dimension score for each item of family connectedness and for each item of parental monitoring control, which is the average of all the items that were in the dimension. Regarding the dimension of family connectedness, the researcher thus created for each dimension; openness, expressing affection, and providing emotional support, a new variable by taking the average of all the items included in each dimension. Regarding parental monitoring control, the researcher also created for each dimension; active mediation, restrictive mediation, authoritarian mediation, and non-intrusive inspection, a new variable by taking the average of all the items that were included in each dimension. Lastly, a new total score for SMUI was also created, which is the average of all the items included in the scale. Since the scale for SMUI was the same for both parents and children, only one new total score for the variable SMUI was created.

3.4 Operationalization

3.4.1 Social Media Usage Integration

In order to evaluate the independent variable, *Social Media Usage Integration* (SMUI), this study used a validated scale. The validated 13-item scale consisted of one dimension and was adopted by Jenkins-Guarnierie et al. (2013, p. 43). The items of the SMUI scale included, for example, "I feel disconnected from my family when I have not logged into social media platforms" or "using social media platforms is part of my everyday routine." Items are measured using a seven-point Likert scale ranging from "strongly disagree" to "strongly agree."

In order to test the validity of the scale, a factor analysis with PCA was carried out on the scale. Before conducting the reliability and validity analysis, the negatively phrased item "I do not like using social media to stay in touch" was recoded to match positively phrased items to guarantee consistency. Since the SMUI scale is the same for both the parent and child, the factor and reliability analysis was conducted only once. Furthermore, a reliability check was conducted, and the results indicated good reliability of the scale ($\alpha > 0.7$) (see Table 3.4.1). Based on the results presented in Table 3.4.1, the scale is considered valid and reliable.

Table 3.4.1: results test validity and reliability for Social Media Usage Integration (parent and child combined).

Items	Factor loading
I get upset when I cannot log onto social media platforms.	.721
I would be disappointed if I could not use social media platforms.	.832
I feel disconnected from family when I have not logged into social media platforms.	.628
Social media platforms play an important role in my social relationships.	.509
I would like it if everyone used social media platforms to communicate.	.804

I share many of my day-to-day activities through social media platforms.	.768
Using social media platforms is part of my everyday routine.	.483
I enjoy checking my social media accounts.	.597
I don't like to use social media in to stay in contact.	.786
I check my social media immediately when I am alerted of new activity on my account.	.849
I respond to content that others share using social media.	.684
Cronbach's α	.89
R^2	.47
Eigenvalue	5.19

3.4.2 Family connectedness: Openness, Expressing affection, and Providing emotional/instrumental support

In order to evaluate the dependent variable, *Family Connectedness,* this study used a validated scale. The validated 15-item scale consisted of three dimensions: 1) openness (seven items), 2) providing emotional/instrumental support (four items), and 3) expressing affection (four items) and was adopted by Caughlin (2003, p. 18). Items for *openness* included, for example, "I share my feelings with my parents (both good and bad)" or "I tell other family members when something is bothering me." Secondly, items for *providing emotional/instrumental* support include, for example, "me and my parents are able to count on one another no matter what" or "I know other family members would help me get through hard times." Lastly, items for *expressing affection* included, for example, "I show love through physical means like hugging" or "My parent(s) and I are very affectionate with one another." Items were measured using a seven-point Likert scale ranging from "strongly disagree" to "strongly agree."

A factor analysis with PCA was carried out for parents and children separately to test the scale's validity. Furthermore, a reliability check was conducted for both child and parent, and the results indicated good reliability of the scale ($\alpha > 0.7$). Based on the results presented in Tables 3.4.2 (child) and 3.4.2 (parent), the scale is considered valid and reliable.

Table 3.4.2 (child): results test validity and reliability for Family Connectedness.

Items	Openness	Providing emotional/instrumental support	Expressing affection
I can talk openly to my parent(s) about any topic.	.635		
I share my feelings with my parent(s), both good and bad.	.687		
I openly discuss topics like sex and drugs with my parent(s).	.689		
I share my problems with my parent(s).	.664		
I tell other family member(s) when something is bothering me.	.399		
I talk to my parent(s) when something is wrong.	.733		
My parent(s) and I are able to count on one another no matter what.		.756	
I know other family member(s) would help me get through hard times.		.832	
My parent(s) and I support one another no matter the situation.		.752	

Items			
My parent(s) and I help one other when needed.	.781		
My parent(s) and I hug one another a lot.			.856
I often say "I love you" to my parent(s).			.816
My parent(s) and I are very affectionate with one another.			.898
I show love through physical means, such as hugging my parent(s).			.806
Cronbach's α	.88	.82	.87
R^2	.50	.15	.07
Eigenvalue	6.96	2.03	1.00

Table 3.4.2 (parent): results test validity and reliability for Family Connectedness.

Items	Openness	Providing emotional/instrumental support	Expressing affection
My child talks openly to me about any topic.	.899		
My child shares their feelings, both good and bad.	.857		
My child discusses topics like sex and drugs.	.805		

My child shares their problems with me.	.806		
My child tells other family members when something bothers them.	.903		
My child talks to me when something is wrong.	.780		
My child and I are able to count on one another no matter what.		.795	
I know other family members would help my child get through hard times.		.720	
My child and I support one another, no matter the situation.		.933	
My child and I help one another when needed.		.880	
My child and I hug one another a lot.			.969
My child and I often say "I love you" to one another.			.756
My child and I are very affectionate with one another.			.797
My child and I show love through physical means, such as hugging me.			.935
Cronbach's α	.86	.86	.89
R^2	.43	.18	.11

Eigenvalue	5.96	2.56	1.55

3.4.3 Parental Monitoring Control: Active mediation, Restrictive mediation, Authoritarian mediation, and Non-intrusive inspection

In order to evaluate the dependent variable, *Parental Monitoring Control,* this study used a validated scale. The validated 17-item scale consisted of four dimensions: 1) active mediation (four items), 2) restrictive mediation (five items), 3) authoritarian mediation (five items), and 4) non-intrusive inspection (three items) and was adopted by Ho et al. (2020, p. 684). Items for *active mediation* included, for example, "my parents explained me about the dangers of social media" or "my parents told me to stop any experience on social media if I felt uncomfortable or scared." Secondly, items for *restrictive mediation* included, for example, "my parents restricted the type of social media platforms I could visit" or "my parent restricted the amount of time I could use social media." Next, examples of items for *authoritarian mediation* were, for example, "my parents logged onto my social media account(s) to check the conversations I had with others" or "my parent logged onto my social media account(s) to check the pictures I posted." Finally, items for *non-intrusive inspection* included, for example, "my parent knew my social media account(s)" or "my parents checked my social media profile(s)." This scale measured how parents engage in different mediation styles perceived by the participants (child and parent). Although this scale was first created for teenagers – those who are 12 years old – this scale could also be applied to young adults and, therefore, has been modified to fit this research. In the questionnaire, participants were asked to reflect on their teenage years when answering questions about parental monitoring control.

A factor analysis with PCA was carried out for both the parents and children individually to test the scale's validity. Furthermore, a reliability check was conducted for both child and parent, and the results indicated good reliability of the scale ($\alpha > 0.7$). Based on the results presented in Tables 3.4.3 (child) and 3.4.3 (parent), the scale is considered valid and reliable.

Table 3.4.3 (child): results test validity and reliability for Parental Monitoring Control.

Items	Active mediation	Restrictive mediation	Authoritarian mediation	Non-intrusive inspection
My parent(s) told me about the information I disclosed on social media.	.614			
My parent(s) reminded me not to give my personal information on social media.	-.953			

My parent(s) told me to stop any experience on social media if I felt uncomfortable or scared.	-.506		
My parent(s) explained me about the dangers of social media.	-.890		
My parent(s) restricted the type of social media platforms I could visit.		.634	
My parent(s) set rules regarding my access to social media such as Instagram, YouTube, and Facebook.		.591	
My parent(s) limited the kind of activities I could do on social media.		.871	
My parent(s) restricted the amount of time I could use social media.		.748	
My parent(s) limited me to use social media only for schoolwork.		.836	
My parent(s) asked me to share my social media account(s) and passwords with them.			-.785
My parent(s) logged onto my social media account(s) to check my social media friends list.			-.815
My parent(s) logged onto my social media account(s) to check the conversations I had with others.			-.755
My parent(s) logged onto my social media account(s) to check the games I play.			-.784

Items				
My parent(s) logged onto my social media account(s) to check the pictures I posted			-.843	
My parent(s) knew my social media account(s).				.781
My parent(s) checked my social media profile(s).				-.610
My parent(s) added me as a friend on social media to check what I posted on social media.				.918
Cronbach's α	.84	.89	.88	.67
R^2	.41	.54	.66	.73
Eigenvalue	6.89	2.29	1.99	1.25

Table 3.4.3 (parent): results test validity and reliability for Parental Monitoring Control.

Items	Active mediation	Restrictive mediation	Authoritarian mediation	Non-intrusive inspection
I told my child about the information they can disclose on social media.	-.801			
I reminded my child not to give out personal information on social media.	-.880			
I told my child to stop any experience on social media if they felt uncomfortable or scared.	-.836			
I explained to my child the danger of social media.	-.871			
I restricted the type of social media platforms my child could visit.		.816		

I set rules regarding my child's access to social media such as Instagram, YouTube, and Facebook.	.854		
I limited the kind of activities my child could do on social media.	.841		
I restricted the amount of time my child could use social media.	.728		
I limited my child to using social media only for schoolwork.	.803		
I asked my child to share their social media account(s) and passwords with me.		.669	
I logged onto my child's social media account(s) to check their social media friend list.		.869	
I logged onto my child's account(s) to check their conversations with others.		.778	
I logged onto my child's social media account(s) to check the games they play.		.846	
I logged onto my child's social media account(s) to check the pictures they posted.		.817	
I knew my child's social media account(s).			.847
I checked my child's social media profile(s).			.604

I added my child as a friend on social media to check what they posted on social media.				.840

Cronbach's α	.89	.88	.85	.75
R^2	.31	.19	.11	.09
Eigenvalue	5.42	3.17	1.92	1.49

4 Results

The first section of the results provides a detailed description of the sample. The second section looks at the relationship between SMUI and family connectedness among parents and children; thus, the unit of analysis for the dataset being used is individual. To test H1 to H3, regression analyses were conducted separately for each part of a pair – parent and child. Firstly, to test H1 and H2, regressions were conducted to research the connection between SMUI and Family Connectedness through PMC perceived by children. Next, to test H1 and H3, the same analysis was performed for parents. Afterward, the researcher created a new data set in which the unit of analysis is family to compare all three key concepts within all nuclear families. In order to compare the children and parents from the same nuclear families, paired sample T-tests have been conducted.

4.1 Sampling description

The full dataset comprised 158 participants or 79 pairs (parent-child). Among them, 64 identified as male (40.5%) and 93 as female (58.9%). The dataset included 79 young adults between the ages of 18 and 26. Among them, 34 identified as male (43.0%) and 35 as female (57.0%). On average, the young adults' age was 23.9 ($SD = 2.35$), with the youngest being 18 and the oldest being 26. The dataset included 78 parents. Among them, 30 identified as male (38.5%), and 48 as female (61.5%). On average, the parent's age was 57.5 ($SD = 4.47$), with the youngest being 44 and the oldest being 72.

4.2 The mediation analysis among children

A simple regression analysis was carried out to analyze the relationship between SMUI and FC for children and parents. Openness, Expressing affection, Providing emotional/instrumental support, and Total family connectedness were used individually as dependent variables and SMUI as independent variables. Therefore, eight simple regression analyses were conducted (four among children and four among parents). The researcher focuses on the children and the parents individually in the following section.

4.2.1 The direct effect of SMUI on Family Connectedness among children

Using the part of the dataset regarding children, the following analysis was conducted. The results are reported in Table 4.2.1. Firstly, the linear regression with SMUI as the independent variable and the total score of family connectedness (the average of all items from the FC scale) was conducted. The result has been found to be insignificant. Therefore, the researcher decided to look into the effect of SMUI on each dimension to explore whether more specific effects can be found in certain dimensions.

To do so, a linear regression with SMUI as the independent variable and the first dimension of FC Openness as the dependent variable was found not to be significant ($F (1, 77) = .022$, $p = .833$, R2 = .000). Therefore, **H1a is rejected**. Secondly, the linear regression SMUI as the independent variable and the second dimension of FC, expressing affection as the dependent variable, was found not to be significant ($F (1, 77) = .455$, $p = .502$, R2 = .006). Thus, **H1b is rejected**. However, the linear regression SMUI as the independent variable and the third dimension of FC, providing emotional/instrumental support as the dependent variable, was found to be significant ($F (1, 77) = 6.142$, $p = .015$, R2 = .074). Therefore, **H1c is accepted**. For all the specific results of the 4 regressions, see Table 4.2.1.

Table 4.2.1 Relationship between SMUI as the independent variable and openness, expressing affection, providing emotional/instrumental support, and total family connectedness as the dependent variable among children (N=78).

Relationship	Model				Coefficient
	R^2		F	B	β
SMUI → ChildOpenness	.00		.02 (1, 77)	.02	.02
SMUI → ChildExAff	.01		.46 (1, 77)	.10	.08
SMUI → ChildProEmoSup	.07		6.14 (1, 77)	-.21	-.27*
SMUI → ChildTotalFC	.00		.04 (1, 77)	-.02	-.02

Significance levels: * $p< .05$ ** $p< .01$ *** $p< .001$.

Since only the direct effect of SMUI on one dimension, *providing emotional/instrumental support* is found to be significant, only the mediation analysis regarding this one direct effect is conducted.

4.2.2 The mediation effect of Parenting monitoring Control between SMUI and providing emotional/instrumental support perceived by children

In order to test H2 among children, 5 mediation analyses were conducted due to the fact that the mediator PMC has 1 overall score and 4 dimension scores. It starts with the mediation analysis with the overall score of PMC. To run a mediation analysis when the direct effect is known, two sets of regression analyses were conducted. Firstly, the effect of SMUI on the overall score of PMC is tested. Then multiple regression where the SMUI and the overall score of PMC as IVs and the Providing Emotional/Instrumental Support as DV were conducted. Since the result is insignificant, the researcher decided to explore the specific mediation effect of the 4 dimensions of PMC.

The following parts report each linear regression analyses were conducted with SMUI as the independent variable and Parental Monitoring Control as the dependent variable. For all the specific results of the 4 regressions, see Table 4.2.2.

Table 4.2.2 Relationship between SMUI as the independent variable and active mediation, restrictive mediation, authoritarian mediation, non-intrusive inspection, and total parental monitoring control as the dependent variable among children (N = 78).

Relationship	Model			Coefficient
	R^2	*F*	*B*	*β*
SMUI → TotalPMC	.25	25.87 (1, 77)	.30	.50***
SMUI → ActiveMed	.13	11.78 (1, 77)	.35	.36***
SMUI → RestrictMed	.13	11.62 (1, 77)	.29	.36***
SMUI → AuthoriMed	.24	23.75 (1, 77)	.24	.49***
SMUI → Non-intruMed	.14	12.47 (1, 77)	.35	.37***

Significance levels: * *p*< .05 ** *p*< .01 *** *p*< .001.

The multiple regression analyzed whether the independent variable, *total parental monitoring control*, mediates the relationship between the independent variable, SMUI, and the dependent variable providing emotional/instrumental support. The overall model was found to be significant *F* (2, 76) = 4.97, *p* = .009, R2 = .116. Neither SMUI (B = -.115, *t* = -1.23, *p* = .222) nor the total score of parental monitoring control (B = -.299, *t* = -1.89, *p* = .062) was found to be significant. Thus, the findings indicate no mediation by the total score of parental monitoring control. And therefore, **H2 is rejected**.

Five regression analyses were conducted to determine whether parental monitoring control is a mediating factor in the relationship between SMUI and *providing emotional/instrumental support* (as this was significant) among children. The first multiple regression analysis investigated the potential mediation effect of the independent variable *active mediation* on the relationship between the independent variable SMUI and the dependent *variable providing emotional/instrumental support*. The results showed that SMUI was a significant predictor of emotional support (B = -.197, *t* = -2.214, *p* = .030), indicating a direct effect of SMUI on emotional support among children. Controversy, *active mediation* was found not a significant predictor of providing emotional/instrumental support among children (B = -.021, *t* = -.223, *p* = .824). Overall, the model was not statistically significant but close to significant *F* (2, 76) = 3.06, *p* = .053, R2 = .074. Hence, the model shows no mediation and, therefore, the relationship between SMUI and the family connectedness providing emotional/instrumental support is not mediated by active mediation. And therefore, **H2a is rejected**.

The second multiple regression analysis investigated the potential mediation effect of the independent variable *restrictive mediation* on the relationship between the independent variable SMUI and the dependent variable providing emotional/instrumental support. While SMUI was not a significant predictor of providing emotional/instrumental support (B = -.098, t = -1.192, p = .237), restrictive mediation significantly affects providing emotional/instrumental support (B = -.364, t = -3.552, p = <.001). Additionally, the overall model was found to be significant F (2,76) = 9.84, p <.001, R2 = .19. Thus, restrictive mediation among children fully mediates the relationship between SMUI and providing emotional/instrumental support. Thus, **H2b is accepted**.

The third multiple regression analysis examined whether the independent variable, *authoritarian mediation*, mediates the relationship between the independent variable, SMUI, and the dependent variable, providing emotional/instrumental support. The results showed that the overall model was significant F (2, 76) = 6.83, p = .002, R2 = .152. The direct effect of SMUI on providing emotional/instrumental support was found not significant (B = -.087, t = -.962, p = .339). However, authoritarian mediation had a significant effect (B = -.486, t = -2.653, p = .010). Thus, the findings indicate full mediation, as the independent variable (SMUI) does not have a significant direct effect on the dependent variable when considering the mediator. Therefore, **H2c is accepted**.

For the fourth multiple regression analysis, the researcher examined the potential mediation effect of the independent variable *non-intrusive inspection* on the relationship between the independent variable SMUI and the dependent variable providing emotional/instrumental support. The model was found not to be significant (F (2, 76) = 3.33, p = .041, R2 = .081). The direct effect of SMUI on providing emotional/instrumental support was found to be significant (B = -.305, t = -2.57, p = .012). Controversially, non-intrusive inspection was insignificant (B = .071, t =.750, p = .456). Therefore, it can be concluded that the relationship between SMUI and family connectedness in providing emotional/instrumental support is not mediated at all by non-intrusive inspection. Thus, **H2d is rejected**.

Thus, based on the mediation analyses perceived by children, PMC has shown variable mediation effects in the relationship between SMUI and Family Connectedness. While the overall PMC among children did not significantly mediate this relationship, specific dimensions such as restrictive and authoritarian mediation show significant mediation effects. However, active mediation and non-intrusive inspection did not show significant mediation. See Figure 2.

Figure 2: Model 2: SMUI on FC mediated by PMC for the child

Parental Monitoring Control (PMC)

b) Restrictive mediation
c) Authoritarian mediation

Social Media Usage Integration (SMUI)

Providing emotional /instrumental support

Family Connectedness (FC)
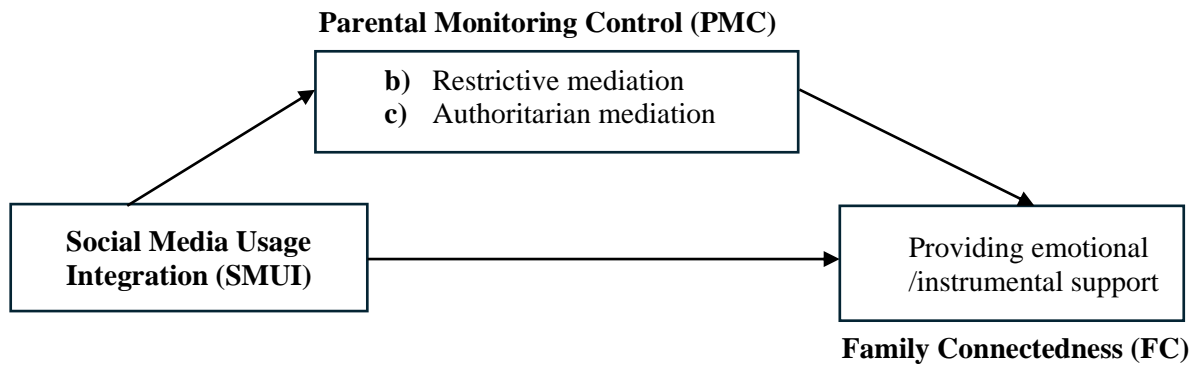
4.3 The direct effect of SMUI on Family Connectedness and aborted mediation analysis among parents

The following analysis was conducted using the part of the dataset regarding parents. A similar analysis strategy was applied to the parent part of the dataset to analyze H1 and H3. Firstly, the direct effect of SMUI on FC, including all its dimensions, was tested. The linear regression with SMUI as the independent variable and the total score of family connectedness was found insignificant (F (1, 76) = .271, p = .604, R2 = .004). Similarly, no significant result was found with any of the 3 dimensions of FC. To be specific, no significance was found when conducting the first linear regression analysis with SMUI as the independent variable and openness as the dependent variable. Secondly, the linear regression analysis with SMUI as the independent variable and expressing affection as the dependent variable was found not to be significant. Thirdly, the linear regression analysis with SMUI as the independent variable and providing emotional/instrumental support as the dependent variable was found to be non-significant. See Table 4.3.

Table 4.3 Relationship between SMUI as the independent variable and openness, expressing affection, providing emotional/instrumental support, and total family connectedness as the dependent variable among parents (N = 77).

Relationship	Model			Coefficient
	R^2	F	B	$β$
SMUI → Parent TotalFC	.00	.27 (1, 76)	-.04	-.06
SMUI → ParentOpenness	.00	.13 (1, 76)	-.03	-.04
SMUI → ParentExpressAffec	.00	.01 (1, 76)	-.01	-.01
SMUI → ParentEmotionalSup	.03	2.08 (1, 76)	-.07	-.16

Since SMUI did not significantly affect family connectedness among parents, there is no sufficient reason to run H3 (mediation effect among parents), which was deemed insignificant. Therefore, **H3, H3a, H3b, H3c, H3d are rejected.**

4.4 Generational difference between parent and child in terms of PMC, FC, and SMUI

As mentioned, the researcher created a paired dataset to compare parents and children from the same family. Creating a paired dataset gives the researcher a better overview of who is paired with whom. In the dataset, the researcher included all variables related to SMUI, family connectedness, and parental monitoring control for both parents and children. All results are shown in Table 4.4.

In order to test the similarity of the pairs, ten paired sample T-tests were conducted to compare the group means. When examining *Parental Monitoring Control,* the results indicate that out of the four dimensions, only active mediation and non-intrusive inspection show significant differences within nuclear families. Active mediation by parents ($M = 2.98$, $SD = .88$) was significantly higher than that reported by children ($M = 2.66$, $SD = .99$), $t(76) = 2.66$, $p = .010$. This suggests that parents perceive themselves as engaging in more active mediation than their children perceive their parents. Therefore, **H4a is accepted.** Additionally, non-intrusive inspection by parents ($M = 2.32$, $SD = .90$) was found to be significantly lower than that reported by children ($M = 2.70$, $SD = .99$), $t(76) = 3.76$, $p = <.001$. This indicates that children perceive higher levels of non-intrusive inspection than their parents perceive themselves. Thus, **H4d is accepted**, but H4, H4b, and H4c are **rejected.**

Secondly, the results for *Family Connectedness* show a significant difference in "openness" between parents ($M = 5.38$, $SD = 0.90$) and children ($M = 5.14$, $SD = 1.17$), $t(77) = 2.32$, $p = .023$. On average (*Mean difference* = .24), parents share more openness than children perceive. Therefore, **H5a is accepted**. The results also indicate a significant difference in *expressing affection* within families. Parents express more affection than how their children perceive it, with (*Mean difference* = .29). Specifically, parents ($M = 4.90$, $SD = 1.22$) express more affection compared to how children perceive it ($M = 4.61$, $SD = 1.40$), $t(77) = 2.28$, $p = .025$. Thus, **H5b is accepted**. Next, *providing emotional/instrumental support* also shows significance between parents ($M = 6.48$, $SD = .51$) and children ($M = 6.23$, $SD = .79$), $t(77) = 2.51$, $p = .014$. This indicates that parents provide more emotional support as perceived by children, with a *Mean difference* of 0.25. Therefore, **H5c is accepted.** Since all three variables for *Family Connectedness* are significant, *the overall family connectedness* is also significant between parents ($M = 5.56$, $SD = .69$) and children ($M = 5.30$, $SD = .96$), $t(77) = 3.13$, $p = .002$. Thus, **H5 is also accepted**.

Finally, the results of the paired sample t-tests show that *SMUI* for children ($M = 4.22$, $SD = 1.04$) was significantly higher than for parents ($M = 3.49$, $SD = 1.22$), $t(78) = 4.27$, $p < .001$. Thus,

H6 is accepted. This indicates that children have more integration into social media usage than their parents. On average, children spend more time on social media than their parents, confirming a generational difference.

Table 4.4: Results paired sample t-test within families

	Parent		Children		
	M	*SD*	*M*	*SD*	*t*-test
PMC total	1.97	.48	2.04	.62	ns
PMC Active mediation	2.98	.88	2.66	.99	2.66*
PMC Restrictive mediation	1.71	.72	1.83	.85	ns
PMC Authoritarian mediation	1.26	.47	1.22	.48	ns
PMC Non-intrusive inspection	2.32	.90	2.70	.99	3.76***
FC Total	5.56	.69	5.30	.96	3.13**
FC Openness	5.38	.90	5.14	1.17	2.32*
FC Expressing affection	4.90	1.22	4.61	1.40	2.28*
FC Providing emotional/instrumental support	6.48	.51	6.23	.79	2.51*
SMUI	4.22	1.04	3.49	1.22	4.27***

Significance levels: * *p*< .05 ** *p*< .01 *** *p*< .001.

4.5 Summary of the H testing

In summary, the hypothesis testing results for H1 aimed to explore the relationship between Social Media Usage Integration (SMUI) and Family Connectedness among young adults and their parents. While H1, H1a, and H1b, respectively, were not supported, H1c found that SMUI had a negative effect on providing emotional/instrumental support among young adults and their parents as perceived by the young adults. These results suggest that while social media usage may not impact all aspects of family connectedness, it negatively affects emotional and instrumental support in Dutch families.

Secondly, the hypothesis testing for H2 investigated the influence of children's perceived parental monitoring control in mediating the relationship between SMUI and perceived family connectedness. Of the four hypotheses proposed, only H2b and H2c are supported. These results indicate that children's perceived restrictive mediation (H2b) and authoritarian mediation (H2c) from their parents significantly mediate the relationship between SMUI and perceived family connectedness.

Next, none of the third (H3, H3a, H3b, H3c, H3d) hypothesis testing is supported since no significance was found in the first place, and therefore, no mediation analysis was conducted.

For the fourth hypothesis testing, the results examined the perception of parental monitoring control among young adults and their parents within the same family. Out of the proposed hypotheses, H4a and H4d are accepted. Results show that young adults perceive lower levels of active mediation (H4a) and non-intrusive inspection (H4d) from their parents during their teenage years than their parents' perceptions.

The hypothesis testing for H5 aimed to explore the perception of family connectedness among young adults and their parents within the same family. The results support all hypotheses proposed under H5. Specifically, the results show that young adults perceive lower levels of family connectedness, openness, expressing affection, and providing emotional/instrumental support compared to their parents. Within the same family, young adults may perceive their familial relationships as less open, affectionate, and supportive than their parents' perception of family connectedness within the same family.

Finally, the hypothesis testing for H6 explored the integration of social media usage among young adults compared to their parents within the same family. Results support the hypothesis, indicating that young adults have higher social media usage integration levels than their parents within the same family. This also indicates a generational difference in social media usage patterns, with younger adults showing a higher engagement with social media than their parents.

5 Discussion and conclusion

This research aimed to examine the relationship between social media usage and family connectedness in Dutch families and investigated whether parental monitoring control mediates this relationship among children and parents within the same family. In this section, after the summary of the result is reported, a discussion of the result in relation to theories and previous research is presented. Some practical implications for parents is generated as well. Last but not least, the reflection on the limitation of the current study is discussed, and future research directions that are rooted in the reflections will be proposed.

5.1 Summary of the results

In summary, different findings have been found about how much social media usage affects family connectedness for young adults (aged 18-26) and their parents in the Netherlands. For the children, their social media usage impacts their perception of family connectedness, specifically regarding providing emotional/instrumental support. The findings show a negative significant relationship, indicating that the more they use social media, the less emotional support they feel from their parents. Additionally, the research also found that young adults' perception of restrictive and authoritarian mediation from their parents fully mediate the relationship between social media usage and perceived emotional support. This indicates that the negative effect of social media use on emotional support can be explained by the strict parental control they experienced during their teenage years.

In contrast, among Dutch parents, no direct effect was found between their social media use and their self-evaluated family connectedness towards their children. This means that parents' perception of their family connectedness is not influenced by their social media usage.

For results regarding nuclear families, interestingly, the study found differing perceptions regarding parental monitoring control of media use during the teenage years. Young adults reported experiencing lower levels of active mediation and non-intrusive inspection when they were teenagers compared to what their parents reported implementing. Furthermore, it is not surprising that within the same family, young adults have higher SMUI than their parents do, and they perceive lower Family Connectedness than their parents do as well.

5.2 Discussion in relation to the previous studies

The results of this research do not support the main idea that social media usage negatively affects family connectedness. Although some scholars (Coyne et al., 2014, p. 644; Mesch, 2006, p. 134; Tariq et al., 2022, p. 825) suggest that social media usage negatively affects family connectedness, the current study's findings indicate otherwise and reveal more details. Specifically, when focusing on specific aspects such as providing emotional/instrumental support, this research

shows that integration of social media usage negatively affects the perceived relationship between young adult children and their parents in the Netherlands. Therefore, social media itself is not solely responsible for the decrease in family connectedness. This research also adds to the main idea by providing empirical evidence from unexplored areas, namely the relationship between young adults and their parents in the Netherlands. Despite finding minimal support for the negative effect (specifically on providing emotional/instrumental support), this research also did not identify a positive effect of social media usage integration on family connectedness.

Furthermore, it was found that children's perceived restrictive mediation and authoritarian mediation from their parents mediated the relationship between SMUI and perceived family connectedness, particularly in terms of providing emotional/instrumental support. This shows that children experience parental rules limiting their social media screen time and activities when they are teenagers. Apart from the influence of parental monitoring control on the relationship between SMUI and family connectedness among children (when they were teenagers), this research did not find a similar relationship among parents when their children were teenagers. As social became popular in the 20th century, children were often exposed to social networking sites at early ages (Top, 2016, p. 197). During this period, parents had to adapt and invest in rapidly evolving technology. Consequently, they could not monitor or control their children's social media usage effectively because they were unfamiliar with these platforms.

Within the same families, this study found that young adults perceive lower levels of active mediation and non-intrusive inspection from their parents than their parents' perceptions. In terms of family connectedness, this study revealed that young adults perceive lower family connectedness than their parents. Young adults tend to view their familial relationships as less open, affectionate, and supportive, contrasting with their parents' positive perceptions of family connectedness. Within families, this study found evidence that young adults use more social media than their parents. These findings are largely aligned with the study's (e.g., Riley et al., 2023, p. 31235; Spies Shapiro & Margolin, 2014, p. 1), which highlights that the younger generation, in this case, young adults, view social media as an extension of their social network and identity (Spies Shapiro & Margolin, 2014, p. 1), use is for social interaction which is essential to their daily social lives (Riley et al., 2023, p. 31235), and see social media as means to build and maintain relationships (Spies Shapiro & Margolin, 2014, p. 3). Parents often use it as a supplementary tool for maintaining relationships, information seeking, or asking for advice (Haslam et al., 2017, p. 2033).

The majority of the study's conclusions aligned with the theories presented. Still, some exciting results surfaced, especially regarding the relationship between family connectedness and the mediating effect of parental monitoring control, both in terms of the individuals—parents and children separately—and within families, thus the pairs. Thus, it is evident that this research contributed to the existing literature by providing further insights into the relationship between family connectedness-encompassing aspects such as openness, expressing affection, and providing emotional/instrumental

support- and the integration of social media usage. The study also confirms and extends previous research by looking into different forms of parental monitoring control, including active mediation, restrictive mediation, authoritarian mediation, and non-intrusive inspection. By focusing on the Dutch context, especially the parent-child relationship, this research offers valuable insights into how social media usage influences family connectedness in the Netherlands and how it is mediated by different parental monitoring controls.

5.3 Practical implications

This study acknowledged that parents needed to be more knowledgeable about social media and social networking sites during their children's teenage years. This could, however, be explained by social media becoming more and more popular over the last decades, parents themselves were still becoming familiar with these platforms at times when their children were teenagers. Consequently, they could not provide guidance or teach their children about social media, as it was new and unfamiliar to them as well. It could be that this lack of knowledge and direction significantly impacts families' interactions with digital media nowadays. Therefore, parents need to learn more about social media and take the initiative to understand these platforms because of how quickly social media integrates into everyday life. Parents will then be better able to assist and mentor their children as they navigate the digital world.

For a healthy relationship between parent and child(ren), emotional support is vital, as it as often seen by parents as a regular part and contribution to positive family interactions (Caughlin, 2003, p. 18; Giesbers et al., 2018, p. 85). Therefore, it might be interesting for parents to be aware that social media use negatively correlates with how children perceive emotional support from their parents. In turn, also, the active mediation of parental monitoring control is perceived as higher among parents than as perceived by their children.

Addressing the knowledge gap about social media within families is crucial for different reasons. First, families are the primary support system for individuals, and encouraging open communication may help avoid misunderstandings and confrontations that arise from the digital divide. Second, a strong family may offer emotional support, which is necessary for each family member's well-being (Swist et al., 2015, p. 24) as well as the harmony of the entire family. As social media can impact children's emotional and mental health (Fardouly et al., 2018, p. 1457), parents who are familiar with these platforms can better monitor and might also reduce negative effects (Ho et al., 2020, p. 677). By staying up-to-date and involved, parents can create a safer and more supportive online environment for their children. Therefore, prioritizing attention to social media usage within families is beneficial for each member's health as well as the stability and general well-being of the family.

5.4 Limitations and directions for future research

Despite the valuable insights of this study, it is crucial to recognize its limitations. The duration and difficulty of the survey are the first limitations of this study. The researcher noted that the length of the survey (10 minutes) may have contributed to some participants' midway withdrawal. Also, asking the participants to give the survey a name and forward it to their parent or child may have also contributed to the incomplete results/ withdrawals. Providing the participants with a pre-assigned survey name or code beforehand would be more efficient and less of a burden for the participants. This change would probably increase the number of participants by minimizing the dropout rate and improving the representativeness, raising the total participation rate and the reliability of the findings. The increased dropout rate could have impacted the representativeness of the sample, leading to sampling bias. Future research should consider creating a shorter and easier survey that takes less time and effort to complete to address this issue.

The second limitation lies in the sampling method, which led to a total sample size of 158 participants. As a Dutch 26-year-old student, the researcher faced difficulties accessing a variety of participants between the ages of 18 and 26 and one of their parents as the primary caregiver. Since this research also focused on the relationship between social media usage and family connectedness within families, obtaining the sample size in pairs was crucial. This was challenging, as the researcher depended on both family members (parent and child) to complete the survey. Consequently, only some members fully participated, making it challenging to gather the data needed for the study. To improve future research, it is advised to use more diverse sampling techniques to include a broader range of families. This approach would improve the reliability and applicability of the results by increasing the sample size and variety.

Additionally, gathering insights from both parties in the relationship (parent and child) would be valuable in future research. Thus, future research examines individuals' perspectives within families and gathers insights into other family members' behaviors and attitudes instead of personal perspectives and experiences. This approach would offer a more comprehensive understanding of the dynamics between the pairs – parent and child. Regarding the respondents, offering them an incentive when participating in the survey is advised. This motivates them to contribute to the research and helps them feel valued. Another notable limitation of this study is that some items showed negative values during the factor and reliability analysis despite being positively phrased and designed to measure concepts consistently. For future research, it is suggested to examine the scales used. Researchers should consider reviewing and revising the items to ensure consistency when measuring. Making these adjustments may be necessary to improve the reliability and validity of the scale.

The following limitation relates to the predominantly demographics of the participants, given that every participant was based in the Netherlands. Even though the target audience in this study was Dutch families, it may be interesting to look into different demographics in the future. To improve the

findings' generalizability and cross-cultural findings, future studies also seek to incorporate participants from a broader range of characters, such as age, diverse cultural backgrounds, ethnicity, and gender. Including participants from different cultural contexts will help determine whether the relationship between social media usage and family connectedness observed in Dutch families is consistent across other cultures. This approach would facilitate a more thorough comprehension of how social media integration affects family connectedness between parents and their children. Future studies could also examine if a particular parental monitoring control style mediates this relationship and which improves family connectedness the most. Future research on this subject will subsequently contribute to the existing body of knowledge already available since little research has been done on the relationship between family connectedness and social media integration usage, particularly when different parental monitoring control styles are combined with it as a mediator. Monitoring such practices as technology and the media landscape continue to evolve, and change is crucial.

In summary, although this study has provided valuable insights into the relationship between social media usage integration and family connectedness in Dutch society, it is crucial to acknowledge its constraints. Future research should aim to include more diverse demographic samples, shorten survey times, and examine individual perspectives within families. By addressing these areas, researchers can better understand how social media usage integration affects family connectedness.

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Appendix

Appendix 1: English survey
Intro

Dear participant,

I am Daniëlle Jukema, a master's student at Erasmus University Rotterdam. I am conducting research for my Master's degree on the topic of Social Media Usage and Family Connectedness.

For this research, I am looking for young adults between 18 and 26 and one parent with whom they feel the closest. In the survey, 'family' refers to the nuclear family, excluding uncles, grandparents, and nieces. Please keep in mind that there are no right or wrong answers in this questionnaire, and I am interested in your personal opinion and experience more than anything else.

Filling out this questionnaire will take approximately 5 minutes of your time, and I would highly appreciate your participation in my research in order to help me graduate. To help protect your confidentiality and anonymity, the survey does not ask for information that will personally identify you. The findings of this study will exclusively serve scholarly purposes and will not be shared with any external parties, except for the graders and Erasmus University Rotterdam, in order to assist in my graduation process.

If you now decide not to participate in this research, this will not affect you. If you decide to quit your cooperation while filling out the questionnaire, this will in no way benefit you either. You can quit your cooperation without giving reasons. If you have any questions about this research, please do not hesitate to reach out to the designated researcher at the following email address: 620272dj@student.eur.nl

Thank you for participating!
If you understand the information above and freely consent to participate in this study, click the next page button below to start the questionnaire.

Block 1

Q1. Are you a parent or child (18-26)?

◯   Parent (1)

◯   Child (2)

Q2. In order to use your and your parent/child's answers, your answers must be linkable. Therefore, think of a group name together as parent and child and enter it below. Send the name to your parent or child. This way, the researcher can find out who belongs to whom.

Example: Teletubbies

◯   _____

Block 2

Q3. What is your age in years?

▼ Younger than 18 (1) ... older than 26 (11)

Skip To: End of Survey If What is your age in years? = Younger than 18

Block 3

Q4. What is your gender?
     Male (1)

◯   Female (2)

◯   Non-binary / third gender (3)

◯   Prefer not to answer (4)

◯   Other (5) _____

Q5. How much time, on average overall/all together, do you spend on social media per day? Please select one option.

◯   Less than 30 minutes (1)

◯   30 minutes to one hour (2)

◯   1 to 2 hours (3)

◯   2 to 3 hours (4)

◯   More than 3 hours (5)

Q6. Please indicate by ranking which social media platform you use most frequently.
_____ WhatsApp (1)
_____ Instagram (2)
_____ Facebook (3)
_____ X (Twitter) (4)
_____ Snapchat (5)
_____ TikTok (6)

Q7. Indicate what you use the social media platforms below most often.

	Snapchat (1)	Facebook (2)	Instagram (3)	WhatsApp (4)	YouTube (5)	TikTok (6)	LinkedIn (7)	X (Twitter) (8)
Connecting with your friends (1)	◯	◯	◯	◯	◯	◯	◯	◯
Connecting with your family (2)	◯	◯	◯	◯	◯	◯	◯	◯
Sharing photos/videos (3)	◯	◯	◯	◯	◯	◯	◯	◯
Keeping up with news and events (4)	◯	◯	◯	◯	◯	◯	◯	◯
Entertainment (5)	◯	◯	◯	◯	◯	◯	◯	◯
Other (6)	◯	◯	◯	◯	◯	◯	◯	◯

Block 3: SMUI parent & child

Q8. The following statements refer to your attachment to social media. And the role that social media plays in maintaining your social relationships. Please answer how much you agree with the following statements (1= strongly disagree, 7= strongly agree).

	Strongly disagree = 1 (1)	Disagree = 2 (2)	Somewhat disagree = 3 (3)	Neutral = 4 (4)	Somewhat agree = 5 (5)	Agree = 6 (6)	Strongly agree = 7 (7)
I get upset when I cannot log onto social media platforms (1)	○	○	○	○	○	○	○
I would be disappointed when I could not use social media platforms at all (2)	○	○	○	○	○	○	○
I feel disconnected from family when I have not logged into social media platforms (3)	○	○	○	○	○	○	○
Social media platforms play an important role in my social relationships (4)	○	○	○	○	○	○	○
I would like if everyone used social media platforms to communicate (5)	○	○	○	○	○	○	○

Q9. The following statements relate to your involvement in social media. Please indicate the extent to which you agree with the following statements (1 = strongly disagree, 7 = strongly agree).

	Strongly disagree = 1 (1)	Disagree = 2 (2)	Somewhat disagree = 3 (3)	Neutral = 4 (4)	Somewhat agree = 5 (5)	Agree = 6 (6)	Strongly agree = 7 (7)
I share many of my day-to-day activities through social media platforms (1)	○	○	○	○	○	○	○
Using social media platforms is part of my everyday routine (2)	○	○	○	○	○	○	○
I enjoy checking my social media accounts (3)	○	○	○	○	○	○	○
I don't like to use social media in to stay in contact (4)	○	○	○	○	○	○	○
I check my social media immediately when I am alerted of new activity on my account (5)	○	○	○	○	○	○	○
I respond to content that others share using social media (6)	○	○	○	○	○	○	○

Block 4: Family Connectedness for children

Q10. The following statements relate to the *openness* you experience between you and your parent(s). Please indicate the extent to which you agree with the following statements (1= strongly disagree, 7= strongly agree).

	Strongly disagree = 1 (1)	Disagree = 2 (2)	Somewhat disagree = 3 (3)	Neutral = 4 (4)	Somewhat agree = 5 (5)	Agree = 6 (6)	Strongly= 7 (7)
I can talk openly to my parent(s) about any topic (1)	○	○	○	○	○	○	○
I share my feelings with my parent(s) both good and bad (2)	○	○	○	○	○	○	○
I openly discuss topics like sex and drugs with my parent(s) (3)	○	○	○	○	○	○	○
I share my problems with my parent(s) (4)	○	○	○	○	○	○	○
I tell other family members when something is bothering me (5)	○	○	○	○	○	○	○
I talk to my parent(s) when something is wrong (6)	○	○	○	○	○	○	○

Q11. The following statements relate to the *emotional support* you experience between you and your parent(s). Please indicate the extent to which you agree with the following statements (1= strongly disagree, 7= strongly agree).

	Strongly disagree = 1 (1)	Disagree = 2 (2)	Somewhat disagree = 3 (3)	Neutral = 4 (4)	Somewhat agree = 5 (5)	Agree = 6 (6)	Strongly agree = 7 (7)
Me and my parent(s) are able to count on one another no matter what (1)	○	○	○	○	○	○	○
I know other family members would help me get through hard times (2)	○	○	○	○	○	○	○
My parent(s) and I support one another whatever the situation (3)	○	○	○	○	○	○	○
My parent(s) and I help one other when needed (4)	○	○	○	○	○	○	○

Q12. The following statements relate to the *expression of affection* between you and your parent(s). Please indicate the extent to which you agree with the following statements (1= strongly disagree, 7= strongly agree).

	Strongly disagree = 1 (1)	Disagree = 2 (2)	Somewhat disagree = 3 (3)	Neutral = 4 (4)	Somewhat agree = 5 (5)	Agree = 6 (6)	Strongly agree = 7 (7)
Me and my parent(s) hug one another a lot (1)	○	○	○	○	○	○	○
I often say "I love you" to my parent(s) (2)	○	○	○	○	○	○	○
Me and my parent(s) are very affectionate with one another (3)	○	○	○	○	○	○	○
I show love through physical means like hugging my parent(s) (4)	○	○	○	○	○	○	○

Block 5: Parental Monitoring Control for children

Q13. The following statements relate to the extent to which your parent(s) have influenced the use of social media in the family. Please indicate how often you experienced the following situations as a teenager (1=never, 5=always). *Active mediation.*

	Never = 1 (1)	Rarely = 2 (2)	Sometimes = 3 (3)	Often = 4 (4)	Always = 5 (5)
My parent(s) told me about the information I disclosed on social media (1)	○	○	○	○	○
My parent(s) reminded me not to give my personal information on social media (2)	○	○	○	○	○
My parent(s) told me to stop any experience on social media if I felt uncomfortable or scared (3)	○	○	○	○	○
My parent(s) explained me about the dangers of social media (4)	○	○	○	○	○

Q14. The following statements relate to the extent to which your parent(s) have influenced the use of social media in the family. Please indicate how often you experienced the following situations as a teenager (1=never, 5=always). *Restrictive mediation.*

	Never = 1 (1)	Rarely = 2 (2)	Sometimes = 3 (3)	Often = 4 (4)	Always = 5 (5)
My parent(s) restricted the type of social media platforms I could visit (1)	○	○	○	○	○
My parent(s) set rules regarding my access to social media such as Instagram, YouTube, Facebook (2)	○	○	○	○	○
My parent(s) limited the kind of activities I could do on social media (3)	○	○	○	○	○
My parent(s) restricted the amount of time I could use social media (4)	○	○	○	○	○
My parent(s) limited me to use social media only for schoolwork (5)	○	○	○	○	○

Q15. The following statements relate to the extent to which your parent(s) have influenced the use of social media in the family. Please indicate how often you experienced the following situations as a teenager (1=never, 5=always). *Authoritarian mediation.*

	Never = 1 (1)	Rarely = 2 (2)	Sometimes = 3 (3)	Often = 4 (4)	Always = 5 (5)
My parent(s) asked me to share my social media account(s) and passwords with them (1)	○	○	○	○	○
My parent(s) logged onto my social media account(s) to check my social media friends list (2)	○	○	○	○	○
My parent(s) logged onto my social media account(s) to check the conversations I had with others (3)	○	○	○	○	○
My parent(s) logged onto my social media account(s) to check the games I play (4)	○	○	○	○	○
My parent(s) logged onto my social media account(s) to check the pictures I posted (5)	○	○	○	○	○

Q16. The following statements relate to the extent to which your parent(s) have influenced the use of social media in the family. Please indicate how often you experienced the following situations as a teenager (1=never, 5=always). *Non-intrusive inspection.*

	Never = 1 (1)	Rarely = 2 (2)	Sometimes = 3 (3)	Often = 4 (4)	Always = 5 (5)
My parent(s) knew my social media account(s) (1)	○	○	○	○	○
My parent(s) checked my social media profile(s) (2)	○	○	○	○	○
My parent(s) added me as a friend on social media to check what I posted on social media (3)	○	○	○	○	○

Block 6: Side information child

Q17. How many members of your immediate family (parents, brother(s) and sister(s) are there, including yourself?

    ○   Two (1)

    ○   Three (2)

    ○   Four (3)

    ○   Five or more (4) _____

Q18. How many brothers and/or sisters do you have? Including half-brothers, step-siblings.

    ○   None (1)

    ○   One (2)

    ○   Two (3)

    ○   Three (4)

    ○   Four or more (5) _____

Q19. Indicate your current living situation

	Biological parents (1)	Single parent (2)	Steph parent (3)	Guardian (4)	Not in my parental home (5)
I live with: (1)	○	○	○	○	○

Block 7: Outro child & parent

Q20. Dear participant,

I cannot thank you enough for completing the survey and participating in my research.

If you know someone who meets the criteria of a young adult (18-26 years) and a parent who lives in the Netherlands, I would appreciate it if you would forward the survey.

If you are interested in receiving the results of this study, please enter your email address in the text box below. The results will be available in early July.

Reminder: Remember to also pass on the name you came up with for the questionnaire to your child/parent. This person can then use the same name in his/her questionnaire. So I can find out who belongs to whom.

Thank you again for your participation.

Kind regards,
Danielle Jukema
Student MSc Media and Business
620272dj@student.eur.nl

Block 8: Age parents
Q21. What is your age in years?

_____

Block 9: Family Connectedness for parents

Q22. The following statements relate to the *openness* you experience between you and your child. Please indicate the extent to which you agree with the following statements (1= strongly disagree, 7= strongly agree).

	Strongly disagree = 1 (1)	Disagree = 2 (2)	Somewhat disagree = 3 (3)	Neutral = 4 (4)	Somewhat agree = 5 (5)	Agree =6 (6)	Strongly agree = 7 (7)
My child talks openly to me about any topic (1)	○	○	○	○	○	○	○
My child shares their feelings both good and bad (2)	○	○	○	○	○	○	○
My child discusses topics like sex and drug (3)	○	○	○	○	○	○	○
My child shares their problems with me (4)	○	○	○	○	○	○	○
My child tells other family members when something bothers them (5)	○	○	○	○	○	○	○
My child talk to me when something is wrong (6)	○	○	○	○	○	○	○

Q23. The following statements relate to the *emotional support* you experience between you and your child. Please indicate the extent to which you agree with the following statements (1= strongly disagree, 7= strongly agree).

	Strongly disagree = 1 (1)	Disagree = 2 (2)	Somewhat disagree = 3 (3)	Neutral = 4 (4)	Somewhat agree = 5 (5)	Agree = 6 (6)	Strongly agree = 7 (7)
Me and my child are able to count on one another no matter what (1)	○	○	○	○	○	○	○
I know other family members would help my child get through hard times (2)	○	○	○	○	○	○	○
Me and my child support one another whatever the situation (3)	○	○	○	○	○	○	○
Me and my child help one another when needed (4)	○	○	○	○	○	○	○

Q24. The following statements relate to the *expression of affection* between you and your child. Please indicate the extent to which you agree with the following statements (1= strongly disagree, 7= strongly agree).

	Strongly disagree = 1 (1)	Disagree = 2 (2)	Somewhat disagree = 3 (3)	Neutral = 4 (4)	Somewhat agree = 5 (5)	Agree = 6 (6)	Strongly agree = 7 (7)
Me and my child hug one another a lot (1)	○	○	○	○	○	○	○
My child and I often says "I love you" to one another (2)	○	○	○	○	○	○	○
Me and my child are very affectionate with one another (3)	○	○	○	○	○	○	○
Me and my child show love through physical means like hugging me (4)	○	○	○	○	○	○	○

Block 10: Parental Monitoring Control for parents

Q25. How often have you, as a parent, influenced your child's use of social media? Please indicate how often you experienced the following situations in your role as a parent when your child was a teenager (1=never, 5=always). *Active mediation.*

	Never = 1 (1)	Rarely = 2 (2)	Sometimes = 3 (3)	Often = 4 (4)	Always = 5 (5)
I told my child about the information they can disclose on social media (1)	○	○	○	○	○
I reminded my child not to give out personal information on social media (2)	○	○	○	○	○
I told my child to stop any experience on social media if they felt uncomfortable or scare (3)	○	○	○	○	○
I explained to my child the danger of social media (4)	○	○	○	○	○

Q26. How often have you, as a parent, influenced your child's use of social media? Please indicate how often you experienced the following situations in your role as a parent when your child was a teenager (1=never, 5=always). *Restrictive mediation.*

	Never = 1 (1)	Rarely = 2 (2)	Sometimes = 3 (3)	Often = 4 (4)	Always = 5 (5)
I restricted the type of social media platforms my child could visit (1)	○	○	○	○	○
I set rules regarding my child's access to social media such as Instagram, YouTube and Facebook (2)	○	○	○	○	○
I limited the kind of activities my child could do on social media (3)	○	○	○	○	○
I restricted the amount of time my child could use social media (4)	○	○	○	○	○
I limited my child to using social media only for schoolwork (5)	○	○	○	○	○

Q27. How often have you, as a parent, influenced your child's use of social media? Please indicate how often you experienced the following situations in your role as a parent when your child was a teenager (1=never, 5=always). *Autoritharian mediation.*

	Never = 1 (1)	Rarely = 2 (2)	Sometimes = 3 (3)	Often = 4 (4)	Always = 5 (5)
I asked my child to share their social media account(s) and passwords with me (1)	○	○	○	○	○
I logged onto my child's social media account(s) to check their social media friend list (2)	○	○	○	○	○
I logged onto my child's account(s) to check their conversations with others (3)	○	○	○	○	○
I logged onto my child's social media account(s) to check the games they play (4)	○	○	○	○	○
I logged onto my child's social media account(s) to check the pictures they posted (5)	○	○	○	○	○

Q28. How often have you, as a parent, influenced your child's use of social media? Please indicate how often you experienced the following situations in your role as a parent when your child was a teenager (1=never, 5=always). *Non-intrusive inspection.*

	Never = 1 (1)	Rarely = 2 (2)	Sometimes = 3 (3)	Often = 4 (4)	Always = 5 (5)
I knew my child's social media account(s) (1)	○	○	○	○	○
I checked my child's social media profile(s) (2)	○	○	○	○	○
I added my child as a friend on social media to check what they posted on social media (3)	○	○	○	○	○

Appendix 2: Dutch survey

Intro
Beste deelnemer,

Mijn naam is Daniëlle Jukema, een masterstudent aan de Erasmus Universiteit Rotterdam. Voor mijn scriptie en het behalen van mijn masterdiploma doe ik onderzoek naar het gebruik van Social Media en de impact hiervan op families.

Voor dit onderzoek zoek ik medewerking van jongvolwassenen tussen de 18 en 26 jaar oud én diens ouder(s). In dit onderzoek wordt met "familie" verwezen naar kind en ouder(s). Houd er rekening mee dat er geen juiste of onjuiste antwoorden zijn in deze vragenlijst. Het gaat vooral om je persoonlijke mening en ervaring.

Het invullen van deze vragenlijst zal ongeveer 5-10 minuten duren. Je deelname wordt zeer op prijs gesteld, omdat dit zal bijdragen aan het behalen van mijn masterdiploma en zal nieuw inzichten betreffende het onderzoeksveld opleveren.

Om je vertrouwelijkheid en anonimiteit te waarborgen, wordt in deze enquête niet om persoonlijk herleidbare informatie gevraagd. De resultaten van de enquête worden uitsluitend gebruikt voor wetenschappelijke doeleinden en zullen toegankelijk zijn voor de examinatoren van de Erasmus Universiteit Rotterdam om mijn afstuderen te vergemakkelijken.

Deelname aan dit onderzoek is vrijwillig, en je kunt je op elk moment terugtrekken zonder enige gevolgen. Als je vragen hebt over dit onderzoek, kun je gerust contact met mij opnemen via het volgende e-mailadres: 620272dj@student.eur.nl

Bedankt voor je deelname!
Als je de bovenstaande informatie begrijpt en instemt om aan dit onderzoek deel te nemen, ga dan verder naar de volgende pagina door op de knop hieronder te klikken en de vragenlijst te starten.

Blok 1

Q1. Ben je een ouder of een kind (18-26 jaar)?

    ○   Ouder (1)

    ○   Kind (2)

Q2. Om de antwoorden van jou en je ouder/kind te kunnen gebruiken, moeten jullie antwoorden aan elkaar te koppelen zijn. Bedenk daarom samen als ouder en kind een groepsnaam en vul deze hieronder in. Stuur de naam door naar je ouder of kind. Op deze manier is te achterhalen wie bij wie hoort.

Voorbeeld: Teletubbies

_____

Blok 2

Q3. Q4 Wat is je leeftijd?

▼ Jonger dan 18 (1) ... Ouder dan 26 (11)

Q4. Wat is je gender?

    ○   Man (1)

    ○   Vrouw (2)

    ○   Non-binair / derde gender (3)

    ○   Wil ik liever niet zeggen (4)

    ○   Anders (5) _____

Q5. Hoeveel tijd breng je per dag gemiddeld door op sociale media?

    ○   Minder dan 30 minuten (1)

    ○   30 minuten tot 1 uur (2)

    ○   1 tot 2 uur (3)

    ○   2 tot 3 uur (4)

    ○   Meer dan 3 uur (5)

Q6. Rangschik de onderstaande social media platformen naar gebruik (1= meest gebruikt, 8= minst gebruikt).

_____ Snapchat (1)
_____ Facebook (2)
_____ Whatsapp (3)
_____ Youtube (4)
_____ X (Twitter) (5)
_____ Instagram (6)
_____ TikTok (7)
_____ LinkedIn (8)
_____ Anders (9)

Q7. Geef aan waarvoor je de onderstaande social media platforms het meest gebruikt.

	Snapchat (1)	Facebook (2)	Whatsapp (3)	Instagram (4)	Youtube (5)	LinkedIn (6)	TikTok (7)	X (Twitter) (8)
In contact komen/blijven met vrienden (1)	◯	◯	◯	◯	◯	◯	◯	◯
In contact komen/blijven met familie (2)	◯	◯	◯	◯	◯	◯	◯	◯
Foto's/ videos delen (3)	◯	◯	◯	◯	◯	◯	◯	◯
Entertainment (4)	◯	◯	◯	◯	◯	◯	◯	◯
Op de hoogte blijven van het nieuws en evenementen (5)	◯	◯	◯	◯	◯	◯	◯	◯
Anders (6)	◯	◯	◯	◯	◯	◯	◯	◯

Blok 3: SMUI voor kind & ouder

Q8. De volgende stellingen hebben betrekking op jouw gevoelens over sociale media. En de rol die sociale media spelen bij het onderhouden van jouw sociale relaties. Geef aan in hoeverre je het eens bent met de volgende stellingen (1 = sterk mee oneens, 7 = sterk mee eens).

	Sterk mee oneens = 1 (1)	Oneens = 2 (2)	Enigszins mee oneens = 3 (3)	Neutraal = 4 (4)	Enigszins mee eens = 5 (5)	Eens = 6 (6)	Sterk mee eens = 7 (7)
Ik raak van streek als ik niet kan inloggen op sociale media platformen (1)	○	○	○	○	○	○	○
Ik zou teleurgesteld zijn als ik helemaal geen sociale media platformen zou kunnen gebruiken (2)	○	○	○	○	○	○	○
Ik voel me gescheiden van mijn familie als ik niet ben ingelogd op sociale media platformen (3)	○	○	○	○	○	○	○
Sociale media platformen spelen een belangrijke rol in mijn sociale relaties (4)	○	○	○	○	○	○	○
Ik zou het fijn vinden als iedereen sociale media platformen zou gebruiken om te communiceren (5)	○	○	○	○	○	○	○

Q9. De volgende stellingen hebben betrekking op jouw betrokkenheid bij sociale media. Geef aan in hoeverre je het eens bent met de volgende stellingen (1 = sterk mee oneens, 7 = sterk mee eens).

	Sterk mee oneens = 1 (1)	Oneens = 2 (2)	Enigszins mee oneens = 3 (3)	Neutraal = 4 (4)	Enigszins mee eens = 5 (5)	Eens = 6 (6)	Sterk mee eens = 7 (7)
Ik deel veel van mijn dagelijkse activiteiten via sociale media platformen (1)	○	○	○	○	○	○	○
Het gebruik van sociale media platformen maakt deel uit van mijn dagelijkse routine (2)	○	○	○	○	○	○	○
Ik geniet ervan om mijn sociale media-accounts te controleren (3)	○	○	○	○	○	○	○
Ik houd er niet van om sociale media te gebruiken om in contact te blijven (4)	○	○	○	○	○	○	○
Ik controleer mijn sociale media wanneer ik een pushbericht krijg over activiteit op mijn	○	○	○	○	○	○	○

| | sociale media (5) | | | | | | |

	Sterk mee oneens = 1 (1)	Oneens = 2 (2)	Enigszins mee oneens = 3 (3)	Neutraal = 4 (4)	Enigszins mee eens = 5 (5)	Eens = 6 (6)	Sterk mee eens = 7 (7)
Ik reageer op de posts die anderen delen via sociale media (6)	○	○	○	○	○	○	○

Blok 4: Family Connectedness voor kinderen

Q10. De volgende stellingen hebben betrekking op de *openheid* die je ervaart tussen jou en je ouder(s). Geef aan in hoeverre je het eens bent met de volgende stellingen (1= sterk oneens, 7= sterk mee eens).

	Sterk mee oneens = 1 (1)	Oneens = 2 (2)	Enigszins mee oneens = 3 (3)	Neutraal = 4 (4)	Enigszins mee eens = 5 (5)	Eens = 6 (6)	Sterk mee eens = 7 (7)
Ik kan openlijk met mijn ouder(s) praten over elk onderwerp (1)	○	○	○	○	○	○	○
Ik deel mijn gevoelens met mijn ouder(s), zowel positief als negatief (2)	○	○	○	○	○	○	○
Ik bespreek openlijk onderwerpen zoals seks en drugs met mijn ouder(s) (3)	○	○	○	○	○	○	○
Ik deel mijn problemen met mijn ouder(s) (4)	○	○	○	○	○	○	○
Ik vertel andere familieleden wanneer mij iets dwarszit (5)	○	○	○	○	○	○	○

| | Ik praat met mijn ouder(s) wanneer er iets mis is (6) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Q11. De volgende stellingen hebben betrekking op de *emotionele steun* die je ervaart tussen jou en je ouder(s). Geef aan in hoeverre je het eens bent met de volgende stellingen (1= sterk mee oneens, 7= sterk mee eens).

	Sterk mee oneens = 1 (1)	Oneens = 2 (2)	Enigszins mee oneens = 3 (3)	Neutraal = 4 (4)	Enigzins mee eens = 5 (5)	Eens = 6 (6)	Sterk mee eens = 7 (7)
Mijn ouder(s) en ik kunnen hoe dan ook op elkaar rekenen (1)	○	○	○	○	○	○	○
Ik weet dat andere familieleden mij door moeilijke tijden heen zouden helpen (2)	○	○	○	○	○	○	○
Mijn ouder(s) en ik steunen elkaar, ongeacht de situatie (3)	○	○	○	○	○	○	○
Mijn ouder(s) en ik helpen elkaar wanneer dat nodig is (4)	○	○	○	○	○	○	○

Q12. De volgende stellingen hebben betrekking op de *uiting van affectie* tussen jou en je ouder(s). Geef aan in hoeverre je het eens bent met de volgende stellingen (1= sterk mee oneens, 7= sterk mee eens).

	Sterk mee oneens = 1 (1)	Oneens = 2 (2)	Enigszins mee oneens = 3 (3)	Neutraal = 4 (4)	Enigzins mee eens = 5 (5)	Eens = 6 (6)	Sterk mee eens = 7 (7)
Ik en mijn ouder(s) knuffelen elkaar veel (1)	○	○	○	○	○	○	○
Ik zeg vaak 'ik hou van je' tegen mijn ouder(s) (2)	○	○	○	○	○	○	○
Ik en mijn ouder(s) zijn erg aanhankelijk met elkaar (3)	○	○	○	○	○	○	○
Ik toon liefde door middel van fysieke aanraking, zoals het knuffelen (4)	○	○	○	○	○	○	○

Blok 5: Parental Monitoring Control voor kinderen

Q13. De volgende stellingen hebben betrekking op de mate waarin je ouder(s) invloed uitgeoefend hebben op het gebruik van sociale media in het gezin. Geef aan hoe vaak je als tiener de volgende situaties heb meegemaakt (1= nooit, 5= altijd). *Active mediation*

	Nooit = 1 (1)	Zelden = 2 (2)	Soms = 3 (3)	Vaak = 4 (4)	Altijd = 5 (5)
Mijn ouder(s) vertelden mij over de informatie die ik op sociale media deelde (1)	○	○	○	○	○
Mijn ouder(s) herinnerden mij eraan dat ik mijn persoonlijke gegevens niet op sociale media moest delen (2)	○	○	○	○	○
Mijn ouder(s) zeiden dat ik onmiddelijk met social media moest stoppen als ik mij ongemakkelijk of angstig zou voelen (3)	○	○	○	○	○
Mijn ouder(s) legden mij de gevaren van sociale media uit (4)	○	○	○	○	○

Q14. De volgende stellingen hebben betrekking op de mate waarin je ouder(s) invloed uitgeoefend hebben op het gebruik van sociale media in het gezin. Geef aan hoe vaak je als tiener de volgende situaties heb meegemaakt (1= nooit, 5= altijd). *Restrictive mediation.*

	Nooit = 1 (1)	Zelden = 2 (2)	Soms = 3 (3)	Vaak = 4 (4)	Altijd = 5 (5)
Mijn ouder(s) beperkten het soort sociale media platformen dat ik kon bezoeken (1)	○	○	○	○	○
Mijn ouder(s) stelden regels met betrekking tot mijn toegang tot sociale media zoals Instagram, YouTube, en Facebook (2)	○	○	○	○	○
Mijn ouder(s) beperkten de soort activiteiten dat ik op sociale media kon doen (3)	○	○	○	○	○
Mijn ouder(s) beperkten de hoeveelheid tijd dat ik sociale media kon gebruiken (4)	○	○	○	○	○
Mijn ouder(s) beperkten mijn sociale media gebruik tot gebruik voor school doeleinden (5)	○	○	○	○	○

Q15. De volgende stellingen hebben betrekking op de mate waarin je ouder(s) invloed uitgeoefend hebben op het gebruik van sociale media in het gezin. Geef aan hoe vaak je als tiener de volgende situaties heb meegemaakt (1= nooit, 5= altijd). *Authoritarian mediation*.

	Nooit = 1 (1)	Zelden = 2 (2)	Soms = 3 (3)	Vaak = 4 (4)	Altijd = 5 (5)
Mijn ouder(s) hebben mij gevraagd om mijn sociale media account(s) en wachtwoorden met hen te delen (1)	○	○	○	○	○
Mijn ouder(s) hebben ingelogd op mijn sociale media account(s) om mijn vriendenlijst op sociale media te bekijken (2)	○	○	○	○	○
Mijn ouder(s) hebben ingelogd op mijn sociale media account(s) om de gesprekken die ik met anderen heb te bekijken (3)	○	○	○	○	○
Mijn ouder(s) hebben ingelogd op mijn sociale media account(s) om te zien welke spellen ik speel(de) (4)	○	○	○	○	○
Mijn ouder(s) hebben ingelogd op mijn sociale media account(s) om de foto's te	○	○	○	○	○

bekijken die ik
plaatste (5)

Q16. De volgende stellingen hebben betrekking op de mate waarin je ouder(s) invloed uitgeoefend hebben op het gebruik van sociale media in het gezin. Geef aan hoe vaak jij als tiener de volgende situaties heb meegemaakt (1= nooit, 5= altijd). *Non-intrusive inspection.*

	Nooit = 1 (1)	Zelden = 2 (2)	Soms = 3 (3)	Vaak = 4 (4)	Altijd = 5 (5)
Mijn ouder(s) kenden mijn sociale media account(s) (1)	○	○	○	○	○
Mijn ouder(s) hebben mijn sociale media profiel(en) gecontroleerd (2)	○	○	○	○	○
Mijn ouder(s) hebben mij toegevoegd als vriend op sociale media om te zien wat ik op sociale media plaatste (3)	○	○	○	○	○

Blok 6: Extra informatie kind

Q17. Hoeveel leden van je directe familie betreft ouders, broer(s) en zus(sen) zijn er, inclusief jezelf?

○ Twee (1)

○ Drie (2)

○ Vier (3)

○ Vijf of meer (4)_____

Q18. Hoeveel broers en/of zussen heb je? Inclusief halfbroers, stiefbroers en -zussen.

○ Geen (1)

○ Één (2)

○ Twee (3)

○ Drie (4)

○ Vier of meer (5) _____

Q19. Geef je huidige woonsituatie aan.

	Biologische ouder(s) (1)	Alleenstaande ouder (2)	Stief ouder(s) (3)	Voogd (4)	Niet in mijn ouderlijk huis (6)
Ik woon met mijn: (1)	○	○	○	○	○

Blok 7: Outro kind & ouder

Beste deelnemer,

Ik kan je niet genoeg bedanken voor het invullen van de enquête en jouw deelname aan mijn onderzoek.

Als je iemand kent die voldoet aan de criteria van jongvolwassene (18-26 jaar) en een ouder die in Nederland woont, zou ik het erg op prijs stellen als je de enquête wilt doorsturen. Als je geïnteresseerd bent in het ontvangen van de resultaten van dit onderzoek, vul je e-mailadres in het onderstaande tekstvak. De resultaten zullen begin juli beschikbaar zijn.

Reminder: denk eraan om de naam die je hebt bedacht voor de vragenlijst ook door te geven aan je kind/ouder. Deze kan dezelfde naam dan gebruiken in zijn/haar vragenlijst. Zodat ik kan achterhalen wie bij wie hoort.

Nogmaals hartelijk dank voor je deelname.

Met vriendelijke groeten,
Daniëlle Jukema
Student MSc Media & Business
620272dj@student.eur.nl

_____

Blok 8: Leeftijd ouder
Q20. Wat is je leeftijd in jaren?

_____

Blok 9: Family Connectedness ouder

Q21. De volgende stellingen hebben betrekking op de *openheid* die je ervaart tussen jou en je kind. Geef aan in hoeverre je het eens bent met de volgende stellingen (1= sterk mee oneens, 7= sterk mee eens).

	Sterk mee oneens = 1 (1)	Oneens = 2 (2)	Enigszins mee oneens = 3 (3)	Neutraal = 4 (4)	Enigszins mee eens = 5 (5)	Eens = 6 (6)	Sterk mee eens = 7 (7)
Mijn kind praat openlijk met mij over welk onderwerp dan ook (1)	○	○	○	○	○	○	○
Mijn kind deelt zijn/haar gevoelens, zowel goede als slechte (2)	○	○	○	○	○	○	○
Mijn kind bespreekt onderwerpen als seks en drugs (3)	○	○	○	○	○	○	○
Mijn kind deelt zijn/haar problemen met mij (4)	○	○	○	○	○	○	○
Mijn kind vertelt aan andere gezinsleden als hem of haar iets dwars zit (5)	○	○	○	○	○	○	○
Mijn kind praat met mij als er iets mis is (6)	○	○	○	○	○	○	○

Q22. De volgende uitspraken hebben betrekking op de *emotionele steun* die je ervaart tussen jou en je kind. Geef aan in hoeverre je het eens bent met de volgende stellingen (1= sterk mee oneens, 7= sterk mee eens).

	Sterk mee oneens = 1 (1)	Oneens = 2 (2)	Enigszins mee oneens = 3 (3)	Neutraal = 4 (4)	Enigszins mee eens = 5 (5)	Eens = 6 (6)	Sterk mee eens = 7 (7)
Ik en mijn kind kunnen hoe dan ook op elkaar rekenen (1)	◯	◯	◯	◯	◯	◯	◯
Ik weet dat andere familieleden mijn kind door moeilijke tijden heen zouden helpen (2)	◯	◯	◯	◯	◯	◯	◯
Ik en mijn kind steunen elkaar, ongeacht de situatie (3)	◯	◯	◯	◯	◯	◯	◯
Ik en mijn kind helpen elkaar wanneer dat nodig is (4)	◯	◯	◯	◯	◯	◯	◯

Q23. De volgende stellingen hebben betrekking op de *uiting van affectie* tussen jou en je kind. Geef aan in hoeverre je het eens bent met de volgende stellingen (1= sterk mee oneens, 7= sterk mee eens).

	Sterk mee oneens = 1 (1)	Oneens = 2 (2)	Enigszins mee oneens = 3 (3)	Neutraal = 4 (4)	Enigszins mee eens = 5 (5)	Eens = 6 (6)	Sterk mee eens = 7 (7)
Ik en mijn kind knuffelen elkaar veel (1)	◯	◯	◯	◯	◯	◯	◯
Mijn kind en ik zeggen vaak 'Ik hou van je' tegen elkaar (2)	◯	◯	◯	◯	◯	◯	◯
Ik en mijn kind zijn erg aanhankelijk met elkaar (3)	◯	◯	◯	◯	◯	◯	◯
Ik en mijn kind tonen liefde door middel van fysieke aanraking, zoals knuffelen (4)	◯	◯	◯	◯	◯	◯	◯

Blok 10: Parental Monitoring Control ouder

Q24. Hoe vaak heb jij als ouder invloed uitgeoefend op het gebruik van social media van jouw kind? Geef aan hoe vaak je de volgende situaties hebt meegemaakt in je rol als ouder toen jouw kind nog een tiener was (1= nooit, 5= altijd). *Active mediation.*

	Nooit = 1 (1)	Zelden = 2 (2)	Soms = 3 (3)	Vaak = 4 (4)	Altijd = 5 (5)
Ik vertelde mijn kind over de informatie die ze op sociale media kunnen delen (1)	○	○	○	○	○
Ik herinnerde mijn kind eraan geen persoonlijke informatie op sociale media te delen (2)	○	○	○	○	○
Ik vertelde mijn kind elke ervaring op social media te stoppen als hij/zij zich hierbij ongemakkelijk of angsttig voelde (3)	○	○	○	○	○
Ik legde mijn kind het gevaar van sociale media uit (4)	○	○	○	○	○

Q25. Hoe vaak heb jij als ouder invloed uitgeoefend op het gebruik van social media van jouw kind? Geef aan hoe vaak je de volgende situaties hebt meegemaakt in je rol als ouder toen jouw kind nog een tiener was (1= nooit, 5= altijd). *Resttrictive mediation.*

	Nooit = 1 (1)	Zelden = 2 (2)	Soms = 3 (3)	Vaak = 4 (4)	Altijd = 5 (5)
Ik beperkte het soort sociale media platformen dat mijn kind kon bezoeken (1)	○	○	○	○	○
Ik stelde regels met betrekking tot de toegang van mijn kind tot sociale media zoals Instagram, YouTube en Facebook (2)	○	○	○	○	○
Ik beperkte het soort activiteiten dat mijn kind op sociale media kon doen (3)	○	○	○	○	○
Ik beperkte de hoeveelheid tijd dat mijn kind sociale media kon gebruiken (4)	○	○	○	○	○
Ik beperkte het sociale media gebruik van mijn kind tot gebruik voor schoolse doeleinden (5)	○	○	○	○	○

Q26. Hoe vaak heb jij als ouder invloed uitgeoefend op het gebruik van social media van jouw kind? Geef aan hoe vaak je de volgende situaties hebt meegemaakt in je rol als ouder toen jouw kind nog een tiener was (1= nooit, 5= altijd). *Authoritarian mediation.*

	Nooit = 1 (1)	Zelden = 2 (2)	Soms = 3 (3)	Vaak = 4 (4)	Altijd = 5 (5)
Ik heb mijn kind gevraagd om zijn of haar sociale media account(s) en wachtwoorden met mij te delen (1)	◯	◯	◯	◯	◯
Ik heb ingelogd op de sociale media account(s) van mijn kind om sociale media vriendenlijst te bekijken (2)	◯	◯	◯	◯	◯
Ik heb ingelogd op de account(s) van mijn kind om gesprekken met anderen te bekijken (3)	◯	◯	◯	◯	◯
Ik heb ingelogd op de sociale media account(s) van mijn kind om te zien welke games er gespeeld worden (4)	◯	◯	◯	◯	◯
Ik heb ingelogd op de sociale media account(s) van mijn kind om de foto's te bekijken die hij/zij plaatste (5)	◯	◯	◯	◯	◯

Q27. Hoe vaak heb jij als ouder invloed uitgeoefend op het gebruik van social media van jouw kind? Geef aan hoe vaak je de volgende situaties hebt meegemaakt in je rol als ouder toen jouw kind nog een tiener was (1= nooit, 5= altijd). *Non-intrusive inspection.*

	Nooit = 1 (1)	Zelden = 2 (2)	Soms = 3 (3)	Vaak = 4 (4)	Altijd = 5 (5)
Ik kende de sociale media account(s) van mijn kind (1)	○	○	○	○	○
Ik heb de sociale mediaprofiel(en) van mijn kind gecontroleerd (2)	○	○	○	○	○
Ik heb mijn kind als vriend toegevoegd op sociale media om te zien wat hij/zij op sociale media hebben gepost (3)	○	○	○	○	○