

Parent-Child Interpersonal Communication and Home Ownership

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TABLE OF CONTENTS

Abstract.....	4
Dedication & Acknowledgements.....	5
Interpersonal communication on the concept of home ownership.....	6
Topic Overview.....	7
History of Home Ownership.....	7
Background of Consumer Culture.....	8
Theoretical Grounding.....	9
Symbolic Interaction Theory.....	9
Consumer Culture Theory.....	10
Standpoint Theory.....	10
Literature Review.....	11
Family Influence of the Perception of Home Ownership.....	11
Friend Influence of the Perception of Home Ownership.....	12
Media & Society's Influence of the Perception of Home Ownership.....	13
Methodology.....	13
Hypotheses.....	14
Results.....	14
Discussion.....	16
Suggestions & Further Research.....	17
Suggestions.....	17
Limitations.....	18
Further Research.....	19
Conclusion.....	19
Reference List.....	20
Appendix A – IRB.....	22
Appendix B – Survey Questions.....	29

ABSTRACT

The correlation between childhood residency and desired future residency was examined to determine if one influences the other. In addition to childhood residency, race and parental education level were added variables to determine a possible correlation. 102 young adults ages 18 to 25 participated in this study (60.8% Black, 35.4% White, 2.5% Asian, 1.3% Hispanic, 5.1% Other). A survey was conducted and followed by a series of t-tests. When comparing childhood living situation with desired adult residency, 82% of respondents who lived in a home from age 0 to 6 expressed very strong or somewhat strong desire to own a home. It is unclear whether or not education level is a reliable predictor of class, income, etc. based on this study because there was no significant correlation between economic status and residency.

Keywords: parent-child communication, interpersonal communication, home ownership, young adults, decision-making

DEDICATION AND ACKNOWLEDGEMENTS

I want to thank my parents for always putting a roof over my head, for providing me with love, wisdom, and shelter, and for making me the excellent communicator that I am today. I owe all of my current and future success to you. I want to thank my friends, my professors, and my peers for helping me through me this process. Thank you Taylor Hines and Jameka Jones for being a great roommate and an unofficial “Comm major”. I especially want to acknowledge Liz Harris and Jordan Hunter for being excellent peer reviewers and partners. I dedicate this to all of the Comm majors who came before me and made this program what it is today.

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

INTERPERSONAL COMMUNICATION ON THE CONCEPT OF HOME OWNERSHIP

I was initially drawn to the topic of interpersonal communication with home ownership because I recently spent the summer at two of my friends' homes. Living with them, I observed verbal and non-verbal communication from their parents to them regarding what they can or should look for as they begin to look for their own place of residence. One has a two story house with a garage and a basement, and the other has a more modest one level house with a carport and a basement. Living with them throughout the summer vacation made me think about my own homes – as a child, a teenager, and now as a young adult. Being exposed to families with trash cans instead of dumpsters and front and back yards made me think about what type of home I want when the time comes for me to choose where to live, assuming that it is a choice. I want to live in a house because I like the idea of having a house, but at the same time I love the residential mobility that apartments and other similar forms of residence provide.

I also recently saw CNN coverage of this topic and saw that as confirmation for me to investigate the subject matter further. I believe it is important to examine the topic of home ownership and how it is communicated between generations especially within the cultural context of the recent recession.

The communication phenomenon I explored is interpersonal verbal and non-verbal parent-child communication. The purpose of my study was to determine what factors influence a young adult's decision to live in a house or an apartment (or some similar residence). I specifically wanted to discover how an individual's childhood home impacts this decision and whether or not race and parental education level are factors.

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

In this study, I argue that parental communication regarding home ownership influences the decision making process for their adult children. This communication can be both verbal and non-verbal. In this thesis I will explore previous research regarding parent-child communication and discuss how individuals are influenced regarding this decision by family, friends, and the media. Finally, I will reveal the results of my study on the topic of parent-child interpersonal communication in regards to home ownership.

TOPIC OVERVIEW

According to the U.S. Census Bureau, 66.9% of Americans currently own homes, slightly down from 67.6% in 2009 (U.S. Census Bureau, 2010). Deciding where to live is a very important decision that speaks volume about how individuals perceive themselves as well as how they are perceived by others. Purchasing or even renting a house conveys a different message than renting an apartment. Silver describes this communication phenomenon as “one of the most important financial and social decisions consumers face” (Silver, 1988). My research is important because the decision of where to live is so significant in terms of how we fit into the societal norms.

History of Home Ownership

This communication phenomenon is important to understand because “house ownership is often thought to be an essential ingredient of the ‘American Dream’” (Rohe, et al., 2002). Phrases like ‘American Dream’, the ‘Land of Opportunity’, and ‘white picket fence’ perpetuate the stereotype that every American must own a home or strive to do so. According to Ruzich and Grant in the *Journal of the American Culture*, “The idea of owning anything, particularly a home, is a cultural construct, but the concept of homeownership in America, has from the beginning,

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

been closely identified with the nation's identity and promise." (Ruzich & Grant, 2009) Even the government supports the ideal with grants and loans to encourage home ownership among citizens.

Though home ownership has historically been preferred, with economic issues taking hold in the housing market, some families are finding that it is cheaper to rent (Pomerantz, 2007). Home ownership requires economic stability and has therefore become more of a challenge for Americans in the recent economic crisis.

Background of Consumer Culture

This topic is also important because of the context of America's obsession with materialistic things and possessions. Americans have become so fixated with things through the years that brands and advertisements for new things to purchase surround us in our everyday lives. According to Arthur Asa Berger in *The Objects of Affection*, "The brand, a medium of exchange between company and consumer, has become one of the key cultural forces of our time and one of the most important vehicles of globalization." We constantly use brands and labels to make judgments about individuals.

This concept of placing a high importance on what we have begins at a very early age. Researchers Chankon Kim, Hanjoon Lee, and Marc Tomiuk found that the learned behavior of consumerism begins at an early age through family communication patterns. "Consumer socialization encompasses various types of learning that affect young people's acquisition of consumer skills as well as consumption-related knowledge, preferences, and attitudes." (Kim, et al., 2009)

My research filled the gap on parent-child communication when the relationship experiences a paradigm shift at adulthood (defined as age 18 and up). It is obvious that parents influence their

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

children when they are unable to make their own decisions, but my research shows how parents continue to influence their adult children even though they are able to make their own choices.

There is a great deal of research on how children influence their parents' decision-making styles in purchasing decisions, but there is little to no research on how adult children are influenced by their parents' communication regarding purchasing (Kim, 2009). When individuals transition from childhood to adolescence and into adulthood they are faced with the opportunity to make their own decisions. But even with the ability to choose, most young adults make decisions similar to that of their parents. Through my research, I looked into how parental decisions of homeownership impact their independent young adult's decisions regarding where to live. I also explored whether or not race and parental education level are factors in the perception of home ownership. My research focused less on the specifics of renting versus owning and more on the idea of living in a house and the connotative associations communicated as a result of living in a house, such as having a yard, having stability, having a garage, etc.

THEORETICAL GROUNDING

Symbolic Interaction Theory

According to Griffin, symbolic interaction theory says that people assign meaning to people and things and act based off of those assigned meanings. This theory supports my research because the assigned meanings created for the idea of home ownership affects whether or not we buy a house. This concept is bigger than just homeownership; rather, having a house is just one more thing to have. Based off of symbolic interaction theory, I would say that everything we own or possess creates assigned meaning and that we act based off of those meanings. Whether or not someone is accepted as a child has a great deal to do with the type of clothes that child wears, the

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

type of car the family drives, and even the type of lunch box the child carries. Whether or not the child lives in a house is another factor in how the child is treated or perceived. Everything we own becomes a symbol that represents who we are and creates meaning for us and for those around us.

Consumer Culture Theory

According to the Consumer Culture Theory Website, [CCT] “considers consumption and its involved behavioral choices and practices as social and cultural phenomena – as opposed to psychological or purely economic phenomena.” Using this theory, I examined how what we own has become a part of our culture. This theory was applicable to my topic because I focused on how the concept of what we own and possess affects how we are perceived by others. This theory did “address the dynamic relationship between consumer actions, the marketplace, and cultural meanings” (Consumer Culture Theory Website). This theory ties into the use of symbolic interaction theory with the idea that what we own has an impact of our perception of ourselves as well as how others perceive us.

Standpoint Theory

According to Griffin, standpoint theory says that people are situated in specific standpoints in society and that those standpoints affect their view or outlook on life as a whole. I will use this theory to determine if race is a factor in my research on living in a house. Home ownership affects status and how that status then determines the way home ownership is communicated in the home. Though this theory has been commonly called feminist standpoint theory in reference to the differences between men and women’s standpoints, I applied it to the differences in social class and status in terms of possession of things.

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION
LITERATURE REVIEW

Family Influence of the Perception of Ownership

The literature shows how children influence their parents while shopping at grocery stores and toy stores while they are young. Moniek Buijzen and Patti Valkenburg conducted a quantitative survey where they discussed how children influence their parents. This study was conducted with 269 0 to 12 year olds and their parents at toy stores and grocery stores to observe their communication styles. Buijzen and Valkenburg categorized the communication as purchase influence attempts, coercive behavior, or parent-initiated communication. Their study found that the child influenced more than two-thirds of the purchase-related communication and the parents initiated 31%. As stated in this research, “An important part of children’s consumer learning takes place through parent-child communication in a retail environment” (Buijzen & Valkenburg, 2009). My research study fills the gap in parent-child decision making by exploring how parents influence their adult children’s purchasing decisions. While children influence their parents in terms of what to buy parents influence their adult children in terms of what to buy for larger purchases like that of a home (Buijzen & Valkenburg, 2008).

Similarly, Debbie Easterling, Shirley Miller and Nanci Weinberger found that parents’ decisions regarding sustainability or “going green” influenced their childrens’ perception of the importance of consuming products that are considered “green”. This study demonstrates how the family’s communication and expression of what is important can impact their children’s perception of what matters. This article also mentions family resources as a factor and expresses the importance of what the family is able to possess versus what they want to possess. As stated by Easterling and her colleagues, “many families may be unable to commit to such environmentally friendly lifestyles due to current economic conditions” (Easterling et al., 1995).

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

This statement can also be applied to my study as participants may want to own or rent a home, but may be unable to do so due to outside economic factors like the recession. Some families may want to expose their children to certain opportunities but may simply not have the means to.

With the use of parent-initiated communication, “the parent invites the child to take part in the purchase decision-making” process and this form of communication may lead to parental influence on purchasing a house (Buijzen, 2008). How the family communicates and expresses what is important and what the family is able to possess versus *wants* to possess affects a child’s concern for what is important (Easterling, 1995). Whether or not parents communicate home ownership as an attainable dream affects an individual’s perception of home ownership.

Friend’s Influence on the Perception of Home Ownership

Individuals who grew up in apartments, townhomes, or condos have a different childhood than their counterparts who grow up in a house and therefore develop a different outlook on their future in terms of whether or not to buy a house. Growing up around friends who live in houses when one does not can influence their perception of home ownership. If an individual lives in an apartment and all of their friends do as well, they may be unable to see themselves living in a house. Therefore, if an individual does not live in a house, but is exposed to those who do, this could add to their perspective on residency as an adult. Having friends who live in houses, have backyards and front yards to play in can open up a world of possibilities for someone who does not grow up with these things.

William Rohe and his colleagues conducted a study in North Carolina regarding home ownership and how access to opportunity can impact young adults. They specifically examined the relationship between home ownership and opportunity. Rohe describes home ownership as the “American conception of a secure and successful life” (Rohe et al., 2002). In this study, Rohe

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

et al. found that home ownership provided access to several opportunities including improved health, better relationships with neighbors, and more involvement in civic relations.

Media and Society's Influence on the Perception of Home Ownership

The media communicates home ownership as a cultural norm for the U.S. in the news, in reality shows, and in sitcoms. While there are some exceptions, the majority of family sitcoms are filmed in houses. Shows like *Family Matters*, *The Cosby Show*, *Step by Step*, and *Modern Family* were filmed in houses seemingly owned by the families. The only acceptable exception seems to be if the sitcom is shot in New York or Chicago. Typically shows based in big cities like New York and centered on friendships like *Friends*, *Sex and the City*, and *Seinfeld* are filmed in apartments. The news media covers a plethora of stories about the housing market and coverage of such stories conveys the message that home ownership is every viewer's ultimate goal or current status. American culture overall continues to present home ownership as ideal.

METHODOLOGY

I derived my hypotheses from my purpose, which is to determine if the living situation of parents and how they communicate their residency to their children affects where that child decides to live as an adult (assuming it is a choice) and whether or not race is a factor. I also explored whether or not parental education level is a reliable predictor of status, class, etc.

For this study I used a quantitative method. I used a T-test to measure the difference between two groups – those who grew up in houses and those who did not grow up in houses. I compared these two groups to determine if interpersonal parent-child communication differs in these groups of individuals between ages 18 and 25. My variables for this survey were dependent young adults, who still live with their parents, and independent young adults, who live on their

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

own. I also performed an ANOVA test with two or more groups using race as a factor with the following categories: African American/Black, Hispanic, Asian, and Caucasian/White. I performed a chi-squared test to determine if there was a correlation between parental education level and residency. In the survey I asked participants about their (step) mother and (step) father's level of education using the following categories: high school, some college, current college student, bachelor's degree, associate's degree, master's degree, and doctorates degree.

Hypotheses

H1: An individual's childhood living situation impacts the type of residence they choose as adults.

H2: The way in which parents communicate home ownership to their children affects the type of home those children choose as adults.

H3: Individuals who grew up in houses are more likely to buy or rent a house as an adult.

H4: Caucasian/European Americans are more likely to have grown up in a house than minorities.

H5: Dependent and independent young adults who grew up a lower level of education will be more likely to have lived in an apartment or similar residence.

RESULTS

In my first hypothesis, the independent variable is the individual's childhood living situation and the dependent variable is the type of residence they then choose as adults once they are able to make their own decisions.

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

A question was asked regarding participants' desire to own a home and 72.9% of respondents expressed a very strong desire to own a home. Only 10.2% were indifferent or did not have a strong desire to own a home. When comparing childhood living situation with desired adult residency, 82% of respondents who lived in a home from age 0 to 6 and 87% of respondents who lived in a home from age 6 to 12 expressed a very strong or somewhat strong desire to own a home.

The independent variable in my second hypothesis is the way in which parents communicate home ownership to their children and the dependent variable is the type of home those children then choose when they are old enough to live on their own.

In this portion of the survey, the question posed was "How was home ownership communicated to you by your parents". The majority of respondents said their parents expressed the importance of home ownership positively. Respondents expressed that their parents referred to home ownership as "something to call their own", "the ultimate sign of independence" and "a big responsibility". One participant said "living in an apartment or renting a home means you are spending your money and living under someone else's rule... can make more choices with home ownership". One survey participant said their parent(s) always instructed them to get a good education so that they could get a good job so that they could own a house. One respondent said their parents "never owned a home so they encouraged/pushed them to do so". Some respondents said their parents never overtly talked to them about home ownership.

In my third hypothesis, the independent variable is the type of home participants lived in when they "grew up" using the following categories: owned house, rented house, apartment, townhouse, duplex, and other. The dependent variable is whether or not individuals will buy or rent a house as an adult.

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

Regardless of the type of childhood home, 100% of participants found it feasible for them to own a home within their lifetime. The majority of respondents in this survey said that it was not feasible for them to own a home within the next year (89%). More participants saw home ownership as more feasible within the next five years (44.1% said yes and 42.4% said maybe so). When asked if home ownership is feasible within the next year, 96.6% said yes. Also 100% of respondents who grew up in rented homes (age 0 to 6) found it feasible to own a home within one year. Overall, when asked if it is feasible to own a home within the next year, 89.8% of respondents said No.

The independent variable in my fourth hypothesis is race and the dependent variable is whether or not an individual grew up in a house (owned or rented). In my survey, 100% of Caucasian/European Americans reportedly grew up in a house. While 73% of minority respondents reportedly grew up in a house. In this study 60.8% of respondents were Black/African American, 35.4% were White/Caucasian, 2.5% were Asian, 1.3% were Hispanic, and 4 individuals selected other.

The independent variable in my fifth and final hypothesis is parent's education level and the dependent variable is type of residence. In comparing desire to own a home with parents education level by using a two-tailed T-test, $r = -.174$, $p < .214$ for the respondents (step)father and $r = .072$, $p < .607$ for the (step)mother. The majority of respondents (27.5%) had (step) mother's who had completed a Bachelor's degree as their highest level of education. The majority of respondents (34.2%) had (step) father's who had completed High School as their highest level of education. There was ultimately no significant correlation between parental education level and residency.

DISCUSSION

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

To assess the relationship between home ownership and parent-child (verbal and non-verbal) communication 18 survey questions were asked. There were a total of 104 respondents. Of these 104 respondents, 82 participants (78.9%) said their parents are involved or influential in their decision-making. This finding supports my initial belief that parents still influence the decisions made by their children even after they are adults and able to make their own decisions.

There was no significant correlation between economic status and residency. Based on this study, it is unclear whether or not education level is a reliable predictor of class, income, etc. Consumption is an American concept, but the “American Dream” is only available to those who can afford to participate in it. My attempt to answer H5 in the affirmative did not occur in this study.

SUGGESTIONS AND FURTHER RESEARCH

Suggestions

I would suggest doing a qualitative study using either interviews or focus groups when studying parent-child interpersonal communication in the future. Quantitative research answers the what, but qualitative research would have provided more specific details to answer why parents are so influential in their adult children’s’ decision making. While the open ended, free response questions were helpful, it would have been more beneficial to have a dialogue about how and why our parents still influence our decisions either verbally or non-verbally even after we are old enough to make our own decisions. This is especially true because everyone has a very unique experience in terms of where they grew up and what they meant for them. It is difficult to draw specific conclusions from the numbers with so many variables.

Limitations

One of the limitations in my study was that of population. The results of my study were very homogenous because the majority of participants in my study were Longwood students and the population at Longwood is not very diverse. In addition to racial diversity, I would have liked more geographic diversity in my study. Individuals from New York would elicit very different responses than those from Texas, for instance.

Another limitation to my study was the sample size. While 102 respondents is a relatively large sample size, I would have liked more participants because having more respondents increases the validity of results.

The fact that I tested desire only was also a limitation in my study. When I asked questions like “How strong is your desire to own a home?” and “Do you think it is feasible for you to own a home within the next (5) five years?” I only tested what survey participants want as opposed to what they actually will have. While I successfully assessed how childhood residency impacts *desired* future residency, I have no way of determining if what they want to happen actually will.

Another limitation in my research is the fact that I tested too many variables. I could not decide how to define residency. I wanted to include every possible residency option – house (owned), house (rented), apartment, townhouse, duplex, and other. Including as many options as possible helped the participant pick an option that best represented them, but it also limited my results. I was unable to give a concrete house vs. apartment number because house was divided into rent and own and there were other options for residency.

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

Further Research

To further this research I would like to take the phenomenon of parent-child communication and apply it to that of romantic relationships. I would like to expand this research to determine if parents continue to influence their children past the age of 18, when we are officially deemed adults, in terms of who we date and/or marry. With popular shows like MTV's *Parental Control*, I wonder if there are still remnants of the traditional arranged marriage in today's society.

CONCLUSION

In conclusion, it was important for me to conduct this study on the interpersonal verbal and non-verbal communication between parents and their adult children to fill the gap on parent-child consumer communication. While previous research had been done on how children influence their parents' purchasing decisions in toy stores and grocery stores, this research expanded upon parent-child communication by exploring how parents influence their young adult children with larger purchases, in particular, places of residence. I accomplished this goal by conducting a survey of dependent and independent young adults between the ages of 18 and 25, assessing the correlation between their past and predicted living situation. In this research I found that young adults listen to their parents and are highly influenced by their opinions, but living in an apartment or some similar residence during their childhood did not affect their desire to one day own a home.

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

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Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

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Appendix A – IRB

**LONGWOOD UNIVERSITY
Human Subjects Research Review Committee
Committee Action Form**

(To Be Completed By Researcher)

Proposal Title: Interpersonal Communication on the Concept of Home Ownership

Principal Investigator: Tara Carr

.....

(For Committee Use Only)

- Meets the criteria for making research exempt from obtaining written informed consent and Committee review.
- Approved by the Longwood University Human Subjects Research Review Committee.
- Approved with revisions by the Longwood University Human Subjects Research Review Committee. The researcher(s) must provide a revised copy of the proposal to the Committee before commencing research.
- Rejected by the Longwood University Human Subjects Research Review Committee.

Date: _____

Signature of Committee (circle one) Member/Chair: _____

Comments:

Longwood University
Consent for Participation in Social and Behavioral Research

I consent to participate in the research project entitled:

A House is not a Home

being conducted in the Department of Communication Studies by

Tara Carr

- I understand that my participation in this research is voluntary, and that I am free to withdraw my consent at any time and to discontinue participation in this project without penalty.
- I acknowledge that the general purpose of this study, the procedures to be followed, and the expected duration of my participation have been explained to me.
- I acknowledge that I have the opportunity to obtain information regarding this research project, and that any questions I have will be answered to my full satisfaction.
- I understand that no information will be presented which will identify me as the subject of this study unless I give my permission in writing.
- I acknowledge that I have read and fully understand this consent form. I sign it freely and voluntarily. A copy of this form will be given to me.

Name (Print): _____

Date: _____ Signed: _____

I understand that if I have concerns or complaints about my treatment in this study, I am encouraged to contact the Office of Academic Affairs at Longwood University at (434) 395-2010.

DESCRIPTION OF RESEARCH

Title of Research: **A House is Not a Home**

Purpose of Research: The goal of this research is to investigate the concept of home-ownership and parent-child interpersonal communication. In my study I will determine what factors influence a young adult's decision to live in a house versus an apartment (or some similar type of residence). I specifically want to discover how an individual's childhood home impacts their decision and whether or not race has an impact. The communication phenomenon I am interested in is interpersonal verbal and non-verbal communication between parents and children. The research is being conducted as a **quantitative study**, under the supervision of **Dr. Bill Stuart**.

Methods and Procedures:

Participants: The participant in my research will be dependent young adults (living at home, in college, etc.) and independent young adults (living on their own) between the ages of 18 and 29. Participants will be Longwood University students who agree to voluntarily participate in the research. The purpose of the research will be explained to the students and they will be asked to participate with the provision that they are free to withdraw at any time without penalty.

- Procedures: For this study I will be conducting an online survey via Survey Monkey. The link to this survey will be distributed via Facebook and e-mail using the snowball method.
- Possible Risks: It is anticipated that participants will be at no physical, psychological, or emotional risk at any time during the research. Nor is it anticipated that participation in the research will place the participants at any risk of criminal or civil liability, or damage the participants' financial standing or employability.
- Assurance of Anonymity and Confidentiality: Participants will be informed of the voluntary and confidential nature of the research via instructions on the data collection instrument. Participants will also be instructed not to put their name or any identifying information on the instrument. When collecting data from participants, the researcher will immediately place the data in a large envelope, and will not examine any of the data until all data have been collected. Once collected, the raw data will only be accessible to Tara Carr and Dr. Bill Stuart. Survey data are stored in a password protected online website. In the event that any information provided by a participant should become known outside the research, it is unlikely that any harm would come to the participant.

**Longwood University Human and Animal Subjects Research Review Committee
Research Proposal Submission Form**

I. Proposal

All Longwood University administration, faculty, and students conducting investigations involving human subjects, and all other researchers conducting investigations involving human subjects at Longwood University, must submit a research proposal to be reviewed and approved by the Human Subject Research Review Committee prior to the commencement of research. Research involving children should conform to the ethical standards found at <http://www.srcd.org/ethicalstandards.html>. **Some types of human subjects research are exempt from the provisions of state and federal law, however, even research exempt from these provisions must be reviewed by the committee to determine that they are indeed exempt.** Research proposals submitted to the committee must follow the protocols contained in this form and include the following information. *Check those that are included.*

A description of the research, including:

- 1) A Title,
- 2) The purpose of the research, and
- 3) The methods or procedures to be employed including descriptions of:
 - a) The human subjects and the criteria for including them in the research,
 - b) What is to be done with or to them,
 - c) Any possible risks, stress, or requests for information subjects might consider personal or sensitive, or which may be illegal, and whether or not the only risk to the subjects is the harm resulting from a breach of confidentiality,
 - d) the steps that will be taken to ensure the anonymity and confidentiality of the subjects,
 - e) the permissions from other institutions, if required, that will be obtained.

A signed, completed copy of this submission form.

In addition, the research proposal may have to include the following documents. *Check those that are included.*

A copy of the test, survey, or questionnaire, if employed, and if it is not a standardized professional diagnostic tool otherwise specified in the proposal.

A copy of the written statement explaining the research indicating that participation is voluntary, if required. (See III. A. below.)

A copy of what will be said to subjects before and after the research is conducted, if the methodology requires that the subjects be misled in any way. (See III. B.)

A copy of the informed consent statement that will be used, if required. (See Sec. IV. below.) A model informed consent statement can be found at the end of this form.

II. Exemptions

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

If your research falls into any of the categories of research below, it is exempt from the requirement of obtaining written informed consent and being reviewed by the entire Committee, and only 1 copy of the proposal need be submitted. All others must submit 3 copies of their proposal. If your project conforms to any of the following descriptions, check those which apply:

- Research or student learning outcomes assessments conducted in educational settings involving regular or special education instructional strategies, the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods, or the use of educational tests, whether cognitive, diagnostic, aptitude, or achievement, if the data from such tests are recorded in a manner so that subjects cannot be identified, directly or through identifiers linked to the subjects.
- Research involving surveyor interview procedures unless responses are recorded in such a manner that the subjects can be identified, directly or through identifiers linked to the subjects, and either (i) the subject's responses, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or (ii) the research deals with sensitive aspects of the subject's own behavior, such as sexual behavior, drug or alcohol use, or illegal conduct.
- Research involving survey or interview procedures, when the respondents are elected or appointed public officials or candidates for public office.
- Research involving solely the observation of public behavior, including observation by participants, unless observations are recorded in such a manner that the subjects can be identified, directly or through identifiers linked to the subjects, and either (i) the subject's responses, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or (ii) the research deals with sensitive aspects of the subject's own behavior, such as sexual behavior, drug or alcohol use, or illegal conduct.
- Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner so that subjects cannot be identified, directly or through identifiers linked to the subjects.

III. Special Types of Research

A. In addition to the above types of research that are exempt from the requirement to obtain written informed consent and full committee review, the committee may waive the requirement that the investigator obtain written informed consent for some or all subjects for the following type of research. If your research conforms to the following description, indicate by checking.

- Research in which the only record linking the subject and the research would be the consent document, and the principal risk would be potential harm resulting from a breach of confidentiality.

In the forgoing type of research, the committee may require the investigator to provide the subjects with a written statement explaining the research and indicating that their participation is voluntary. In addition, each subject shall be asked whether s/he wants documentation linking him or her to the research, and the subject's wishes shall govern. In the case that the subject agrees to be identified in the research, her or his written permission to do so shall be obtained by the researcher.

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

B. Some research methodologies may require that the subjects be initially misled regarding the purpose of the research, and so require that the consent procedure omit or alter some or all of the basic elements of informed consent, or waive the requirement to obtain informed consent. If your research conforms to the following description, indicate by checking.

- [] Research involves no more than "minimal risk" or risk of harm not greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests, research could not practicably be performed without the omission, alteration or waiver, and the omission, alteration or waiver will not adversely affect the rights and welfare of the subjects.

In the forgoing type of research, the committee requires the researcher to provide the subjects with an adequate post-investigative explanation of the purpose and methods of the research, or explanatory debriefing procedure to be undertaken immediately after the conclusion of each subject's participation. The committee requires investigators undertaking this sort of research to furnish the committee with copies of the information that will be supplied to the subject before and after the investigation.

IV. Written Informed Consent

Research engaged in all other types of research must obtain written informed consent from the research subjects. Informed consent means the knowing and voluntary agreement, without undue inducement or any element of force, fraud, deceit, duress, or other form of constraint or coercion, of a person who is capable of exercising free power of choice.

The basic elements of information necessary to such consent are:

- 1. A reasonable and comprehensible explanation to the person of the proposed procedures of protocols to be followed, their purposes, including descriptions of any attendant discomforts, and risks and benefits reasonably to be expected;
- 2. A disclosure of any appropriate alternative procedures or therapies that might be advantageous for the person;
- 3. An instruction that the person may withdraw his consent and discontinue participation in the human research at any time without prejudice to her or him;
- 4. An explanation of any costs or compensation which may accrue to the person and, if applicable, the availability of third party reimbursement for the proposed procedures or protocols; and
- 5. An offer to answer and answers to any inquiries by the person concerning the procedures and protocols.

Informed consent must be obtained in the following manners for the following types of human subjects: (a) competent, then it shall be subscribed to in writing by the person and witnessed; (b) not competent at the time consent is required, then it shall be subscribed to in writing by the person's legally authorized representative and witnessed; or (c) a minor otherwise capable of rendering informed consent, then it shall be subscribed to in writing by both the minor and her or his legally authorized representative.

Legally authorized representative means (a) the parent or parents having custody of a prospective subject, (b) the legal guardian of a prospective subject, or (c) any person or judicial or other body authorized by law or regulation to consent on behalf of a prospective subject to such subject's participation in the particular human research.

Any person authorized by law or regulation to consent on behalf of a prospective subject to such subject's participation in the particular human research shall include an attorney in fact appointed under a durable power of attorney, to the extent the power grants the authority to make such a decision. The attorney in fact shall not be employed by the person, institution, or agency conducting the human research. No official or employee of the institution or agency conducting or authorizing the research shall be qualified to act as a legally authorized representative.

A legally authorized representative may not consent to nontherapeutic research, or research in which there is no reasonable expectation of direct benefit to the physical or mental condition of the human subject, unless it is determined by the human subject research review committee that such research will present no more than a minor

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

increase over minimal risk to the human subject.

Notwithstanding consent by a legally authorized representative, no person who is otherwise capable of rendering informed consent shall be forced to participate in any human research.

In the case of persons suffering from organic brain diseases causing progressive deterioration of cognition for which there is no known cure or medically accepted treatment, the implementation of experimental courses of therapeutic treatment to which a legally authorized representative has given informed consent shall not constitute the use of force.

No informed consent form shall include any language through which the person who is to be the human subject waives or appears to waive any of her or his legal rights, including any release of any individual, institution, or agency or any agents thereof from liability for negligence.

Human subject research investigators are responsible for obtaining written informed consent from research subjects in accordance with these specifications, and for obtaining permissions from any other institutions that may be involved in informed consent statement which conforms to these specifications.

The Longwood University Human Subjects Research Review Committee must be informed of any violation or alteration of the research protocol. Continuing research projects must be re-approved annually.

The undersigned researcher(s) indicate that the information provided to the committee is accurate and true to the best knowledge of the researcher(s), and that the researcher(s) have conformed to the above guidelines to the best abilities of the researcher(s).

Date: 02/21/2010

Signed (legibly): _____

If this research is being completed in partial fulfillment of a Masters degree, the thesis committee must approve of your project prior to submission of these forms. The signature(s) of your committee chair/advisor on the appropriate form constitutes acknowledgement of this prior approval by your committee.

Please indicate the address where you would like the approval form sent (along with phone # and/or e-mail address):

CSTAC 312

Tara.carr@live.longwood.edu

434-395-2467

Further information of the status of proposals may be found at the following:

Dr. Eric Laws
 Department of Psychology
 Phone: (434)395-2841; e-mail: lawsel@longwood.edu

Appendix B – Survey Questions

1. Do you agree to participate in this survey?
2. How satisfied are you with your current living situation?
 - Very satisfied
 - Somewhat satisfied
 - Indifferent
 - Not satisfied
 - Very dissatisfied
3. How involved or influential would you say your parents are in your decision-making?
 - Very involved
 - Somewhat involved
 - Indifferent
 - Not involved
 - Very Uninvolved
4. Which of the following would you consider yourself as?
 - Dependent Young Adult 18-25 years old living with/relying on parents
 - Independent Young Adult 18-25 years old living on your own
 - 26 or older
5. How strong is your desire to own a home?
 - Very strong
 - Somewhat strong
 - Indifferent
 - Not strong

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

Please explain why or why not.

6. Do you think it is feasible for you to own a home within the next (1) year?
 - Yes
 - No
 - Maybe so
7. Do you think it is feasible for you to own a home within the next (5) five years?
 - Yes
 - No
 - Maybe so
8. Do you think it is feasible for you to own a home within the next (10) ten years?
 - Yes
 - No
 - Maybe so
9. Do you think it is feasible for you to own a home within your lifetime?
 - Yes
 - No
 - Maybe So
 - Under what circumstance?
10. Please explain or describe how the concept of home-ownership was communicated from your parents.
11. Choose the response that relates most to your childhood living situation ages 0-6. (Select as many as apply)
 - House (owned)

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

- House (rented)
- Apartment
- Townhouse
- Duplex
- Other (please specify)

12. Choose the response that relates most to your friends' living situation ages 6-12. (Select as many as apply)

- House (owned)
- House (rented)
- Apartment
- Townhouse
- Duplex
- Other (please specify)

13. Choose the response that relates most to your living situation age 12-18. (Select as many as apply)

- House (owned)
- House (rented)
- Apartment
- Townhouse
- Duplex
- Other (please specify)

14. Choose the response that relates most to your living situation age 18 and up. (Select as many as apply)

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

- House (owned)
- House (rented)
- Apartment
- Townhouse
- Duplex
- Other (please specify)

15. Choose the response that relates most to your friends' living situation. (select all that apply)

- House (owned)
- House (rented)
- Apartment
- Townhouse
- Duplex
- Other (please specify)

16. What racial or ethnic group do you identify with?

- Black/African American
- White/Caucasian
- Asian
- Hispanic
- Other (please specify)

17. What level of education have you completed?

- High school
- Some college

Running head: PARENT-CHILD INTERPERSONAL COMMUNICATION

- Current college student
- Graduated from college
- Associate's degree
- Masters level
- Doctorate level

18. What is the highest level of education your (step)mother completed?

- High school
- Some college
- Current college student
- Graduated from college
- Associate's degree
- Masters level
- Doctorate level

19. What is the highest level of education you (step)father completed?

- High school
- Some college
- Current college student
- Graduated from college
- Associate's degree
- Masters level
- Doctorate level